THE TRAINING NEEDS OF THE GOVERNING BODIES OF MORETELE DISTRICT IN MPUMALANGA PROVINCE

BY

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I DEDICATE THIS BOOK TO MY PRECIOUS SON OTSILE AMOGELANG PITSOANE.

DECLARATION

I, **Jacobeth Refilwe Pitsoane** declare that the mini dissertation for the Degree of Masters in Educational Planning and Administration at the University of North West, hereby submitted, has not been previously submitted by me for a degree at this or any other University. That this is my own work in design and execution and that all material contained herein has duly been acknowledged.

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JACOBETH REFELWE PITSOANE

ABSTRACT

The purpose of this study is to determine the possible training needs of the school governing bodies so that they can play their roles efficiently. Education can no longer be led by the producers, namely the academic theorists, the administrators and the educators' unions. Education must be shaped by the users, by what is good for the individual child and what hopes are held by parents. If power is to be moved, then it has to be managed, by implication, this management is to be by the users, represented by the governors. Governing bodies have to take ownership of their schools to make sure that quality education is provided.

In order to be effective democratically and managerially, the need for training should be recognized. The responsibilities for governing bodies are so important and complex that a governor cannot be expected to discharge them effectively without some training going beyond the normal process of picking up the job by doing it.

The empirical investigation was employed to determine the training needs and strategies of the school governing bodies. Literature survey was also employed to determine the possible problems preventing the governing bodies to manage effectively. The population involved in this study was confined to principals, educator governors, parents, learners and co-opted members. The results of 210 respondents were analyzed.

The findings revealed that the governing bodies did not know what to do and what not to do (i.e. they do not know their job description). Findings more over revealed that the governing bodies need to be empowered through extensive training.

Recommendations made by the respondents on how training of school governing bodies should be done are also expounded. The respondents put more effort on organisation of workshops, mentoring, in-service training, clinical supervision and induction as relevant strategies that can enhance efficient school governance.

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CHAPTER 1

1. ORIENTATION

1.1. INTRODUCTION

The birth of the new South Africa signalled the beginning of the new era in the development of South Africa. The year between 1994 hitherto have brought massive changes in the political, economic and social spheres. The surge of the changes has been extended to include transformation in the education sphere, particularly that which took place in the nature of the relations between persons at the various levels in the hierarchy. The concern expressed in this work is the change in the interactional frameworks involved in the governance by governing bodies. The latter are of great educational importance because their existence is a signal that education, at least for the blacks, is under the instance of parents.

The heart of concern is that schools as the centres of teaching and learning be placed at the core of the educational management and management development rather than at the bottom of the hierarchical and bureaucratic management pyramid (Department of Education, 1996:10). School governing bodies form an important part of school management. The South African Schools' Act (Act 84 of 1996) also makes provision for the existence of "School Governing Bodies" as an important part of school management. This is essential in order to harmonize not only school governance but also issues related to multiculturalism in South African schools. It would also give meaning and impetus to the need to reconstruct and transform the school environment.

The quality of our schools and our educational services, depend on support of the community, staff, educators, school principals, school governors, policy makers and administrators throughout the system. Badenhost, Calitz, van Schalkwyk and van Wyk (1988:117) in Mavhivha and Heystek (1998: 06) state that an education with all its components, namely school and community, does not function in isolation, but forms an integral part of community life. Education is only one of the tasks that a community has to be involved with, and it is undertaken in conjunction with all other activities. Education is therefore influenced and determined by all the sub-facets of the milieu in which it exist. The school with good relationship with its

community will have less management problems.

Recent legislation, like the South African School Act (Department of Education, 1996:14), compels parents to participate in the governance of schools. Other participation like fund raising, assisting teachers with academic or extra mural activities are voluntary and parents must be motivated and trained to participate actively. The motivation of the parents depends on the teachers and principal (Heystek, 1999:21).

The community is the key to good education. Communities or parents can remove obstacles to quality education through healthy interaction and co-operation with educators. With their support and willingness to participate in school activities, the serious break down of the culture of teaching and learning can be dealt with effectively. Parents' community must contribute towards improving schools and re-establish discipline in schools. Parents should stop to sit on the sidewalk and curse the department and educators for problems experienced.

According to the South African School Act (Department of Education, 1996:15) the governance of a school which implies overall control and authority of the school and its policies and direction is vested in school governing bodies. Parents are integral part of the school governance through the school governing body. They must be prepared to be elected in such a body and contribute positively to the governance of the school. Through governing body, the parents will perform mandatory functions and allocated function given to them by SASA (Department of Education, 1996:17-18).

This mini book is intended to help school governors explore some key aspects of their role, working either individually or, preferably, together as a governing body. It is designed to help governors to find out what their powers and duties are, where they fit into the system and how they can be effective. It will also be of value to teachers especially senior members of staff, in helping them to understand the role and work of governing body more clearly and thus enabling them to work more closely in partnership with governors (Creese ,1995:01).

1.2. STATEMENT OF THE PROBLEM

Governance does not end at parliamentary level but flows to school level. In South African schools governance is clearly seen in the light of the South African Schools' Act of 1996 where the governing body which is the decision-making body is composed of all stakeholders, that is learners, educators, managers and parents. School governance through the involvement of all these stakeholders, is a tremendous tool through which the effectiveness in the school could be developed and maintained SASA (Department of Education, 1996; 10).

A governing body is a statutory (legal) body of people who are elected to govern the school. These governors represent the school and its community. The governing body act on behalf of the school and for the benefit of the school and is expected to act in good faith to carry out all its duties and functions on behalf of school and be accountable for its action SASA (Department of Education, 1996:23).

Every school and community are obliged to constitute the governing body according to the stipulations of the SASA. This is in accordance with the aim of SASA to protect and advance our diverse cultures and to promote parents' acceptance of the responsibility for organisation, governance and funding of the school. (Joubert and Prinsloo, 1999:43).

School governance means determining the policy and rules by which a school is to be organised and controlled. It should ensure that the rules and policies are aimed at protecting the learners' right to the education and are carried out effectively in terms of the law and budget of the school Understanding SASA (Department of Education, 1997:11).

The Provision of the Department of Education White Paper Education and Training (1997), the report of the Review Committee on the school organisation, governance and funding, the new legislation (NEPA and SASA) as well as provincial legislation and policy documents, all points to the fact that South Africa is headed towards implementing the policy of according more decision-making powers to governing bodies. (Bengu 1996:12).

Governing bodies are granted the authority and responsibility in helping to manage the school. The governing body is responsible for performing all specific functions given to it in terms of the SASA (1996), to formulate, improve and develop the rules, direction and policy by which the school must function, to oversee and keep overall control of the development and maintenance of the infrastructure and property of the school, to bring about and develop the partnership based on the trust and respect between all stakeholders SASA (Department of Education, 1996:11).

This is emphasised by Smith (1993:27) who state that in UK and USA decentralisation of the power or school governance, provides parents, educators and learners with effective role in decision making, school discipline, school finance and it also provide the language policy.

The problem in the Moretele district and other areas of the country seems to lie with the implementation of the above-mentioned ideas and principles by the governing bodies. Governing bodies have been elected in all schools, they are physically there, but it is however doubtful that they are not functional. They seem not to do know their defined roles. They still lack more information about their duties as school governing bodies. Most of them experience some difficulties in getting to grips with the nature of the education and how its related parts interact in order to produce "partnership" on the basis, which the system operates (Jeff Jones 2, 1993: iv).

Creese (1995:01) emphasises this when stating that many individual governors often appear uncertain about their roles, when asked to define them, they come up with variety of ideas among which they believe that they key role of governing bodies is to advise and support the schools. So it is the express design of the research to explore the appropriate modes of interaction to remedy the attitude.

One of the most important problems that seem to prohibit the implementation of the effective governance is the fact that, many people in the black communities and especially in the rural areas of the country are illiterate and semi-literate. The problem of illiteracy has an enormous effect on the management capacity of the school governing bodies. Parents that are illiterate or functionally illiterate may not be able to mange the school effectively (Heystek, 1997:66).

They may not be able to read or understand legislation and regulations and will not be able to set the school policy or manage school's finance effectively. As such this is a challenge to the community that during the elections, they should not concentrate only on the illiterate people who stay at home, but also on the professionals and experts who may have knowledge and experience from their different working areas about management, teamwork and organisational development. A variety of the professionals like bank managers, accountants, solicitors, architects, personnel officers and so forth need to be elected to assist in the management of the school (Creese, 1995: 11).

The power and functions of the governing bodies are extensive, covering the whole gamut of the school's activities. The governing body have the duty to determine the statement of the curricular aims and objectives, and to review it from time to time (Brooksbank and Anderson, 1987: 110). Governors have always had the authority under the article to have a say in the curriculum of their school. In practice, however they have tended to leave it almost to the head and staff and where governors have attempted to improve themselves more with what is taught, they have sometimes met with the resentment from teachers (Wragg and Parkington, 1987:110). Similar problems are encountered in our area, parents leave matters to educators and principals. But to fulfil their "watchdog" function, governors should collect as much information about the school's curriculum as they can. The initial step is to become familiar with the subject content and teaching methods, as well as time allocated to various subjects and the overall standards achieved (Hardings, 1987: 162).

In many instances governors are often encouraged to become involved in the decision, school policy-making and so forth, but the fact that they are uncertain of their grounds and not being informed, often leave matters to the professionals (Creese: 1995: 02). Knowing where to start is a problem to many governors. As such they need to be well informed as this will enhance moral and improves the prospect of making an effective contribution (Creese: 1995: 01).

In other schools the problem of passive participation by governing bodies, seems to be caused by the school head (principal) who still uses autocracy, inhibiting the school governing bodies from making decisions. Creese (1995:29) states that where the head behaves in an autocratic manner or is defensive and finds communication difficult, the relationship is less satisfactory. He further

argues that the head-teachers need the ability and willingness to communicate openly and frankly with their governors, particularly about any perceived weakness in the school.

Educators, especially senior members of the staff have problem in understanding the role and work of governors. It is of paramount that senior-educators and educators need to be helped to realise that lay governors do not constitute a "threat" but can contribute to the effectiveness of the school (Creese, 1995: 03).

All governors need a perception of their role, which is shared by all groups in the new partnership involved in managing schools. Governors need to know what to do if a parent complains to them about any aspect of a school life, how to refer individual complains to the head if there seem to be several worries on the theme (Beckett et al, 1991: 18).

Governors need to understand their roles and responsibility massively changed over recent years and what legal, moral and physical constraints are placed upon them (Jeff Jones 3: 1993). New responsibilities given to governing bodies through legislation means that the role of governors has increased substantially over recent years. With these enlarged responsibilities have come an increase in the level of information and understanding which governors are expected to acquire. It is now crucial that governors have access to clear and relevant information to enable them to understand not only the legal framework which now operates, but also the professional issues which form the basis of what goes on in the schools (Jeff Jones 2: 1993).

According to White Paper 1 on Education and Training basic education should be accessible to all. The basic objectives of the government is to restructure education system and improve the efficiency of the education system. School governance is the one and the proven method that can ensure the importance of efficiency of education system. Stakeholders need support in one-way or the other to enable them to deliver and do things within the framework of the law (Bengu, 1995: 01).

The challenge faced with is to provide the kind of support, skills and knowledge that will enable each individual in the education community to contribute as much as possible. Individuals, who are working in an environment which constantly changing, require support. Managing people and

developing their skills (ensuring that they have the opportunities to improve the quality of their work) ensures continuous improvement and positive change for everyone in the organisation and makes excellence in our schools possible (Bengu, 1995: 45).

This study may be guided by the following questions:

- How can school governing bodies be empowered to manage schools effectively in the new education system in South Africa?
- Which problems prevent effective school management by governing bodies?
- What kind of training needs will enhance the implementation of decision-making by school governing bodies?

1.3. PURPOSE OF STUDY

Aim 1: To determine from literature the nature and scope of school governance.

Aim 2: To determine from literature possible problems preventing effective school management by governing bodies.

Aim 3: To determine empirically the training needs of the school governing bodies.

1.4. METHOD OF STUDY

1.4.1. LITERATURE STUDY

In this research study, the review of literature was conducted by using the secondary and primary resources in order to gather information on school governance.

1.4.2. EMPIRICAL INVESTIGATION

1.4.2.1. QUESTIONNAIRE

A questionnaire was developed and pre-tested. The purpose of the questionnaire is to gather information from school governing bodies about their awareness of the duties and define roles they have to play in helping the principals to manage the schools effectively. The questionnaire will enquire into critical and decision-making skills needed from them in transforming our schools to excellent ones.

1.4.2.2. INTERVIEWS

Semi-structured interviews were conducted with the high school governing bodies to gain a picture in their involvement and participation in decision-making. The primary aim is to gather information on type(s) of the leadership style used by the principal and the latitude given to stakeholders to participate in decision making for the development of the school.

1.5. POPULATION AND SAMPLING

The total number of high school governing bodies in Moretele is 30 with the size (n=30) principals. A list of all high schools was compiled with help of the district head (manager). Thirty high schools were selected using a simple random sample technique. Ten (10) members of the governing body per school were requested to participate with the help of the principal. The total number of population was 300 (n=300).

1.6. DATA ANALYSIS

With the help of the statistical consultation of the UNIVERSITY OF NORTH WEST, computer aided statistical analysis was employed. The data was presented as follows:

F=frequencies.

D=effect size.

1.7. DEFINITION OF TERMS

Governance : means the act of governing. It means guiding or ruling an organisation. Legotlo (1996) state that governance refers to the broad structures and processes of how individuals or all role players, participants interact with each other, influence with each other and communicate with the larger environment.

School Governance : refers to how the school is run, who are the stakeholders in the school and on what basis or law is the school run (Government Gazette 1997). According to Richard van Scatter (1979:254) school governance implies placing control of schools with local citizens. They have the power to form their own school boards. These school boards can affect important policies and decisions concerning school organisation, and staff and curriculum.

A Governing Body : A governing body is a group of people who govern a school. They are elected or appointed. Members of the governing bodies represent the school and its community. In other words the job of the governing body is to promote the best interests of the school and to ensure that the learners at the school receive the best education possible. The main job of the governing is to help the school principal to organise and manage the school's activities in an effective and efficient ways (Jeff Jones 2, 1993).

1.8. CHAPTER READING

CHAPTER 1 : Orientation
CHAPTER 2 : Nature and scope of school governance.
CHAPTER 3 : Methods of research.
CHAPTER 4 : Data analysis and interpretation.
CHAPTER 5 : Summary, findings, recommendations and conclusion.

CHAPTER 2

2. NATURE AND SCOPE OF SCHOOL GOVERNANCE

2.1. INTRODUCTION

For the first time in the history of our country, legislation makes provision for parent participation in the governance of schools (Valley ,1999:11). The minister of education, professor Kadar Asmal, holds that the schools must "**become centres of community life**". The minister focussed on the pivotal rule of school governing bodies as indispensable link between the school and the communities they serve (Valley,1999: 11).

School governance plays an important role in the survival of schools. For the school to achieve excellence, the participation of school governing body is very important. There is a need for techniques to train school governing bodies.

It is observed that the governing bodies are only the spectators in the education system. They do not perform their duties effectively as assigned by the South African Schools Act (1996). There is a concern about school governing bodies and the training of school governors. Moreover, Holt and Hinds (1994: 25) argue that the school as an organisation is a large complex entity, that is why it cannot be left to sole control of the principal alone to direct manage, operate and monitor it.

This is also emphasised by Leonard (1997:15) when he holds that principals of South African schools express the desire that parents must participate more actively in school activities with the aim of improving the standard of education. In the White Paper on the Education and Training (Department of Education ,1995: 21) it is stated that parents and guardians have the primary responsibility for the education of their children and should participate on the day to day running of the school. Furthermore, the creation of models for collaboration participatory decision - making for learners and parents to witness and become involved in the school management activities and routines ultimately benefits not just the school community but our entire South African Society (Joubert and Prinslo, 2000:6).

The major part of this chapter will be devoted to the nature and scope of school governance. Further delineation of school governance has been given. Different authors will be consulted in order to get a clear picture about school governance.

2.2. FURTHER DELINEATION OF THE CONCEPT SCHOOL GOVERNANCE

2.2.1 Governance

Governance refers to the broad structures and processes of how individuals or all role players, participants interact with each other, influence with each other and communicate with the larger environment (Legotlo, 1995: 59). Governance means "the act of governing". It means guiding or ruling an organisation.

Governance is defined as the laws, regulations and administrative techniques through which the state agencies define, seek to enforce, limits on local discretion in allocating and delivering of services (Turnbull, 1985: 338). Governance is a wide array of externally determined constraints and opportunities surrounding the policy of running a particular company or organization with aim of making deliverance services efficient and pleasing to the client or customer (Turnbull, 1985:338). Normally governance and support services are carried out by the same agencies.

2.2.2. School governance.

School governance is the fulfilment of a public duty of service needed by school to provide a service to the community. This ensures that schools provide education that parents and society view as being relevant to the needs of their children. It is a way of involving the public in the running of the schools. It is a means to provide a visible form of accountability for the public in the running of schools. Without involvement of governors, there will be the exclusion of public involvement and opportunity of parents and community to exercise influence in schools will be missed for good (Hardings, 1987:4-5).

Furthermore, Hardings (1987:5) in defining a governor, states that being a governor means two things for the individual concerned. First, it means working as a member of governing body for the best interest of the school in all its aspects. Second, it means representing others, namely those who either appointed or elected the governor.

The school governing body is responsible for defining the school climate and setting expectations for learners, parents and educators. School governance is a process by which decisions are made about the control of public education (First Steps, 1997). Every school has to have a governing body. This governing body has to approve the plans, budgets and actions of the principal and staff. It up-points, and can dismiss the school principal and staff. School governing bodies do, however, demonstrate an increased commitment to democracy (Thody, 1997: 40). A governing body is a statutory or legal body of people who are elected to govern a school. According to Rebore (1984: 4), school governance is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, and internally organised human and material resources. It is a way of formulating and recommending personnel policies necessary for the efficient functioning of the school staff and all school organs. It provides for the advancement of society and individual citizens. It is a body to formulate policies for the organisation and administration of local schools.

2.2.3. Conceptualisation of school governance.

From the aforementioned delineation of school governance, it can be conceptualised that school governance is a process by which decisions are made about the control of the public education. It implies overall control and authority of the school by involving the public (parents and community).

School governance means helping the school principal through advice and support, to organise and manage the schools activities in an effective and efficient way. Thus formulating and recommending personnel policies necessary for the efficient functioning of the school staff and all school organs (Rebore 1984: 05).

School governance means exercising power to ensure that schools provide quality education. It means creating a positive atmosphere in which teaching and learning can take place. School governance means acting on behalf of the school for the benefit of the school community. Thus governors as citizens, should inform schools what citizens want; governors as state representatives must check that schools are providing what the state thinks citizens want (Thody 1995: 213).

2.3.THEORETICAL CONSIDERATION

2.3.1. Historical back ground of school governance.

The demand for democracy and participation in South African education has a long history stretching from the flight of the first slaves from their colonial masters in the early 17th century to the intense and bitter student protests in 1980's (Sayed, 1997:91). According to him, central to these struggles there were the following two key ideas:

- That decision making in schools and school governance structures should include all sectors/role players/stakeholders; and
- That greater representation would ensure educational accountability, legitimacy and democracy.

These demands concretely manifested themselves in the 1980's in the growth and development of Parents, Teachers and Student Association (PTSAs). The PTSA's reflected the belief in community participation, and were seen as community structures that gave political voice to the disenfranchised. This was captured in the notion of "organs of peoples power" (Sayed, 1997:91).

As structures contesting the state at that time, PTSAs operated parallel to the state structures such as school management councils. These bodies comprised individuals nominated by the minority White state and consequently were considered to be illegitimate by the oppressed community. Whilst the PTSAs flourished, they were beset by a fundamental inherent operational tension, namely they were acting as broad-based representative structures parallel, and alternative, to apartheid structures and simultaneously attempting to take over the functioning of school at both the policy and day -to-day level.

Sayed (1997:91) states that they were unable to fulfil both functions, partly because the origins and locations of the PTSAs within the broader anti-apartheid struggle emphasised the macro-political oppression and oppression of the majority of South Africans and the roles schools played in the process (Sisulu, 1986) also because of the conflation between administrative and governance functions (NEPI, 1992) and due to the blatant frustration, illegitimate and repression of PTSAs by the apartheid state.

With the changes in the South African political terrain in the 1990's, the role and the focus of PTSAs became subjected to intense policy debate. Various key policy documents were produced, namely the Educational Renewal Strategy (ERS) the National Educational Policy Investigation (NEPI) and the African National Congress (ANC) Education and Training Framework Document. Of these, NEPI placed the greatest emphasis on elaborating the role of the PTSAs as school governance structures. An endemic problem of PTSAs was that they did not necessarily possess the required skills to manage. They were unable to separate the function of governance from that of administration and management. To this end, this option proposed that PTSAs should function as representative structures determining school policy within a specified national framework. The implementation of policy generated by PTSAs would be left to a Management Executive that could consist of the principal and senior school staff (Sayed, 1997: 92).

The election in April 1994 marked a significant shift in policy development. The installation and establishment of legitimate, non-racial and democratic national ministry of education opened the way for the enactment of official policy acts (Sayed, 1997: 92). These policy texts were decisive in character and made explicit choices. The choices included those that integrated the previously separated departments, macro-policy bills and those focusing on specific issues and areas such as school governance. These policy document bills and acts that have been produced so far include:

- The Education Employment Act (1994) which impacts on the powers of governing bodies vis-a-vis educator employment;
- The draft Education and Training White Paper (September 1994: and March 1995) which both outlines the macro principles for education;
- The National Education Policy Bills which outlines the competencies of the minister and by implication the powers of provinces;
- The Hunter Review Committee's Report (August: 1995);

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- The Organisation, Governance and Financing of Education discussion documents, White Paper 2 (February, 1996);
- The South African Qualification Authority Act (September, 1995); and
- The South African School Bill directly addresses school governance (April 1996) later to become the South African School Act (SASA), November 1996, the constitution which outlines the political arrangements within which school governance structures are located in 1996 (Sayed, 1997:92).

From the outset, it was clear that school governance was a politically volatile issue and that a prime function of the policies recommended was to ensure that hegemonic consensus could be engendered (Sayed, 1997:92).

The school governing body replaced the former less powerful school committee or school council. The South African School Act (1996) proposes that school governing bodies will be recognised as a "juristic person". This implies that their powers and functions are guaranteed and recognised. Statutorily, and they make decision as a corporate body. According to the School Act of 1996, the school governing bodies are assigned mandatory functions, functions and allocated functions (Understanding the SASA, 1997:17). This was and is just one of the many mechanisms used by the government to enhance the participation or involvement of parents in the education of their children.

2.3.2. The place of governing bodies in the governance of school.

2.3.2.1. School governance and professional management of public schools.

It is stated in Understanding the SASA (1997:11) that the School Act makes provision for both governance and professional management of public school. School governance includes ensuring that school rules and policies are carried out effectively in terms of the law and budget of the school. On the other hand, professional management refers to the day to day administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It includes the organisation of all the activities which support teaching and learning.

The irony is that it seems to appear that the new policies though laying the basis for the improvement of schooling through greater democratic participation by communities in the management of schools, the National Schools' Act, has not shown how the governing bodies can become an efficient mechanism for the governance of the school. Notwithstanding, this study would like to address these concerns. These concerns need to be combated effectively through a rational approach.

2.3.2.3. The legal statue of the school.

❖ **The school as a juristic person**

It is stated in Understanding the SA Schools Act (1997:12) that a public school is a juristic person with the legal capacity to perform its functions in terms of the schools Act. In law, the term "persons" does not only refer to a human being, but also to a group or association of natural persons (human being) forming a new kind of person that exists independently from 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 buildings, school grounds, learners, educators or school parents. This means that the school has right 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.

❖ **The school acts through its governing body**

Because the school is a juristic person, it may buy, sell, hire or own property, enter into contracts, make investments and sue or be sued. (Understanding SASA, 1997:12). However the school performs all such actions through its governing body. The governing body has decision- making powers concerning the school and it may bind the school legally.

In the area under research, it is observed that the governing bodies are powerless to make decisions concerning schools. Mittler (1982:43-44) states that parents lack experience in working with professionals on the basis of equality, they also lack confidence in themselves and have fear of criticism. Nevertheless this concern is under investigation. Solutions to tackle this concern can be found.

❖ **The governing body and principal must support each other**

The Schools Act stipulates that the governing body must help and support the principal, educators and other staff at the school in the performance of their professional functions. The Act also states that the help must ensure that principals and other officers of the education department give all the performance of their functions in terms of the Act. Everyone must be aware of his or her respective functions and must take care not to interfere with the duties and area of responsibility of others (Understanding the SASA, 1997:13).

This is further emphasised by Campbell (1992:3) when he holds that for the parents-teachers partnership to be a success, proper management is a prerequisite. Management is the art of getting things done. Through the key resources, that is, through people.

Campbell (1992:3) continues to argue that the principal must not hope to single handily manage this matter. He or she must work in collaboration with the governing bodies as well as other staff members to ensure that the school is effectively and smoothly managed.

This is further stressed by Squelch (1993:102) when stating that those tasks relating parents-teacher partnership should be delegated and co-ordinated. Thus, there will be fair amount of division of labour and no one will be overloaded with extra work.

2.3.3. Composition of governing bodies.

The governing body of a public school is made up of the following three groups of people:

- Elected members, the school principal and members who are co-opted but not elected. Composition of the governing bodies in developed countries (England and Wales) and in developing countries (South Africa and Namibia) is nearly the same, but the difference is that with a developing country (South Africa) the learners are involved. The learners have become aware about their rights. They demand even more that expected (Mirel, 1993: 515).

According to the Government Gazette (RSA: 1997), the composition of the governing body of ordinary public secondary school is as follows:-

- Principal;
- Educators of the school;
- Parents of learners at school;
- One non-educator;
- Learners at school; and
- Two co-opted members who shall have no voting right.

- **THE PRINCIPAL**

He is responsible for the professional management of the school and must help the governing body to perform its function (Understanding SASA, 1997(a):17).

- **EDUCATORS**

They represent and are elected by other educators. Educators should bring their knowledge of educating and learning to the governing body. They may represent a united educators' view on certain issues and they should report back to staff after governing body meetings (Understanding SASA , 1997: 18).

- **LEARNERS**

They represent and are elected by other learners. They should bring to the governing body the thoughts and views of other learners. They should also ensure that information is shared between the governing body and the learner community (Understanding SASA, 1997: 18).

- **PARENTS**

They represent and are elected by other parents. They need to find ways of consulting and reporting back to the other parents in the school. They must see to it that the high standards of education are provided by schools (Understanding SASA, 1997: 18).

- **NON-EDUCATING STAFF**

They represent and are elected by other non-educating staff of the school. They are employed by the school team. Their views, which have been neglected in the past, are important Understanding SASA, 1997:18).

- **CO-OPTED MEMBERS**

The governing body may co-opt one member of the community to assist in discharging its function. The co-opted members do not have a voting right. They are chosen for their experience and skill. They are there to widen the experience of the governing body so that it reflects the local community Understanding SASA, 1997: 19).

2.3.4. Legal representation.

School governing bodies are based on legal representation. School governing bodies are legal and statutory bodies. The state, after intensive deliberations, passes an education act. In this way the state provides school governance with a judicial base. The laws demarcate spheres of authority and ordination with the establishment of structure with an interest in education. Such structure include among others, governing bodies such as school boards, management councils and school committees. The state ensures that the necessary executive bodies are created and they operate effectively in order to ensure that prescriptions of the laws are carried out. Law ensure that the governing bodies spend money reasonably and effectively. Therefore the school governing body is to operate within the legal limitations (Duma, 1995: 16). Extensive parental involvement is required by the laws. The state juristically establishes the will of the people with regard to education.

Moreover, a public school is a juristic person with the legal capacity to perform its functions in terms of Understanding SASA , 1997). Though legislation, decision - making authority is returned to parents and educators in order to induce forces into public school for the purpose of increasing efficiency and effectiveness of schools (Swanson, 1992: 177). This type of operation is within the scope of the school governance that is to be carried out by governing bodies. The school performs all its actions through its governing body. The governing body has decision-

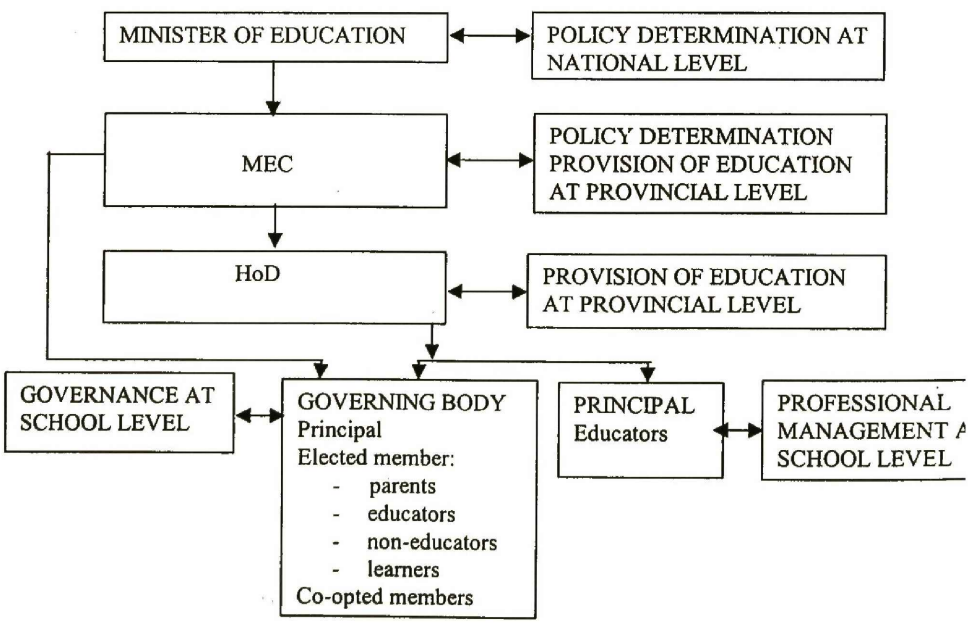
making powers concerning the school and it may bind the school legally.

School rules are guidelines that direct principals, educators, parents and learners. They ensure effective and efficient administration of management education. They help in the implementation of policies and procedures. They are drawn according to a common's law requirements. But rules should be clear and be passed with the aims of moulding the learners 'character. They should serve as the guarding of order and to protect the school from disciplinary problems. They give the governing bodies delegated tasks and responsibilities (Stopforth, 1989: 8, Mokwana, 1994: 16).

2.3.5. The position of the governing body in the structure of the school.

FIGURE 2.1. shows the positioning of the governing body into the structure of school governance. There after the duties of the different role players shown in the diagram in figure will be briefly explained.

Figure 2.1. Positioning of the SGB into the structure of school governance.



Source: ***The South African Schools Act (Department of Education, 1997: 15)***

Figure 2.1 shows that:-

- The governing body is part of the governance of one's school under the authority of the national and provincial structures, namely the Minister of Education, the MEC or the Head of Department (HoD);
- The governing body is responsible for the making of policy or the laying down of broad guidelines for planning and decision-making at school level, and
- All stakeholders are represented as elected members of the governing body.

Understanding SASA, 1997) further sets out in details the duties and role players (figure 2.1) with respect to the organisation ,governance and funding of schools. Some of those duties, in so far as they are specifically relevant to the governing body, are briefly described.

❖ **Duties of the Minister of education**

According to the provisions of the South African School Act of 1996 and other legal instruments the Minister of education:-

- May add to the duties and responsibilities of a governing body;
- Must in consultation with MEC, determine dates for the election of governing body at all public schools;
- May make regulations in terms of the School Act;
- May determine norms and standards for a language policy in public schools;
- Must determine norms and standards for the funding of schools;
- May determine guidelines for the consideration of governing bodies in adopting a code of conduct for learners; and
- Must make regulations about the exemption of parents from paying school fees (Understanding SASA, 1997: 15).

❖ **Duties of the MEC.**

- Must provide public schools for the education of learners in the province;
- Must ensure that there are enough school places so that every child in the province can attend school;
- Is responsible for education in the province;

- May determine that the governance of the two or more public schools be incorporated in a single governing body if it is in the interest of such bodies;
- May determine minimum requirements for the constitution of governing bodies;
- May approve additional or added functions for governing bodies;
- May give notice in the Provincial Gazette that governing bodies may exercise additional functions without applying;
- Must determine what behaviour by a learner at a public school will constitute a serious misconduct, and the nature of disciplinary proceedings that must be followed in such cases;
- May determine guidelines for the establishment and functions RCLs at public schools;
- Must determine guidelines on how the budget of the school should be prepared;
- May close a public school;
- Must determine rules for the election of members of the governing bodies;
- May hear appeals against certain decisions of the HoD; and
- May conclude an agreement with the owner of property to a public school on such property (Understanding SASA,1997:16).

❖ **.Duties of the HoD.**

- Must set up programs for governing bodies;
- Make sure that the principal help and support governing bodies to perform their duties (e.g.) by providing administrative assistance to governing bodies;
- May approve or refuse an application of a governing for extra functions;
- May take away a function from a governing body;
- May appoint people to perform the functions of a governing body if it fails to perform its functions;
- Must issue directions on how school funds must be administered; and
- May expel a learner from a public school in the case of a serious misconduct and arrange for a learner to be placed at another public school (Understanding SASA,1997:16).

❖ **Duties of the principal.**

- Is responsible for the professional management of the school;
- Serve as a member of the governing body in his or her official capacity; and
- Must help the governing body to perform its functions.

❖ **Duties of Educators and non-educator staff member.**

- Serve on the governing bodies.(Understanding SASA,1997:17).

❖ **Duties of parents.**

- Must see to it that a learner attends a school from the first day of the year in which a learner reaches the age of seven, until the last school day of the year in which a learner reaches the age of fifteen years, or grade nine whichever occur first;
- Serve as an elected member of a governing bodies; and
- Must see to it that a high standard of education is provided by the school.

❖ **Duties of learners.**

- In the eighth grade or higher ,serves as elected members (elected by the Representative Council of Learners) of a governing body to represent the interest of learners of a school (Understanding SASA,1997:17).

In the area under research, it seems to appear that all these responsibilities are not implemented as such it is a challenge to the government to do much in training the governing bodies.

2.3.6. The role and duties of the school governing body.

The South African School Act (1996) has given certain powers to the SGB. It is important for the SGB to exercise such powers to ensure that the school provides quality education. The participation of parents, teachers and learners in the school governing body is important in ensuring that effective teaching and learning occurs at the school. Because parents, learners and educators are closer to the level where teaching and learning take place, they are in a better position to find solution to the problems experienced, by the school and create an environment conducive to the provision of quality teaching and learning (SMC and MSTP, 2001:05). The

functions and the responsibilities of the SGB define the powers and role of SGB in the school. In other words, such functions and responsibilities tell us what is that the SGBs must or must not do. In short SASA provides the legal framework on how the SGB should operate.

2.3.2.2 The governing body is responsible for school governance.

The Schools Act (1996) further stipulates that the governing body is responsible for the governing of the school. This does not mean that the governing body must run the school on a day -to -day basis, but that it must:

- Perform all the specific functions given to the governing bodies by the Schools Act and by provincial legislation and regulations;
- Set, improve and develop the rules, direction and policy by which the school must function within the framework of the Schools Act;
- Oversee and keep overall control over the development and maintenance of the infra-structure and property of the school; and
- Bring about and develop a partnership based on trust and respect between all stakeholders, namely: parents, learners, educators, other staff at the school, the local community and the education authorities.

In the schools under research, it is however observed that afore-mentioned principles are not successfully implemented. The governing bodies need to be equipped by the necessary skills in order to can play their roles in the schools' management activities. According to Valley(1999: 12), Minister Asmal emphasises that the governing bodies around the South African country require extensive training because they lack the requisite expertise and skills in implementing the principles in the South African Schools Act of 1996.

The Minister of Education continues to stress that the un-preparedness of governing bodies and the complexity of their tasks will result in serious difficulties and should be the cause of the real concern (Valley,1999 :12).

The governing bodies have the full responsibilities for the school and its premises. Schools that are successful and run with great responsibility will attract more learners and more funds. Responsibility goes hand in glove with accountability; it is the governing body that decide about the priorities of the school (Thomas, 1992:329).

Furthermore, Angela (1994:38) argues that it is the responsibility of the governing body to give feedback to parents. The parents should be well informed about what is happening in schools and allow them to articulate their views. They must further address parental grievances.

It is the responsibility of the governing body to assist the educators to inculcate study habits and the desire to learn at home. The school is the extension of the home and a socialisation agent. The norms and values it upholds should not clash with those held by the home. The attitude of parents to education influences the child's attitude to his or her school's work (Drekker, 1993:168). If the school governing body talks negatively about the school, educators and the education system in general, the child will be negatively influenced.

Drekker (1993:168) argues that governors have to be sure that the school is being run properly and that the learners are being properly educated, thus, their responsibility covers the following:-

- The curriculum - what is taught;
- The hidden curriculum- attitudes;
- Resources, such as books and materials;
- Discipline;
- Special educational needs;
- Health and safety;
- Relations with parents;
- Relations with local community;
- School furnishing;
- Plans for change and development; and
- Staff and their appointment.

This is further emphasised by Bullivant (1998:26) when he states that the governing body should feel themselves to be part of the family of the school, but they must also be able to stand back

and see the school with its bad and good points. They must also ensure that the school is functioning properly and it is receiving the services and resources it needs to do so.

2.3.6.2.Constitution of the school

The SGB, like other organisations, needs to have a set of principles which will guide it and ensure that it works effectively. As stipulated in the SASA, all governing bodies must write their own constitution. The constitution guides the SGB and its actions, and set out the principles and rules to be followed by those who belong or join the SGB.

A constitution is a document with important and basic principles and rules. It also outlines procedures to be followed at the school and mechanisms to solve problems that may be experienced at school. It outlines how the SGB operates, what are the functions and responsibilities of the SGB, and how is tasked with specific functions and responsibilities. For instance, how often should meetings be convened, who are the office bearers and their responsibilities, how are the finances of the school kept, what report or statement should the SGB provide and how (SMC and MSTP, 2001:13).

According to the (SMC and MSTP) 2001:13. structure of the constitution usually includes the following items:

Name: What is the SGB called?

Aims and objectives: what the SGB want to achieve together

Activities: What the SGB do in order to achieve its aims

Membership: who can be a member of an SGB?

Funds: where will the funds come from?

Meetings: what kind of meetings will the SGB have and how often

Administration: who will run the SGB?

Election procedures: How will office bearers be elected?

Amendments: How will changes to the constitution be effected?

It is important that the constitution should meet the needs of what particular SGB and that it is agreed upon by all stakeholders (Siyakhula Trust, 2002: 32).

The aim of the constitution is to guide and help the SGB to run the school and help to ensure that the school provides an education of such high quality that the talents and abilities of all learners are developed. (Department of Education, 1997: 38)

As stated in the SASA, the governing body of the school must function in terms of a constitution, but it seems to be different with the SGBs of many schools, as they know less about their constitution. This leads them being unable to facilitate (settle) some of the (problems) activities/ responsibilities given to them. This is emphasised in (SMC and SMTP, 2001:11) where an example of a case study, where the chairperson of the SGB knows nothing about the constitution.

2.3.6.3.Development of school vision and mission

The governing body should be involved in the development of a vision and mission of a school. This will help to show the school community and the outside world what the culture of the school is or should be, the schools values and the direction the school wants to move in. This will also help the school to have a clear direction and everyone will have shared idea about what the school is trying to do(Understanding SASA ,1997: 45).

No school can exist in isolation from the community and the society of which it should be an integral part. The quality of the school environment includes the quality of its relationship with its community. Effective school management can be achieved only through a strong partnership between heads and their staff and learners and a number of groups both with and outside the local school community including other sections of ministry of education (Williams, 1993:40).

A vision is a picture of the future the school wants to create. A good vision statement provides a realistic believable and attractive picture of the school in future (Department of education 1997:46). According to Davidoff and Lazarus (1997:45) vision is a flame that lights the school, which gives the members of the community a sense of pride, recognition and detailing of the unique contribution that the school alone can make.

The mission supports the school's vision. A good mission statement should give reasons for why the school exists; say what the business of the school is; make it clear what the stakeholders can

expect at the school, and guide the policy decision at the school (Department of Education, 1997: 47). The role of the school governing bodies in school governance is to ensure that a long vision is established.

The vision statement should reflect the consensus of the governance team, what learners need to achieve their highest potentialities (Campell, 1994:393). More importantly establishment of a long-term vision through school governance is essential. Weninger (1989:163) states that adoption of school governance policies should ensure excellence and maintenance of achievable vision that will be desirable and essential for community development in general. This is also emphasised by Shannon (1994:389) when stating that the governing bodies should advocate for new vision that will cope with the modern day world.

2.3.6.4. Development of school policies.

Policies are usually strategies designed to bring about goals .A policy is a kind of decision making which involves negotiations around key values and principles (Department of Education, 1997:49) The SGB is expected to develop a school policy, as stipulated in the regulations relating to SGBs. When designing a school policy, the SGB should ensure that:-

- It follows the vision and mission of the school;
- All stakeholders are consulted when drafting the policy;
- It is approved and adopted by the SGB; and
- It should be put into practice and checked for progress.

Bell, Bush, Fox, Goodey and Goulding in Mavhivha and Heystek, (1999) state that parents are to be involved whenever a policy is to made, as this will facilitate the implementation of such policy .If the parents are not involved in the formulation of school policy ,they may wish and pray for the failure of the policy that was formulated.

♦ ***Admission policy***

The South African School Act (Department of Education, 1997:53) stipulates that :

- All public schools must admit learners and fulfil their educational requirements without unfairly discriminating in any way;
- The governing body should formulate and write the admission policy of the school, and that the admission policy may not conflict with the constitution of the R.S.A;
- Section 5 (2) of the constitution clearly state that the governing body of a school may not administer any test related to the admission of learners;

- That no unfair discrimination may take place against a learner on any of the following grounds: race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religious conscience belief, culture, language birth; and
- That no learner may be refused admission on the basis that his /her parent:
  - Is not able to pay or refuse to pay school fees as determined by the governing body
  - Does not support the mission of the school as determined by the governing body.
  - Is not prepared to sign any indemnity agreement drafted by the school indemnifying the school against any damage to the learners; In placing learners with special educational needs, the HoD and the principal must always consider the rights and wishes of the parents of such a learner.

Age requirements may be established by the authorities to establish requirements for learners to a school or a grade of a school. The minister of Education may after consultation with the Council of Education Ministers, determine such age requirements and publish them by means of a notice in the Government Gazette (Oosthuizen et al, 1998:175).

♦ ***Language policy***

South Africa is a multicultural country with eleven official languages .The Constitution (Section 29) state that everyone has the right to receive education in the official language or languages of his or her choice in public schools and educational institutions where such education is reasonably practicable. (Department of Education, 1997:54).

The South African School Act (Department of Education, 1996) further state that the governing body may choose the language to be used for teaching and learning in a school .In deciding on the language policy the governing body must comply with the laws of that province. Language may however, not be used as a cover or smoke screen to keep learners out of a school on the basis of their race (Department of Education,1997:54).

Many factors play a role in deciding the language policy of a school. These include the language preference of the majority of learners and parents of the school, the number of learners who ask for instruction in another language, other schools in the vicinity and their language of instruction, the availability of teachers , to teach in a particular language and the cost involved (Department of Education, 1997:55).

The Minister of Education in each province has laid down certain norms and standards for the language policies in that province. Before drawing up a language policy for a school, the governing body should obtain a copy of the MEC's guidelines.

- ***Religious policy***

Oosthuizen(1998:174) states that the governing body may in terms of (section7 of the Act, issue rules which regulate religious observances at school. The requirements, which have to be considered by the governing body in drafting these rules, include;

- That such requirements be in accordance with applicable provincial legislation;
- Religious observances must be free and voluntarily; and
- That all requirements comply with the provision of the Construction of Republic of South Africa (SA, 1996 (a) Apart from the provisions of sections 30 and 9 of the Constitution, section 15 and 31 are of particular importance.

Section 15 of the Constitution guarantees both personal freedom of conscience and religion and the right to conduct religious observances state and state –aid institution provided that:

- These observances are conducted in accordance with rules; and
- Attendance is free and voluntary.

Section 31 inter alia determines that persons belonging to a religious community may not be denied the right to establish, join and maintain religious associations and bodies in the community. Furthermore no persons may be denied the right to practise his religion with other

members of that religious community. However, such practises may not be in consistent with any other provision of the bill of Rights.

In keeping with these provisions, the SASA stipulates that, subject to the Constitution and any applicable provincial law, religious observances may be conducted in public schools in accordance with rules issued by governing body if such observances are conducted on an equitable basis and attendance is free and voluntary for both learners and members of staff.

In order to put this stipulation into effect, the governing body, together with all the stakeholders, must lay down rules, which ensure that learners and staff with different religious convictions have an equal opportunity to attend religious observances according to their faith. If the school is a public school on private property belonging to a religious organisation, the religious organisation may demand that, that religion practised at the school.

To avoid conflict situations in the schools it is suggested that the admission forms of each school should make provision for the parents to indicate their religious affiliation. On the issues of different traditions or ways to dress related to religion, parents should decide what is allowed and acceptable and include these in the code of conduct (Oosthuizen et al, 1998:174).

2.3.6.5. Adopting the code of conduct

A code of conduct is a written statement of rules and principles concerning discipline. Good discipline is an important feature of effective schools. The learners' right to education must be protected by providing an orderly and safe environment for them to learn in. The governing body has a duty to make sure that the school adopts the code of conduct. The code of conduct should include school rules and the action of other learners to receive effective education. The governing body has a duty to ensure that learners understand that they have both a right to education and an obligation to allow other learners to exercise their right to education (Joubert and Prinsloo, 2000:66).

❖ **Code of conduct for the SGB.**

Siyakhula Trust (2000:36) states that a code of conduct is a document of guidelines about how people in a particular situation should behave. The code of conduct for the SGB should;

- Set out the responsibilities of parents, teachers, students and non-teaching staff. (i.e. it should clarify and promote the role and responsibilities of various stakeholders in creation of a proper learning environment in schools;
- Indicate how they should treat each other; and
- Set performance standards by which parents, teachers and non- teaching staff and students will be evaluated or judged.

It must above all facilitates or creates an atmosphere in which good teaching and learning can take place; promote self-discipline encourage good behaviour and regulate conduct (Department of Education, 1997:59) It is important that all educators, non-teaching staff, parents and learners commit themselves to the code of conduct and know that it is not only a written document but a way of behaving(Siyakhula Trust, 2000:41).

Governors should receive regular reports on attendance and truancy, lateness behavioural problems cause by learners at school. Governors should know and approve the school rules and monitor how well these are observed (Bullivant, 1998:44). Sanctions used by the school for problem of attendance and misbehaviour should also be known. If any learner has been suspended from school, whether or not they have been admitted, this should be reported. Governors should be able to monitor whether there is any particular group in the school causing problems, and what action is being taken to improve the situation (Bullivant, 1998:44).

❖ ***Code of conduct for learners***

Subject to any public provincial law, a governing body of a public school must adopt a code of conduct for learners after consultation with learners, parents and educators of the school. The code of conduct must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of learning process (MSTP, 2001:11).

The code of conduct must suit the development of the learners and be appropriate to the different school levels .The language used must be easily understandable to make content accessible. The format should be user-friendly. The code of conduct must contain a set of moral values, norms and principles which the school community should uphold.

Department of Education (1997(b): 50) stipulates that the code of conduct for learners should:

- *Say what the right, responsibility and duties of learners are-*
- All learners have the right to develop their full potential,
- All learners will respect each other's beliefs and traditions;

- *Say what the rules of the school are about conduct.*
- Learners must behave with courtesy, tolerance and consideration towards others,
- Learners must be punctual.
- All learners must leave the school grounds at a certain time;
- *Guarantee that all resources will be protected.*
- Learners should support the learning process,
- Learners must be protected from substance abuse (drugs and alcohol)
- Learners must at no time endanger the lives of others,
- Learners must respect the school environment;
- *Define the daily school programmes.*
- Learners must respect and uphold the school rules and
- Learners will participate in school activities; and
- *Say what processes will be followed if a learner acts against the code of conduct.*
- What disciplinary action will be taken for what offences?

Learners are compelled to comply with the code of conduct of the school they attend they must be informed about its contents, which must list its positive terms, the things learners may not do or should do as well as communication channels, grievance procedures and due process in conducting a fair hearing. (Department of Education, 1998: 85).

Learners must understand that actions may be taken against them if they contravene the code of conduct. When action is taken against learners they should be informed why their conduct is considered as a misbehaviour or misconduct and why they are to be disciplined or punished. (Department of Education, 1998:85)

❖ **Code of conduct for teachers**

The code conduct for educators is regulated by the South African Council of Education (SACE) which is a stationary body consisting of members from or representing the Education Department and those from the teaching profession. The school governing body is expected to understand this so that the body should not experience a problem if any educator poses misconduct. The educator is expected to comply with the Disciplinary Powers and Procedures of the South African Council for Educators. Oosthuizen (1998:111-112) explains the code of conduct of an educator in relation to the learner, parent and community as follows:

□ **The educator and the learner.**

An educator should;

- Respect the dignity, beliefs and constitutional right of learners and in particular children, which includes the right to privacy and confidentiality;
- Acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his potentialities;
- Exercise authority with compassion;
- Avoid any form of humiliation and refrains from any form of child abuse, physical or psychological promotes gender quality and refrains from any form of sexual relationship with learners, or sexual harassment (physical or otherwise) of learners;
- Uses appropriate language and behaviour in his interaction with learners, and acts in such a way as to elicit respect from the learners;
- Take reasonable step to ensure the safety of learners;
- Does not abuse the position he holds for financial political or personal gain;
- Is not negligent or indolent in the performance of his professional duties; and

- Recognises, where appropriate, learners as partners in education.

- **The educator and the parent**

An educator, where appropriate-

- Recognises the parents as partners in education and promotes a harmonious relationship with them; and
- Does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner (Oosthuizen, 1998: 112).

- **The educator and the community**

An educator recognise that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community.

2.3.6.6. Maintenance of discipline.

The majority of the schools in the area under research have enormous problems ranging from drug abuse, alcoholism, absenteeism and dodging classes or playing truancy. Educators cannot prevent or address such problems alone. Educators and the department of education cannot go it alone (Department of Education, 1996: 51). Most of these bad behaviours occur mainly because of absenteeism from the school. The governing bodies should ensure that the learners attend school regularly and are always punctual (Department of Education, 1996: 7-8).

According to the South African Schools Act (Department of Education, 1996) the governance of the school, which implies overall control and authority of the school and its policies and direction is vested in a school governing body. There is a great loss of morals that harm our schools. That is why young people are often referred to as the lost generation. They seem to care less about their life styles, education, health and their future in general. It is the responsibility of the governing body to work tirelessly towards the moral regeneration of the society, as this is a crucial ingredient to the re-establishment of learning in schools.

Lewis (1992: 57) continues to argue that schools are places where children should develop self-respect and learn respect for others. They are places where youth should learn honesty, discipline

and develop work ethics. Schools are places where children learn to determine their future and unearth their talents as well as abilities. Thus the governing body has a significant role to play in all these very important issues. The governing body must contribute towards improving schools and re-establishing discipline in schools. It should play a role in educational regeneration.

According to Rebore (1984: 191) if an educator seriously hinders the instructional learning process, the principal should report the case without delay to the school governing bodies. Whatever the offence may be, it should be referred to the school governing body (Rebore, 1984: 191). The school governing body has to settle disputes in a school. After hearing, a decision has to be taken. More frequently, the governing body may have to discipline learners. School governing body need to be clear about the situation and conflict management skill. The school governing body should be given all the responsibilities of taking necessary disciplinary measures (Bullivant, 1988: 53).

Figure 2.2 Minor and serious offences and relevant disciplinary actions.

In Figure 2.2. Suyakhula Trust (2002: 50) gives a list of minor and serious offences and relevant disciplinary actions, which may be taken on each offence.

Warning	Suspension	Expulsion
1.Use of vulgar in public 2.Cheating in class 3.Petty theft 4.Lying 5.Bringing school's name into disrepute 6.Damage to school's property (minor) 7.Damage of property of others (minor) 8.Sexual harassment: 8.1.Sexual remarks 8.2.Snapping of bars 8.3.Groping bodies 8.4.Pulling down of short 8.5.Flippping up of skirts 8.6.Sexualised jokes in mixed company. 9.President disobedience 10.Unsporting behaviour 11.Persistent non-co-operation with an educator or with the school authorities 12.Actions obviously aimed at humiliating educators and fellow-learners 13.Distribution of obscene/ pornographic material 14.Hurtful, nasty personalized graffiti.	1.Use of alcohol at school 2.Theft (major) 3.Cheating in test/ examinations 4.Blatant dishonesty 5.Threats to educators 6.Deliberate and serious undermining of the authority of the principal and educators 7.Threats to violence to fellow-learners 8.Intimidating of others to enforce acquiescence 9.Actions provoking racism 10.Repeated gender	1.Serious assault: educator, non-educator, learner. 2.Repeated defiance of school authorities 3.Use and or sale (peddling) of drugs, pornographic material and similar 4.Theft involving violence 5.Guilt proven in a court of law 6.Possessing a weapon at school, e.g. Firearm, knife with blade longer than 4cm, dagger, panga, stick, etc 7.Any act, which in the opinion of the disciplinary tribunal endangers the life and safety of others 8.Sexual coercion: aggressive action aimed at procuring sexual favours 9.Sexual assault: sex-related crime/ misconduct-including rape and sexual assault.

Source : Siyakhula Trust (2002:50)

- **SUSPENSION AND EXPULSION.**

It is essential that the governing bodies should know the difference between suspension and expulsion, as shown in figure 2.2 so that they should be able to maintain discipline in schools.

Suspension.

Suspension means that a learner is excluded from a school and cannot return to school for a certain period of time (Understanding SASA, 1997: 61). The governing body of the public may suspend a learner after the learner has been given a fair hearing. A learner may be suspended for two purposes. Firstly, as a correctional measure for misconduct. In such a case, the learner may not be suspended for more than one week. Secondly, a learner may be suspended from a school whilst waiting for a decision on whether he / she is to be expelled from a school by the HoD. This period may be longer than one week.

Expulsion.

Expulsion means the permanent ending of a learner's right to attend a particular school, in other words, the learner is removed from the school permanently (Understanding SASA, 1997: 61). No governing body or a principal may expel a learner. The learner can only be expelled by the HoD. The expulsion may take place only if a learner has been found guilty of a serious misconduct after a fair hearing. The governing body must include this information in the school's code of conduct.

2.3.6.7. Curriculum.

In defining the curriculum Hardings (1987:152) states that it refers to all the school's teaching and learning activities which have been deliberately planned. He further states that it is the very essence of school work and it is always under close scrutiny by inspectorate and that education cannot be controlled without influence being exerted on the curriculum.

Bullivant (1998:64) argues that curriculum is not just a list of the subjects on the timetable, but everything that affects what is taught and what is learned. It encompasses homework and exam

choices, school uniform equal opportunities for all learners, and positive discrimination for those who need it. It includes human relationships, racial equality and awareness, health and careers education, political and religious education.

Governing bodies should be involved in curriculum development .The school managers should carry out the curriculum in the sense desired by the governing bodies together with community. The governing body should have a general view of the curriculum as actually given from day to day activities within the school (Mahoney, 1988:11-12). Moreover, the governing bodies in schools should focus on related issues in so far as the curriculum is concerned. Changes should focus on the educational aspects of the reforms, learning activities, curriculum design and pedagogical strategies. The governing bodies should encourage learners centred instruction with enjoyable learning experience. It should individualise learning programmes (Mirel, 1993:492).

Governors do not choose textbooks or set exams, but they should certainly keep an eye on the way in which the curriculum is put over learners and the results (Bullivant: 1998: 65) for example, in secondary schools governors should:

- Know how is the homework timetable planned?
- How many hours of homework a week are learners of different ages expected to complete?
- Is the homework marked?
- Do all learners have a full programme of careers education?
- What additional help is available for those who have problems in learning to read?
- Are there library books which explore a wide variety of situations?
- To what extent do the requirements of a higher education affect the curriculum?
- What curriculum links are there between schools-secondary schools and their contributory primary schools?

❖ ***Sex education***

Governors now have a special responsibility for sex education. They must decide whether sex education is to be provided in the school and if so, they have to approve the broad content of the sex education program (Bullivant ,1998:44).

❖ ***Special educational needs.***

Furthermore, Bullivant (1998: 44) notes that governing bodies should know of the number of children in the school who have special educational needs. Some of these may have a statement of special educational need drawn up jointly by educators and specialist of many kinds and discussed and agreed with the child's parents. Many more young people who are in some way handicapped are now educated in mainstream rather than special schools and provisions must be made for them, whether they require ramps for wheel-chair access, a room for special toilet-ting needs or additional education help. Sometimes a unit may be attached to the school, so that a number of similarly handicapped learners can be provided with suitable educators and facilities for example deaf or blind children.

The governing body should keep unobstructively information of the life and activities of the school and should produce at first general appraisal of the school's progress within four years of its formation and subsequent appraisal at agreed intervals. A short report on these appraisals should be sent to the local authorities.

2.3.6.8. School visits and excursions.

School governing bodies should be clear about the arrangement for all out-of-school visits. Whether they are solely recreational or part of the education programme, and whether they are in holiday or school time (Bullivant, 1998:47). The school governing bodies should be clear about the following:

- Are parents fully informed, and their consent obtained? For all day, overnight and overseas visit, this should be in writing.
- Is there a charge to parent?
- Are children unable to go if parents are unwilling or unable to pay?
- Are there arrangements for meeting the cost of learners whose parents are unable to pay all or part of the charge?
- What supervision arrangements have been made? Are they satisfactory?
- Are parents or governors invited to accompany such visits? How many do? and
- What arrangements are made for the children who remain in school during a visit? (Bullivant, 1998: 47).

2.3.6.9. Financing education.

Financing education is an issue that affects parents directly. For children to receive better education, libraries to be well equipped and for laboratories to be fully functional, parents should be prepared to pay more. According to Department of education (1996) a governing body of a public school must establish a school fund and administer it in accordance with directions issued by the head of department.

This is also emphasised in MSTP (2002:12) when elaborating that many schools rely on school fees to provide the money in the school fund. Education policy states clearly that parents should contribute what they can towards their children's education. This is because the government only has the resources to provide very basic facilities for all children of South Africa. The school must rely on its own ability to raise money to provide the "extras".

The Department of Education (1999: 30) hold that the governing body must take a lead in persuading parents to pay school fees that can be afforded by majority of them. The governing body must first consider the financial situation of the school carefully and decide whether or not it is going to recommend to parents that school fees should be paid. It must take into account the actual needs of the school; the amount the state can afford to give to the school and the financial position of the parents (Department of Education, 1997: 40).

The governing body must remind the parent that the state cannot pay for everything at the school and that the school fees will promote the quality of learning and teaching at school. The governing body should thus come with suggestions to parents who cannot afford to pay. It must inform all parents of the regulations concerning exemptions from paying fees. (Department of Education 1999; 31). In terms of financing education, aspects such as financial management of the school and fundraising will be discussed.

- **Financial management of the school.**

With regard to the changing role of the principal in collaborative and participative decision-making chapter four of the South African Schools Act 84 of 1996, Government Gazette No, 17579

(RSA, 1996: 2-28) places responsibility for the financial management of the school in the hands of the governing body of the school. Thus, the principal as member of governing body cannot make decisions on his own. The principal has to consult with all stakeholders of the governing body in relation to financial management of the school.

➢ **School Fees**

As stipulated in the SASA (Department of education, 1997:40) the governing body may propose that school fees be changed and suggest their amount, but the ultimate decision on these matters is in the hands of the parents of the learner attending the school. It further holds that school fees may be charged if the following requirements are met:

- After preparing the budget, the governing body must inform the parents of the probable income and probable expenditure of the school. The budget must then be approved by the majority of the parents and the parents must then decide whether school fees will be charged at that school. Parents agree (vote) on this at the meeting of parents convened to consider the school budget;

- The parents must also approve the amount to be paid in school fees. This means that the governing body or the principal cannot decide on their own what the amount must be; and

- Equitable (fair) rules and procedures must be drawn up to allow parents who are unable to pay to be exempted (excused) from paying all or a part of the school.

Once the majority of parents have approved the charging of school fees and the exemption of certain parents, the governing body must carry out this decision. In other words, it must see to it that the fees approved are charged, that accounts are sent out to parents who must pay (if practicable) and that the money owed is actually paid to the school. Every parent must receive a receipt indicating the amount that has been paid to the school (Department of Education 1997:40) A parent of a learner must pay the school fees that have been duly approved. The only exemption is in the case of a parent who has been exempted. If a parent refuses or fails to pay school fees or a part thereof the necessary steps must be taken. The governing body has a right to use legal procedures (to obtain a court order) to force the non-paying parents to pay and will have to get the

service of an attorney to institute proceedings against non-paying parents (Understanding SASA Department of education, 1997(a) 41).

- **Budgeting**

Understanding SASA (Department of education (1997 (a): 48) defines a budget as a document containing all the probable expenditure of the school for the next year. Budgeting is a very important part of financial management. Trying to manage the school finance without a budget is a bit like trying to find the destination without a map (MSTP, 2002:10). A governing body of a public school must prepare a budget each year, according to guidelines determined by the Minister of the Executive Council, which shows the estimated income and expenditure of the school for the following financial year (Understanding SASA Department of Education, 1997 (a):48).

Before a budget is approved by the governing body, it must be presented to a general meeting of parents convened on at least 30 days notice, for consideration and approval by the majority of parents present and voting (Department of Education, 1997 (a): 49).

- **Opening the school's bank account.**

Every SGB is required to open and run a bank account for the school fund .The bank account is an important tool for ensuring financial responsibility and accountability (MSTP, 2002: 08). The governing body will have to open and maintain a bank account in the name of the school at any registered bank. All the money that belongs to a school must be paid in the bank account of the school (Department of Education 1997 (a): 45). The document further emphasises that nobody may keep the school's money under his or her personal control unless it is for immediate use for approved expenditure. Furthermore, nobody may deposit the school's money into any bank account other than the one that exists in the name of the school.

- **Keeping financial records for the school fund**

The school's Act places a duty on the governing body to keep written records of everything that has to do with the money or property of the school. This means that all the money that the school

receives must be written into a financial statement or record, or entered into a computer. If the school pays out money to anyone, it must be recorded in the same manner (Department of Education, 1997(a): 50)

The document further explains that there must be a special register in which all the property, that belongs to the school is written down. The register will have to contain lists of everything of which the school is the owner. If the school buys or receives something new, it must be entered in to the records immediately. If something no longer belongs to the school it must be written down with all necessary reasons. For insurance purposes everything occupied and used by the school must be written down and the value thereof indicated (Department of Education, 1997(a): 50).

In MSTP (2002:30) it is clearly elaborated that keeping financial records for the school fund means:

- Opening a bank account if one does not already exist;
- Making out receipts for all income in official receipt books;
- Keeping records of all accounts;
- Paying all accounts;
- Controlling and reconciling the petty cash system;
- Keeping all financial records in a simple but logical filing system;
- Recording all income and expenditure in the Cash Book;
- Reconciling the Cash Book with the Bank Statement, monthly; and
- Preparing Income and Expenditure Statements at the end of each month.

MSTP (2002:31) also emphasizes that the governing bodies must keep all records of all funds received and spent and all assets, liabilities and financial transactions. According to the document, financial statements of the school must be checked (audited) by an independent person who is qualified to do so. A copy of these audited annual financial statements must be submitted by the governing body to the Head of Department of Education within six months of the end of each financial year.

❖ **Fund raising.**

An important prerequisite for efficient fundraising campaign is joint decision-making processes. According to Department of Education (1997(a): 38) the governing body has to supplement the resources supplied by the state in order to improve the quality of education provided by the school. The members of the governing body and the educators have to plan all fundraising campaigns together and discuss the legal implications that could result from such fundraising events.

They should use their talents to make plans and to carry out projects to earn income for the school. It is advisable to set up a special committee in the governing body to deal with fund raising (Understanding SASA Department of Education, 1997 (a): 38).

First Steps Department of Education (1997: 53) came up with many ways in which the governing body can raise funds. These include charging school fees, renting out school buildings, holding concerts, cake sales and fetes, selling things at sport days as well as developing a funding proposal for a donor.

Should the governing body expect the educators to carry out certain responsibilities during such an event, the exact obligation of each party should be spelt out and agreed upon before the commencement of such activity. Educators, with their knowledge of the pitfalls that may occur when dealing with learners, should assist the members of the governing by advising them on potential problems.

Parents are the key to quality education. Without enough financial resources; quality education will be difficult to achieve. As such parents have to assist the school in the provision of the different needs of the school. Parents in public schools contribute a specified amount in respect of school fees, but in most cases, their contribution is not enough to satisfy the demands of effective education, hence extra funds must be raised.

According to Craft (1997: 82) raising funds can be a tiresome chore or the highlight of the school year, but fundraising must be done. Raising funds is one way in which the aim of improving the quality of education can be achieved. Extra money is needed if the school is to provide

scholarship, extra help, material for special projects, a building fund and transport for field trips. Educators and governing bodies, however, cannot carry this all alone. Parents and learners should get together to raise funds. Parents should be part of these endeavours, they may ask donations from their employers and even colleagues.

2.3.7. Being an effective governor

Being an effective governing body means working together, working with the school and community. Wragg and Parkington (1995: 64) state that if a governing body is to be effective, then a group of individuals, some of whom may have never met before, must become a team and set out work for the good of the school and its community. The governing body should keep up to date about what is going on in education generally and in a school in particular poling the talents and knowledge of politicians, parents, teachers and others in the locality to facilitate the successful running of the school.

2.3.7.1.Working as a team

First Steps Department of Education (1997: 20) states that the governing body has a lot of work to do and for it to be successful it must work as a team. To ensure that the governing body runs smoothly, it must elect office bearers to co-ordinate its activities. The office bearers should be elected from the whole governing body at its first meeting.

It further states that; even if the executive committee is responsible for the day to day running of the governing body, this does not mean that members should leave everything to committee. Everyone in the governing body has to make a meaningful contribution so that decisions are shared and owned by all stakeholders. Members of a smooth-running governing body that works well, have to participate fully, be committed and be united around goals and policies. And it is the responsibility of the chairperson to ensure that this happens by his/ her own leadership (First Steps Department of Education, 1997: 22).

It further explains that one way of sharing the work is to form committees to do special work, for example, a committee may deal with staffing, finances, fund raising or premises. The committees

should consider their minutes and accept them formally. The official decision is taken by the governing body at the proper meeting. The committees have no authority to make binding decision but they can only make recommendation to the governing body.

The governing body is made of different people with different personalities and opinions, this mean that these people may be in conflict with each other. So one of the challenges for governing body is to find ways of working together. Otherwise, the main goal of improving the quality of education in the school will not be reached. The governing body team needs to trust and respect each other. Trust is built when one get to know each other's beliefs, values, interests and strengths. As trust develops over time, members will be more open to sharing their opinions, taking risks and resolving conflict in a positive way (First Steps Department of Education, 1997: 23). Deciding on how they want to work together is another way of promoting teamwork. Department of Education 1997: 23) describes the characteristics of a good team as follows-

- The members value each other;
- The member look ahead and share their goals, values and principles;
- The work is shared;
- The way of working is agreed on;
- New members are accepted and welcomed;
- Big tasks are divided and shared;
- The chairperson does his/ her job properly;
- The team takes responsibility if things go wrong;
- The members support and encourage each other;
- The members communicate with each other regularly;
- There is a high level of co-operation;
- Every member is involved; and
- The members respect each other.

The Department of education (1997:23) further states that members of the governing body should try to understand what causes conflict and deal with that. Conflict is often caused by members-

- Not being clear about their responsibilities;
- Not doing their task duties (not being accountable);

- Not consulting or not sharing information;
- Forming little group and leaving other out; and
- Who won't work as a team.

To be able to deal with conflict, members should-

- Acknowledge the conflict-admit that there is a problem;
- Define the conflict-agree on what the problem is and what is causing it;
- Plan on how to deal with the conflict;
- Discuss the problem openly; and
- Work out a way of sorting out the problem.

2.3.7.2. Working with the school/ knowing the school.

Governors have a wide range of legal responsibility and are required to make decisions on many topics affecting the future of their schools, sometimes with far-reaching consequences. Without a sound and detailed knowledge of school it is difficult to see how such decisions can be taken properly. To know the school in some depth requires from a governor time and willingness to learn and understand (Creese, 1995: 10).

Different members of the governing body have to get know the school in different ways. Teachers and other members of staff know something about the school that parents and learners may not know. Learners also have a different knowledge of the school because of their classroom experiences. It is important that everyone shares his / her knowledge with fellow members. One of the easiest and quickest ways of finding out about the school is to ask the principal First Steps (Department of Education, 1997:41).

An even more personal way is to arrange visits to the school. Visiting the school regularly will directly and indirectly help to foster good governor-teachers relationship by establishing the necessary atmosphere of mutual trust and respect. However, the visits should not interfere in the day-to-day business of the school. The governor should make arrangement with the principal first. These visits could include visits to the classrooms, assembly, sport matches, the staff room or the

school, ground (First Steps Department of Education, 1997:42). It is through such amicable conduct that a governor becomes a trusted and respected member of the school community, and discover the way in which he/ she can best help. (Wragg and Parkington, 1987:24).

According to Creese (1995:10) governors who visit the school only for governors meetings and for formal school functions are failing to obtain the fully rounded view of the school. This is emphasised by Leonard (1989:16) stating that to be fully effective, each governor needs to know more about the school than he can readily learn from attending meetings and formal gatherings. He further argues that a governor needs to become involved: to get to know at first hand something about the school; to have some personal contact with its staff; to see a little of what is taught, and to see for himself any problem concerning the buildings and equipments which are under discussions in governors meetings.

Holt and Hinds (1994:23) also argue that "at a certain distance you can see a tree but not a grain of any individual tree; the governor cannot see what learning is like in the classroom; can see an argument for the science equipment; but cannot see the life of learning science in the classroom. The consequences is that the governor may have to change positions and angles of vision, frequently. That is the governor should stay where he or she can see the wood for the tree- the school as a whole.

2.3.7.3. Working with the community.

Department of education (1997:57) state that a school is part of a larger community, in which it is situated, as such it is important that the governing body recognises this, and make every effort to get the community involved in schools. If the community sees that the school is trying to provide the best education possible for its children, then it will want to do a lot to help the school, especially in the areas of raising funds that may not otherwise be available. An effective governing body will get the school community involved in the work of the governing body. This will lighten its workload. This means that the governing body should try to learn about the needs of the community and the activities carried out by the community.

2.3.7.4. Meetings

Department of Education (1997:26) explains that meetings are an opportunity for school governing bodies to share information, plan for the future, check their progress and also to solve problems, as such they have to be well organised and properly chaired. Bullivant (1998:32) also argues that governors' meetings must be held at least once in each term. Dates and times are usually arranged at least a term in advance. He says that every effort should be made to attend, and stay for the whole meeting. If this is not possible, a governor must send a written apology in advance to the clerk or the chairperson. Schools are best served by a united governing body which uses its termly meetings efficiently and effectively.

Meetings may be held in school time, which means a governor can see the school in action. An evening meeting may mean more people can attend, and it can go longer, although that is not always an advantage. A mixture of day and evening meetings may help most people to attend.

- **Agenda:** Bullivant(1998:32)argues that about a week before the meeting, a governor should receive the agenda, which gives details of the meeting and a list of the business. The head teachers report and other papers should be included in the agenda. A governor should make time to go through the papers marking any points about which he or she has a question or anything which is not there which he or she want to ask for.

- **Minutes:** Minutes have to be recorded of who was present, what was done and what was decided. They are not a complete record of all discussion points. The chairperson will sign the minutes and a copy will be kept in a school, which may be consulted by school staff, parents of registered learners and learners themselves.

2.3.8. POSSIBLE PROBLEMS THAT CAUSE THE GOVERNING BODY TO BE INEFFECTIVE.

In the area under research, the governing bodies do not perform the legal duties vested upon them regarding the school governance (SASA, 1996). All the golden ideas which are in the mountains of policy documents we have are not implemented. Biberauer (1999: 15) in the Teacher, Volume 4, Number 2 February argues that our governing bodies are only spectators in the education system. This is emphasized by Hlongwa (1998:01) when stating that "they do not submit reports and recommendations to the Department about what should be done about what is happening in the educational environments. Lemmer and Squelch (1993: 98-99) identified the following as obstacles preventing effective participation by school governing bodies.

2.3.8.1. Parents' illiteracy

The area under research is that a large section of the adult population is illiterate and cannot work in places that require reading, writing and counting (Souffer, 1990:06). As a result it is difficult for such disadvantaged parents to play significant role in the effective management of the school. However, these obstacles to effective functioning of our governing bodies can be overcome. The Department in collaboration with the School Management Team, District Officials and Circuit Managers can do in order to equip these governing bodies in order to be viable. This research study would like to address all these concerns.

2.3.8.2. Parents feel not valued.

Mittler (1982:43-44) state that other obstacles on the side of parents as governing bodies, are lack of experience in working with professionals on the basis of equality lack of confidence in themselves and fear of criticism.

It is further observed that sometimes the parent in the governing body feel that the educators talk down to them or speak in education jargon they do not understand. Biberauer (1995:15) continues to argue that most of the parents in rural areas are not educated and the educators also undermine them by saying "How can a lay man give intellectuals directions?"

Nonetheless, educators should try to lessen the problems by welcoming the parents and learn their interest and abilities. Educators should also use applicable level of language when talking to and with parents. This is emphasized by Khan (1990:60) when stating that the relationship between parents and the school should change from a "client" type of relationship to a "partnership" relationship. He further states that previously parents were received as clients, and they did not have any say in the school and management of the school. Currently it is expressed that parents must be partners; which indicates that parents are part of the decision making process and its implementation in the school. They have equal strengths and equal footing and finally share responsibility with the professional staff in the school.

2.3.8.3. Lack of training in working with parents.

In Mpumalanga secondary schools the governing bodies fail to execute their roles and duties effectively because educators are not trained to work with parents, but they are trained to teach learners. This is the picture of all other eight provinces. At teachers training colleges and universities, emphasis is placed on how best to deliver the subject matter to learners. There is an urgent need for working with parents and involving them in school management this is stressed by Squeleh (1993:99) when he argued that educators need to be trained to work with all kinds of parents including those from diverse cultural background.

Notwithstanding, all these concerns can be addressed. In order for the governing bodies to be viable, the role of the teacher must be changed. A mental shift among educators must happen. The educators must not hide behind professional mask. The professional role of the educators should be one in which educators consider parents to be active members who can make major contribution for the effective management and smooth running of the school. Educators should be prepared to share responsibility believing that parents have strengths equivalent expertise (Gestwick, 1987:110).

Furthermore, parents should not be viewed as a problem in the school but as part of the solution to all the school's problems. The educators must see their role as that of leaders of educational team which is composed amongst others the learners, parents and the community at large. Tizard

(1981:114) continues to argue that the educators should consider the parents' opinions carefully. In an effective and constructive partnership, learners, parents and educators grow and learn as they are drawn together by the same objective. The educator must not see themselves as superiors in the partnership venture but as captains of this educational team. This implies that they must see themselves as equal partners with parents in all respects.

2.3.8.4. Lack of time

It seems to appear that parents in the schools under research, the school governing bodies do not perform the legal duties vested upon them because parents are always committed. They usually fail to attend SGB meetings because of death cases and all other occasions in their rural communities. This is a great concern particularly in rural African communities. Another burning issue which causes the governing bodies to be dysfunctional, is that most parents are working far from the schools. However, this concern is not insurmountable, it can be addressed and solutions can be found (Lemmer and Squelch (1993: 98).

2.3.8.5. Parents negative feelings about the school.

The parents who have unpleasant school experiences develop negative attitudes towards the school; this prevents them from taking an interest in the school and their children's education. Coopedge (1989:26) states that parents may see the school as unhelpful because they themselves have experienced failure in school. Such parents often see their children 's failure as their own. The negative attitudes that they have about the school are easily transferred on their children's academic and behavioral performance, as such they cannot participate effectively in the governance of the school when elected. The high unemployment rate of people armed with degrees and diplomas also makes it difficult for the parents to convince their children that there is hope for the future through education (Lemmer and Squelch (1993: 99).

2.3.9. CHALLENGING ISSUES OF GOVERNING BODIES.

A challenge is a difficult, demanding or simulating task. Governing bodies are faced with difficult tasks or problems that the communities expect them carry or solve. Mashinini (2002:10) in his article on school governance stresses the fact that for public schools to be effective, the SGB's must simply face these challenges head on. He further expresses the opinion that "James Baldwin was right when he said **"Not everything that is faced can be changed, but nothing can be changed until it is faced."** So governing bodies should face these challenges; not forgetting that, according to Dietrich Bonhoeffer, " **Action spring not from thought, but from a readiness for responsibility.**

He summarizes the challenges by stating that:

- SGB's must take ownership of their institutions /schools;
- They must work towards a school of **excellence;**
- They need to be **culturally** and **gender** sensitive during their operations; and
- They should work towards a **self-managing school.**

2.3.9.1. Admission Policy

SGB's find it difficult to control learners who migrate from others schools and immigrate their schools due to poor previous scholastic achievement because the act says they must be admitted irrespective of whatever reason (Lemmer and Squelch (1993: 98).

2.3.9.2. Pregnancy in schools.

This is a challenging issue because pregnant learners have to be admitted to schools and in schools teachers are trained to teach and not to nurse. A pregnant learner would mean that at a given time she might give birth. This principle dispossess the governing body about school rules to make in order to promote respect and healthy atmosphere at school. Other learners are not free to interact with pregnant girls due to many reasons including cultural beliefs. The constitution states that they need to be culturally and gender sensitive in their operation (Biberauer (1995: 26)

2.3.9.3. Religious Policy

Our religious beliefs are diversified. Even if religious education is still part of the school curriculum, the teachers should not preach and teach a certain church dogma. Learners must not be brain washed into believing that certain religion is superior than the other. Parents have the right to know that their religion is fully respected. They are entitled by law to have their children withdrawn from religious instruction and other practice involving religious worship they do not align themselves with (Lemmer,1993:174).

On the other hand parents can keep their children from attending school on certain days of observance or holy days not observed by all other people. It is the responsibility and a challenging issue to governing bodies to know all the religious beliefs in their school, accommodate them, respect and fully treat them equally during policy formulation. They must guard against talking negatively or irresponsibly about any religion.

2.3.9.4. Maintaining discipline in schools.

It might sound inhuman to apply corporal punishment to learners, but the Act does not provide a replacement very suitable for corporal punishment. Teachers are laughing stalks at school because learners have realize that they will do them no harm even if they misbehave. Learners, especially boys, play truant, abuse drugs and absent themselves from the school without valid reasons. Governing bodies can remove these obstacles to quality education through a healthy interaction, co-operation and partnership with teachers and parents of learners. It is a challenge to them to form or establish a strong link between teachers and parents so that solutions can be found.

Chapter 2 of the Constitution of South Africa Bill of Rights 11 (2) points out clearly that no person shall be subject to torture of any kind, whether physical, mental or emotional nor shall any person be subject cruel, inhuman or degrading treatment or punishment. So the governing bodies together with teachers and parents should not condemn but build the self-esteem and self-discipline of learners.

2.3.9.5. Creating safety environments in schools.

Safety in schools is a prerequisite for healthy and conducive teaching and learning situation to prevail. Governing bodies should collaborate with teachers in their endeavors to eliminate fighting, drug trafficking carrying of guns and other dangerous weapons to school. They must work with teachers to draw a school safety plan to protect themselves, their children, teachers and visitors from any danger that may befall the school. It is their responsibility to reveal the identity of people involved in drug trafficking and the parents who have guns should keep them under lock and key. If they are negligent with their guns, their children may use them to kill innocent teachers and fellow schoolmates (City Press,12/03/2000:10).

2.3.9.6. Prevention of drug abuse.

Today's youth get access to different types of drugs. They abuse these drugs and they harm themselves physically and mentally. This causes a lot of damage in schools and also in the society. It is the responsibility of governing bodies to work with teachers in giving preventive education. Every governor is a counselor, so they must create time to disseminate information on the danger of drug abuse to learners. Teachers must also use few minutes of their teaching periods to guide the learners. Both governing bodies and teachers must encourage learners to make wise choices in life (Kirsten, 1997:201).

2.4. ORGANISATIONAL MODELS OF SCHOOL GOVERNANCE

There are organisational models of school governance. Models have been specifically designed in order to help to bring effective school governance in schools, thus bringing back the culture of teaching and learning back. Models feature agreement about objectives and they also point to difficulties in defining purposes within educational organisations (Bush, 1995: 25).

Organisational models help to represent the more stable and official aspects of organisation. Models are regarded as alternative ways of portraying events. They have been developed specifically to explain unique features of educational institutions.

Furthermore, organisational models assume that managerial decisions are made through a rational process. Decision -making is thought to be an objective, detached and intellectual process. Organisational models emphasise the accountability of the organisation to its sponsoring body. (Bush, 1995: 30). Quality control and maximum effectiveness in educational organisation are possible only by use of organisational models. The following organisational models will be discussed;

- **Collegial models;**
- **Bureaucratic models;**
- **Political models; and**
- **Ambiguity models (Garbage can model).**

2.4.1. Collegial models

2.4.1.1 Introduction

Collegial models include all those theories, which emphasises that, power and decision–making should be shared among some or all members of the organisation. The models assume that organisations determine policy and make decisions through a process of discussion leading to consensus. According to the models power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution (Bush, 1995: 52).

William and Blackstone (1983: 94) continue to elaborate that a collegial model is most evident within the extensive committee system. Issues are generally resolved by agreement or compromise rather than by voting or dissent: The members of the institution take their own collective decisions, which have an authority legitimised by consensus, or at least compromise, among those whom they apply. Bush (1995: 52) identified the following features for the collegial model.

- They are *strongly normative* in orientation;
- They have *an authority of expertise* that contrasts with the positional authority associated with formal models. The models assume that professionals also have a right to share in the wider decision –making process;
- They assume *a common a set of values*, held by members of the organisation. These

- common values guide the managerial activities of the organisation ands in particular are thought to lead to shared educational objectives;
- The *size* of decision –making groups is an important element in collegial management; and
- Collegial models assume that decisions are *reached by consensus* rather than by division or conflict.

2.4.1.2. Collegial model in secondary schools.

Camphell (1994: 394) holds that collegiality is marked by a sense of mutual respect for opinion of others. There is emphasis on scholarship and effective school governance and effective teaching and learning go hand in hand. Egalitarian reward and democratic administration and professionalism are considered as very important. All members are given an opportunity to make contribution towards the welfare of the school in general (Moate, 1996: 25; Legotlo, 1995: 56; Camphell, 1994:394).

This is emphasised by Bush (1995: 57) when stating that major policy decisions that have shaped the curriculum and discipline of the school have been made by the consensus of the staff. Increasingly, learners have contributed to this consensus, and in some cases parents and governors have participated.

There is no sign of a boss in the case of the principal. The principal is to build a good rapport among teachers and learners at all costs. Teachers and learners should feel comfortable in supporting each other. The governing bodies have the profound responsibility to speak on behalf of learners. They should advocate for socio-economic improvement of co-ordinated services and ensure that learners receive required services. Through collegial model, governing bodies become effective in school governance (Moate, 1996: 25; Legotlo, 1995: 96; Camphell, 1994: 394).

Scott (1981: 241) and Hall (1982: 36) stress that there is specialisation and professional competence without dehumanising teachers. Teachers are given mutual respect. Administration is not centralised like in the case of the bureaucratic model. Opportunities of self-fulfilment are encouraged at all costs. Teachers and the principal are given a chance to be innovative and

creative. Decision-making is not done by top management alone. It is the joint effort of all parties involved. There is a room for self-fulfilment. There is always a fair chance for each individual. Each individual is given an opportunity to express his or her feelings about the subject matter. Discussions influence issues as they come up. Training of members is the prerogative of the governing bodies (Moate, 1996; 25; Legotlo, 1995: 96).

Bush (1995: 58-59) identifies the following advantages and disadvantages of collegial models.

2.4.1.3. Advantages

- Everybody has a voice. There is an ample evidence that teachers are given opportunity to participate more fully in the management of their schools. The model emphasises the authority of expertise rather than official authority;
- The quality of decision-making is likely to be better where teaching staff participate in the process; and
- Effective implementation is much more likely if teachers feel they "own" the decision. The participation of the teaching staff is important because they usually have the responsibility for implementing changes in policy.

2.4.1.4. Disadvantages of collegial model

- The process is rather slow because decisions may take a long time to move through elaboration committee system;
- There are problems of communication amongst the groups and individuals involved in the process; and
- The need to hold regular meetings at the end of the teaching day affects staff motivation and the quality of decision-making.

2.4.2. Bureaucratic Model.

2.4.2.1. Introduction

The bureaucratic model stresses the hierarchical authority structure with formal chain of command between the different positions in the hierarchy. The authority is located at the top of the structure. Weber (1989: 16) regards the bureaucratic model as the most efficient form of management. He says that from the technical point of view, the bureaucratic model is capable of attaining the highest degree of efficiency and formally the control over human beings. It is superior to any other form in precision, in stability, in stringency of its discipline, and its reliability (Bush, 1995: 35).

Packwood (1989: 9-10) and Bush (1995: 39-41) state that one of the basic properties of bureaucratic organisation is the way in which occupational roles are graded in a vertical hierarchy. According to the model, the authority to prescribe work passes from senior to junior roles, while accountability for the performance of work passes in the reverse direction from junior to senior. Authority and accountability are impersonal in that they are attached to roles, not to personalities of individuals who occupy the roles. For example in schools the head teacher has the authority to define work of the deputy head teacher because he or she occupies the role of head teacher not because of who he or she is an individual.

Under the bureaucratic model the leader is seen as the hero who stands at the top of a complex pyramid. The hero's job is to assess the problems, consider alternatives, and make rational choices. Much of the organisation's power is held by the hero, and great expectations are raised because people trust him to solve problems and fend off threats from the environment (Bush, 1995: 43). The leader is expected to play a key part in policy-making, and adoption of innovations is assumed to follow. The possibility of opposition, or indifference, to change is not acknowledged. It is believable that implementation is unproblematic.

2.4.2.2. Bureaucratic model in secondary schools

Bureaucratic model emphasises vertical communication patterns. Information is passed down the hierarchy to all appropriate levels and subordinates are expected to implement the decision made

by the senior managers. Difficult issues may be referred upwards until they reach level where they can be resolved.

In high school the head teacher is at the apex of the pyramid. He is thought to inform heads of departments or other staff about policies and is the final arbiter of problems incapable of resolution at lower levels in the hierarchy. The school goals are determined largely by the principal and endorsed without questions by the staff. Teachers as professionals claim discretion in their classroom work (Bush, 1995: 41). There are many rules for learners and staff, whose working lives are largely dictated by the tyranny of timetable. Heads and senior staff are accountable to the governing body and external stakeholders for the activities of the school. Unlike the collegial model not everybody has the right to make decision, but only officials. Office holders are responsible to super-ordinates for the satisfactory conduct of their duties.

2.4.2.3. Features of the bureaucratic model.

Bush (1995; 35) holds the following as features of bureaucratic model.

- The model stresses the importance of the hierarchical authority structure with formal chains of command between different positions in the hierarchy;
- The model emphasises the goal orientation of the organisation. Institutions are dedicated to goals, which are clearly delineated by the officers at the apex of the pyramid;
- The models suggest a division of labour with staff specialising in particular tasks on the basis of expertise;
- The decision and behaviour are governed by rules and regulations rather than personal initiatives. The regulations ensure a degree of uniformity of operations and together with the authority structure make possible the co-ordination of the various activities;
- The model emphasises impersonal relationships between teachers and learners and this aspect of bureaucracy has little influence in many schools; and
- The recruitment and career progress of staff are determined on merit. Appointments are made on the basis of qualifications and experience, and promotion depends on expertise demonstrated in present and previous positions. Grobler (1990: 13) holds the following as advantages and disadvantages of bureaucratic model.

2.4.2.4 Advantages of bureaucratic model

- Efficiency because every teacher knows what to do, when and how to do it;
- Good order is advantageous for good discipline. Education is enhanced and the right of others are respected;
- The school becomes a place of safety because of numerous rules and regulations controlling learners' behaviour; and
- It is possible to an extent to control the standard of education by means of prescribed syllabi and books, standardisation of tests and examinations, and inspection to ensure compliance.

2.4.2.5 Disadvantages of bureaucratic models

- The executive authority (the department of education) needs many layers of overseers to see that educational legislation is being carried out;
- Authority for decision-making is far removed from teachers, is of a regulatory nature and ensures that change takes place slowly;
- Authority in programmes, schedules, staffing and materials are difficult to make. Time is directed from teaching to monitoring reporting system and paperwork;
- The various syllabi are subject-specific and must be followed to the finest detail. The syllabi are thus regarded as the important than the learners;
- Little opportunity is given for the teacher to get to know the minds of learners well and also have few opportunities to relate to adults in the school on an extended personal level; and
- Large amount of money are spent in regulating, controlling and inspecting schools to ensure that instructions are implemented. This money could probably be spent more effectively (e.g. on teachers and teaching in the schools).

2.4.2. Political Models

2.4.3.1. Introduction

Bush (1995: 73) indicates that political models embrace those theories, which characterise decision-making as a bargain process. The models assume that organisations are political arenas whose members engage in political activity in pursuit of their interests. In organisations, interest groups develop and form alliances in pursuit of a particular policy objectives. Conflict is viewed as a natural phenomenon and power accrues to dominant coalition rather than being the preserve of formal leaders. Organisational politics arise when people think differently and want to act differently. In education these different things (perspectives) are referred to as micro politics (Glatter, 1982: 16; Bush, 1995: 74).In an organisation interests groups emerge and these groups articulate their interest in many different ways, bringing pressure on the decision-making process from any number of angles. Power and influence once articulated, go through a complex process until policies are shaped, reshaped and forged out of the competing claims of multiple groups (Bush, 1995: 74).

Moate (1996: 26) argues that political models involved acquiring, developing and using power to obtain the desired goal objectives. Each group is concerned about acquiring a lion share from the available resources at the expense of other groups. He gives an example of a group pressurising a governing body to agree to some of the most impossible demands. He further states that procedures may not even be considered in negotiations, or at the bargaining table. At times negotiating teams may not be honest with each other and not negotiate in good faith. Each group is concern with bargaining for more, for its member. Human psychology is used to cripple the opponent. Threats and demands may be used (Knezevich, 1984: 29; Moate, 1996:26).

According to Moate (1996:26) organisation should be understood as political entities as various groups struggle for control. There may be presence of contractions with the organisations. Class interest may play an important role in the contradiction process. A single organisation may use multiple strategies in order to bargain more for the members or certain individuals in the group. Under political model, indoctrination may be used effectively for political purpose. It may be used to win the support. For example, learners and educators may want to have more powers if not absolute power, at the expense of each other. They may be interested in contributing to the

preparation of the budget, setting of school funds and student levy. Educators on the other side may demand from the management certain powers of control of sensitive issues. This may bring conflict of interest between teachers, learners, parents and even school management, in particular the principal (Legotlo, 1995: 97; Moate, 1996: 26).

The political model, unlike the collegial model, has no room for mutual respect for another group. It differs from both the collegial and the bureaucratic approaches in that it focuses primarily on the goals of subunit, or looser group of individuals rather than the objectives of the institution itself. (Ball, 1987: 11; Bush, 1995: 84).

2.4.3.2. Features of the Political Model.

According to Bush (1995: 74) the political model has the following features.

- The model turns ***to focus on group activity*** rather than the institution as a whole (i.e. the emphasis is on the basic unit not the school;
- The model is concerned ***with interests and interest groups***. Individuals are thought to have a variety of interests, which they pursue within the organisation (Professional interests and personal interests.
    - *Professional interest refer to* commitments to curriculum, syllabi, and teaching methods;
    - *Personal interests such as*: status, promotion and working conditions;
    - Political model stresses ***the prevalence of conflict*** in organisation. Interest groups pursue their independent objectives which may contrast sharply with the aims of other subunits within the institution and lead to conflict between them;
    - The model assumes ***that the goals of organisations*** are unstable, ambiguous and contested. Within an organisation conflicts tend to arise between the goals of subunits and the overall goals of the organisation;
    - In political arenas decisions emerges after ***a complex process of bargaining*** and negotiation; and
    - The ***concept of power is central*** to all political theories. The outcomes of the complex decision-making process are likely to be determined according to the relative power of the individuals and interest groups involved in the debate.

2.4.4. Ambiguity models.

2.4.4.1. Introduction

Ambiguity models include all those approaches that stress uncertainty and unpredictability in organisations. The emphasis is on the instability and complexity of institutional life. Theories of ambiguity models assume that organisational objectives are problematic and that institutions experience difficulty in ordering their priorities. Decision-making occurs within formal and informal settings where participation is fluid,(in the sense that individuals are part-time members of policy-making groups who move in and out of the picture according to the nature of the topic and the interest of the potential participants (Bush, 1995;111).

Bush (1995: 111) holds that with the ambiguity models, there is no clarity over the objectives of an institution and their process are not properly understood. The confusion and complexity surrounding actual decision-making is that many things are happening at once, technology is changing and poorly understood, alliances, preferences, and perceptions are changing, problems, solutions, opportunities, ideas, people and outcomes are mixed together in a way that makes their interpretation uncertain and their connections unclear.

2.4.4.2. Features of Ambiguity Models.

Bush (1995 : 111) identifies the following as features of ambiguity models:

- There is lack of clarity about goals, of the organisation. Many institutions are thought to have inconsistent and opaque objectives. It is argued that the aims become clear only through the behaviour of members of the organisation. = *educational- different members of the school may perceive different goals or attribute different priorities to the same goals, or even be unable to define goals which have any operation meaning;*

- The models assume that organisations have a problematic technology in that their processes are not properly understood. Institutions are unclear about how outcomes emerge from their activities. = *Educationally: it is not clear how learners and students acquire knowledge and skills so the processes of teaching and leaning are clouded with doubt and uncertainty. Teachers are often unsure about what it is that they want their learners to learn, what their learners have learned, and how whether learning has taken place;*

- Ambiguity theories argue that organizations are characterised by fragmentation and loose coupling. Institutions are divided into groups which have internal coherence based on common values and goals;

- Ambiguity models tend to be particularly appropriate for professional client-serving organisations. = *In education pupils and students often demand inputs into the process of decision-making, especially where it has a direct influence on their educational experience. Teachers in turn are expected to be responsive to perceived needs of their learners (pupils) rather than operating under the direct supervision of hierarchical super-ordinates;*

- Ambiguity theories emphasises that there is fluid participation in the management organisation. Members move in and out of decision-making situations (Cohen 1986: 03). = *The school consist of groups of pupils, teachers and governors who make a wide range of demands on the organisation and by nature these group move in and out of the school, their participating change over time according to the nature and the activity itself;*
- A further source of ambiguity is provided by the of signals emanating from the organisation's environment. There is evidence that educational institutions are becoming more dependent on external groups. = *Self-managing schools are vulnerable to changing patterns of parental and student demands. Through the provision for open enrolment, parents and potential parents are able to exercise more power over schools. Funding levels, in turn, are linked to recruitment through the pupil-related element of local management of schools;*

- Ambiguity theorists emphasise the prevalence of unplanned decisions. The taking of decision and solution the problem cannot be based on some nation of common goals. = *Decisions taken are more likely to consist of linking together problems, solutions, participants and choices to the extent that there is no criteria for making the connection; and*

- Ambiguity models stress the advantages of decentralisation. Given the complexity and unpredictability of organisation it is thought that many decisions should be devolved to subunits and individuals. = *Decentralised decision-making avoids the delays and uncertainties associated with the institution level. Weick (1976: 07) argues that devolution enables organisation to survive while particular subunits are threatened.*

2.4.4.3. The Garbage can model (as an example of ambiguity model).

Bush (1995: 117) regard the garbage can model as one of the most celebrated of the ambiguity perspective. Bush (1995: 118) indicates that the major contribution of the garbage can model is that it uncouples problems and choices. The notion of decision -making as a rational process for finding solutions to problems is supplanted by an uneasy mix of problems, solutions and participants from which decisions may eventually emerge. The garbage can model has a clear application to educational institutions where there are many participants with ready-mades solutions to apply to different problems.

With this model, decision-making is regarded as fundamentally ambiguous. The process is liken to that of a "garbage can". In a single garbage can, there is a mixture of cans differing with labels. An organisation is like a garbage can into which various problems and solutions are dumped by participants. For Example:

- ***Problems:*** are the concerns of people inside and outside the organisation. These problems arise over issues of lifestyle, family frustrations of work, careers, group relations within the organisations distribution of status, jobs and money, ideology, current crises of mankind as interpreted by the mass media etc. All these require attention.

- *Solutions:* A solution is somebody's product. There is an occasion when an organisation is expected to produce behaviour that can be called a decision.

In summary the four models discussed offers valid insight into the nature of management in schools. All perspectives seem to be limited in that they do not give a complex picture of educational institutions; rather they turn the spotlight on particular aspects of the organisation and consequently leave other features in the shade (Bush, 1995:50). Among the models the collegial models are attractive because they advocate teacher participation in decision –making. They claim that members of an organisation agree on its goals. Models present structures as lateral with all members having the right to participate. Policies are thought to emerge from a complex process of discussions at committees and in other formal and informal setting. Influence is distributed widely within the institution is one participant in a collegial style of decision-making and is the leader (Bush, 1995: 146).

2.5. RESEARCH FINDINGS FROM THE DEVELOPED AND DEVELOPING COUNTRIES.

2.5.1 DEVELOPED COUNTRIES.

2.5.1.1 United State of America

In United States of America (USA) there was an increasing centralization of authority (Taylor, 1992: 176). The city schools districts were established, and the rural schools were centralized. The states became active by enacting compulsory attendance laws, setting certain basic standards for educator certification consolidating rural schools and providing financial assistance (Taylor, 1992: 176).

Furthermore, local decisions about the nature and distribution of educational services were constrained by national and state guidelines. The states increased their participation in financing school operations, school building and transportation (Taylor, 1992: 176).

In USA, the major body in charge of school governance is the school board at district level. At school level there are subcommittees who see to the daily running of the school. School boards are expected to act like buffers between citizens and possible excess of the professional educators. Americans had fondness of keeping school boards independent from government influence because in the 19th century city school boards were controlled by the political world. The system

became corrupt and forced Americans to reform school governance. The aims became to keep politicians out of the education system (Danzberger, 1994: 367-368).

Stephens (1994:171) continued to argue that in the United States of America, the National School Board Association is concerned for the training of school board members so that board members can provide leadership to ensure the quality of education. Board members should be accountable to the community and society at large. They should establish policies, programmes that are fair and equitable to all involved (Shannon, 1994: 389). Underwood (1983: 23) also states that the school board was in charge of financial position of the schools and adoption of governance policies and the creation of a climate that promotes excellence.

According to Kirts (1994: 378) in America the school boards had the responsibility for the budget and set policies as well as regulations. They approve the appointment of educational managers and administrators. They also approve every expenditure as well as contract of the services. More importantly they were responsible for the judicial hearing concerning learners' suspension, expulsion, learner placement, administrative remedies and approvals.

Furthermore, Campell(1994: 392) notes that school boards in America govern a system that has higher expectations for its learners, address diversity of learner's needs. They should know the complexities of management and school governance. Members have to carry out their responsibilities in difficult and politically charged environment. They should rise above political pressures and govern in a highly ethical and professional manner. The school boards also adopted the national curriculum. The implementation of the curriculum and staff development was the responsibility of school boards.

Swanson (1992: 117) and Campell(1994:392) emphasises the main role of the school board members were to ensure that long vision was established. The vision statement reflected the consensus of the governance team. It also reflected the shared values of the community and created acclimate of excellence in the system. In school governance of America education there was a feeling to pursue efficiency and equity through decentralized and centralized authority.

In America, the school superintendent was appointed by the board as an educational leader (Wiles,

1985: 09). The superintendent's responsibility was to ensure that everything was in accordance with the system of school. He /she helped with the governance of public school and studied the relevant laws affecting school governance. He /she is responsible for school buildings and employment of educators. Educator governors were to be elected by their colleagues (Wragg, 1980:12). The superintendent's role was to develop a vision and mission statement (Conran, 1980:287).

2.5.1.2. United Kingdom

In the United Kingdom each school has a governing body (Hardings, 1987: 05). The governing bodies decide on the level of services to be provided. They have to look at how policies are being followed and carried out and how to deal with any problems that may arise (Bullivant, 1988: 01). The education system in the United Kingdom is decentralized.

- **Composition of the governing bodies**

Parents and educators were elected, members of the Local Education Authority were co- opted. No one under 18 years was to be a governor. School governors were to ensure that local business communities were represented on the board. The principal could be a governor or attend meetings as an ex-officio member (Bullivant, 1988:05).

According to Leonard (1989:26) the school governing body should have good contact with the educating staff. They should work with the principal rather than against him. Like in South Africa, the instrument of the government is a guidance book for the governors.

Kogan (1984; 28) argued that in the United Kingdom the composition of the governing body is determined by the Local Education Authority (LEA). It determines the manner of appointment of certain categories of educators.

❖ **The responsibilities of the governing bodies**

(Thomas, 1992; 178;Bullivant,1988;9) mentioned that in the United Kingdom, like in South Africa, the governing bodies perform the following duties:-

- **Develop school curriculum.** A national core curriculum is advocated for schools. The schools are responsible for the implementation of the curriculum;
- **Fundraising**. Governing bodies develop schools through raising of funds;
- **Care of school premises**. They look after the school property and buildings, like we are doing in South Africa;
- **Dismissal and appointments of educators and non educating staff;**
- **Work for the best interest of the community;**
- **Responsible for budget allocations as well as financial management;**
- **School furnishings;**
- **Maintenance of discipline in general; and**
- **Annual parents meetings;**

2.5.1.3. Australia

Australia has two types of publicly financed systems of education, one is highly centralized and the other is highly decentralized. Decentralization of power in school governance was based on the assessment of performance. Private schools served as models for the reform of public school. In public schools, the educators identified themselves with teaching rather than with schools and communities to which they were assigned (Swanson, 1992: 79). In 1970 school councils were established. The legislation required that every school should have a school board. The school governing body was to accommodate and create an arena for the educators to educate effectively. (Simpkins, 1987: 98).

❖ **Composition of the school governing bodies.**

The parent representatives are nominated by the parents. The learners are nominated by the learner association and the educating staff by the educating association. The minorities are also represented in the governing body (Simpkins, 1987: 98).

❖ **Duties of the governing body**

- The governing body maintained parent –educator collaboration and co-operation required to make helpful school decisions;

- The governing body is in charge of the school's buildings, public relations interfacing with media, local politics legal matters and involvement in financial management (Swanson, 1992: 179); and
- Efficiency of public schools is improved by the governing body by implanting them an incentive structure similar to that of the governing private schools.

2.5.2. DEVELOPING COUNTRIES.

2.5.2.1 Zimbabwe.

In Zimbabwe, the government retains the degree of responsibility and control in secondary schools. Educators are under regular inspection by the ministry of Education and Culture (Edwards, 1992: 27). School boards are responsible for the administrative functions of public schools.

❖ **Compositions of governing bodies.**

The school boards are elected from the parents whose children are attending that particular school. The principal is an ex-officio member of the school board. The educator is also represented at all opening hearings on all matters affecting the school. The educator assists with the conditions and financial needs of the system (Edwards, 1992: 27).

❖ **The responsibilities of school governing boards.**

The school board controls the school finance. However, the school board lack a practical understanding of the difficulties experienced in handling large classes and working with inadequate supplies and equipment. The educator assists the school board in the management of school fees.

Furthermore, the school boards help to fulfill the family expectation by setting high educational standards for their children. The school board neutralizes, absorbs and help those who are in destitute and despair to have hope and sing a song that will echo through all generations to come (Mungazi, 1992: 114).

The school boards, moreover, help to motivate an individual to develop in accordance with his or her abilities. People should be prepared to rule out selfish interest and accept the responsibility that goes along with the right to determine their own way of life.

❖ **Education system in Zimbabwe.**

Unlike South Africa, education in Zimbabwe is largely private and controlled by various missionaries, non government organizations and other responsible authorities. Private schools are selective in their admissions. Total quality management is used as a strategic mechanism of managing schools. Dzvimbo (1994: 02) argued that in Zimbabwe, private schools made it imperative for school management to devise better means and more efficient styles of school management due to their democratic school governance and accountability to learners, educators and parents.

Nevertheless public education was also provided by the state to all those eligible. The state was concerned about improving efficiency in the delivery of education, reducing costs while maintaining the quality of education (Edwards, 1992: 27).

Education was disrupted by a long civil war until its independence in 1980. Human life, property and resources were destroyed by that civil war. However, after independence was achieved people emerged national consciousness, dignity and pride in belonging to a new nation human dignity and respect. Primary and secondary schools enrollment increased. Unfortunately Africans in Zimbabwe had a limited experience in school governance because of long struggle in civil war. Education expanded rapidly, however, after independence.

❖ **Types of schools in Zimbabwe.**

Moate (1996:78-79) identifies the following types of schools in Zimbabwe:

- **Private schools.**

They were attended largely by European children and were expensive. They offered boarding facilities and were situated in rural and urban areas. They were established with the Lancaster agreement signed before independence. Their governance was effective.

- **Mission schools.**

They were governed and established by the missionaries during the period of British imperialism. They were in rural areas and offered boarding facilities. Parents preferred to send their children to mission schools because they were cost –effective (Edwards, 1992:33).

- **Council schools**

They were governed by the regional and local bodies. They were numerous in Zimbabwe and were found in the rural areas and were due to the rapid expansion of secondary education.

- **State schools.**

They were controlled and financed by the government. They were located in African White suburbs. They have their own governing bodies.

2.5.2.2. Botswana

Botswana has a serious education problems deterioration of learners' discipline, in appropriate curricular and excessive centralization of authority. The ministry of education is ill- equipped to provide the necessary leadership (Duma, 1965: 60).

In Botswana there were challenging issues, which inhabited the efficiency and effectiveness of community schools. Those challenging issues were policy related, location of the schools, schools and community relations and school governance. The board of the governors was to be charged with the responsibility of school governance.

❖ **Composition of school governing boards.**

The school board members are representatives of the communities. Seven members are elected by the local community and parents in a particular school. The second representative comes from the local members of the parliament. The local authority also sends its representative. The district commissioner is also included in the body. There is also one nominee for the permanent secretary and the Ministry of Education on the school governing bodies (Moate, 1996). According to Kogan (1994:95) there is a joint responsibility between parents and school management. The structure is in fact the power-base of the school governance. The district commissioner supervises elections while the school manager is the chairperson of the board.

❖ **Responsibilities of the governing body.**

The governing bodies, according to Poston (1994: 05) are responsible for policy development, legal problems, maintenance of classrooms, care of school premises, fund raising and drawing of the school budget. Nonetheless, the governing bodies in Botswana are similar to those in South African schools, the public has little understanding of how they actually work. Furthermore, the governing bodies are responsible for the maintenance of discipline.

According to Mannathoko (1992: 75) the governing bodies in Botswana are responsible for the following:-

- Administration of the school;
- Admission of learners;
- Management, promotion and discipline of both educators and learners;
- Determination and conduction of examinations;
- Determination of educational tours;
- Provision of annual financial statement to the community;
- Establishment of the recreational facilities for the school;
- Maintenance of school buildings and property;
- School supervision;
- Provision of all necessary facilities for the school;
- Assist staff and educators to find accommodation in the area;

- The principal is answerable to the school manager and the school board;
- Enter contractual agreement with the employees; and
- Employment of and termination of non educating staff;

The school governors have the responsibility of developing a curriculum on the school. However educators do not feel comfortable with the involvement of lay people in the development of the curriculum and related matters (Kogan, 1984: 118, Mannathoko, 1992: 57). The principal who acts as its secretary, is responsible for implementation of the decisions of the school board, reporting to the school board, writing proposals and strengthening the linkages between the school and the community.

2.52.3. Kenya

In Kenya the Ministry of Education control the secondary education whereas primary education was controlled by local authority. People have little say in the administration and management of education. Education in Kenya is centralized (Obudno, 1983: 81 and Duma, 1995: 53-54).

However, parents were involved in the establishment of Harambee schools. Harambee implies " Let us pull together" Muslim and Christians set up their religious doctrines. Parents and communities felt that they should establish and support their own schools. The governance of such schools were in fact in the hands of local leaders such as chiefs and educators (Obundho, 1983: 83 and Duma, 1995: 53-54). Parents established schools but left them in the hands of the principal and the educators. So it means parents were not much involved in the governance of the schools. The community left the governance of the school to the principal and his staff. It was believed that only the educator could educate and govern the school efficiently. Such a view disqualified most members of the community from academic and development program. There was little encouragement for community participation in school governance (Duma, 1995: 56). However, later on the government started to pay attention to school governance.

Educators are held in the highest esteem in Kenya. The authority of the educator is seldom challenged. Educators are kingpins of the educational structure. Notwithstanding there was willingness in Kenyan local communities to support their schools with money and work matters concerning curriculum. Parents should not remain isolated from decision-making process with

regard to the education of their children. The local communities in the form of school committees should help in school governance (Duma, 1995: 58-59).

There is lack of proper governance to the education system. The rural areas in Kenya are poor with little access to education. Governance in these schools is ineffective.

2.5.2.4. South Africa.

It seems to appear that South African school governance had been poor due to the fact that little was done by the state to involve all the stakeholders in the running of the schools. The schools faced a number of challenges because stakeholders were not considered important enough to make contribution to its governance (Duma, 1995: 67). There was no room for effective participatory management that could accord dignity and respect for all concerned. The principal acted as the only agent of the department of education. Lack of legitimacy of education departments of apartheid South Africa made parents to become inactive. Education as a culture was used as a tool of apartheid. Apartheid was to separate people on ethnic and cultural lines. Moreover, apartheid discouraged the black parents from becoming involved in school governance (Sieborger, 1996: 40; Moate, 1996: 90).

After the 1994 general election, the government drew up a plan to the development of education and training system for the benefit of the country and its entire people. There was an improvement of school governance in South African schools (R.S.A.,1996: 11). The participation of parents in school governance was emphasized. Duma (1995: 19) argued that there should be a collective involvement of parents in the education of the children. School governance is to be based on the core values of democracy. Parents should meet their responsibilities to learners (RSA , 1996 : 16). Moreover, parents of learners are expected to comprise the majority of members of the governing body at the school.

❖ **Composition of governing bodies.**

In South Africa the governing body is composed of the following

- Parents of learners at the school who are not employed, at the school;

- Educators at the school;
- The principal of the school;
- Non-educating staff; and
- Learners in the case of secondary.

The inclusion of learners in the governing bodies in South Africa raised a concern. A number of teacher organizations question the presence of learners on the governing body. Madlala (1996: 11) argued that in South Africa, SADTU favoured equal representation of all stakeholder including learners in school governing bodies. On the other hand NAPTOSA and the parents challenged the inclusion of the learners in the governing body. NAPTOSA, more importantly, raised concern about inclusion of learners in the governing bodies and proposed that learners should be excluded in matters like interviews, selection of educators, appointment of educators and other sensitive issues like the discipline of educators.

Duties of the governing bodies are as follows:

- To promote the best interest of the school;
- To prepare annual budget, keep accounts in order;
- To give parents an annual income and expenditure;
- To adopt the code of conduct for learners;
- To administer school funds;
- Raise funds for the school;
- Recommend the appointment of teaching and non-teaching staff;
- Maintain school buildings, playgrounds and supply the school with necessary facilities;
- Determine the school curriculum;
- Determine the religious observances at the school;
- Determine the language policy at the school;
- Develop mission statement, goals and objectives of the school;
- Responsible for admission of learners; and
- Maintain school discipline (RSA, 1996: 67).

However, the governing bodies in South Africa need to be trained and be work shopped in order to be effective democratically and managerially. Their responsibilities are so important and complex that a governor cannot be expected to discharge them effectively without some training going beyond the normal process of picking up the job by doing it.

2.9. Summary.

In this chapter the documentation of school governance was looked into. The important point that was highlighted about ideal principles of school governance and how it is structured in terms of composition, aims, objectives, powers and duties of the governing bodies.

Different governing bodies as structured by different developed and developing countries were discussed. The governing bodies in South Africa seem to be almost similar with those of developed countries. The developed countries included USA, UK and Australia. The examples of developing countries included Zimbabwe, Botswana, Kenya and South Africa. The main purpose of studying these countries was to copy the best model of school governance that could bring effective school governance in South Africa.

CHAPTER 3

3.1 INTRODUCTION

Chapter three outlines the method of study. It explains the rationale behind the methodology employed, how the research was conducted and what strategies were used to ensure the reliability and validity of the study. The aim of study as stated in chapter one, was guiding force in this investigation. It aims at investigating possible problems preventing effective school management by governing bodies.

The empirical investigation is of vital importance to determine, problems causing disfunctionality of school governing bodies, challenges and issues facing them in their governance. It also looks into the role of governing bodies in school governance and also the training skills needed to empower them to become effective governors. The empirical investigation is to find out if duties and responsibilities given to governing bodies are implemented since the advent of new dispensation.

3.2 RESEARCH TOOLS (INSTRUMENTATION)

According to Borg & Gall (198: 418); Legotlo (1994: 162) questionnaires and interviews are the most important and common instruments used in the collection of data in a research. The two most critical features for successful research are the *sample* and the *survey instruments.* Accurate generalisations about population of interest depend on the quality of the sample. No matter how carefully the sample is selected, a *sample survey* is only as good as the design of the questionnaire or interview schedule. *Survey instrument* design is a creative process. It is partly art and partly science. The researcher has to select the area of study and subjects and combine them creatively (Singleton, 1993: 282). The researcher should be concerned ultimately with getting reliable and valid reports of the peoples experience. The survey instrument is in fact a science of asking questions. This science uses instruments like interviews and questionnaires. (Singleton, 1993: 282; Baker, 1988: 166).

There is no single instrument that is perfect. Each has its own limitations. As such a researcher has to be aware of the advantages and disadvantages and limitations of each instrument, its reliability, objectivity and validity. The researcher has to weigh the merits of various procedures for collecting evidence and determine which approach yields the form and kind of data, necessary to test his or her hypothesis. The researcher then chooses the tools that are most appropriate for his and her purpose. If the existing instruments do not meet specific needs, researchers supplement or modify or construct their own. The nature of the hypothesis governs the selection of tools. Each tool is appropriate for acquiring particular data. At times, several instruments may have to be used to obtain the information required to solve a problem (Van Dalen, 1979: 127; Moate, 1996: 127).

Van Dalen (1979:128) and Nachmias (1987: 227) hold that collection of data by more than one instrument is a prudent procedure. For instance, if the questionnaire is used, one may bolster the self-reporting weak spot by adding supplementary tools that have different limitations and shortcomings. In this way the hypothesis may service the onslaught of a series of imperfect measures and thus provide consistent results.

3.2.1 QUESTIONNAIRES AS RESEARCH TOOLS

Questionnaires are the most common form of instrument for collecting data. They are used for different research designs and have advantage in both audit and research. The researcher's aim is to collect written or verbal responses to specific questions (Cormack, 2000: 301). Questionnaires can be used in different ways ranging from the formal structured questionnaires completed by respondents on their own, and the semi structured interview completed with the researcher face to face (Cormack, 2000: 301).

A questionnaire is a data collection instrument containing a selected group of questions chosen because of their relevance and which are carefully worded for clarity. Questions asked should produce data needed for the study. Questions are a creative means to tap subjects for ideas. To gather information requires an artistic touch. This touch may be fostered by carefully re-creating the best types of questions, which one has used in everyday life. One should be creative in developing the questionnaires (Bakker, 1988: 166; Guy, 1987: 229).

For many good reasons the questionnaire is the most widely used technique for obtaining information from the subjects. A questionnaire is relatively economical, has standardised questions, can ensure anonymity and question can be written for specific purposes. Questionnaires can use statements or questions, but in all case the subject is responding to something written (Schumacher and Mc Millian, 1993: 238).

Guy (1987: 229) argues that researchers use questionnaires to collect data from a person by providing access to what is inside a person's need. A questionnaire is a powerful instrument of survey research. It makes it possible to measure what a person thinks, and what experiences had taken place and what a person likes or dislikes and what a person's experiences had been.

The information may be transferred into numbers or quantitative data by using the attitude scaling. This is a way of getting data about people and by asking them rather than observing and sampling their behaviour. Questions used should probe more general areas as specific questions may elicit less than honest responses (Tuckman, 1994: 216).

3.2.1.1 QUESTIONNAIRE FORMAT

The questionnaire must be of a professional appearance and should give the impression of a document that deserves respect and evokes feeling of responsibility. The questions should be presented in a way that encourages the respondent to complete and return it. The questionnaire should be presented as a complete document with an inviting and reassuring introductory covering letter including note-containing instructions regarding the return of the questionnaire. The size should be kept to a minimum, and restricted to as many questions as necessary (Sarantakos, 2000: 239).

The questionnaire should be attractive in appearance. It should be easy to read and clear to follow. The size of print and layout should facilitate easy and accurate reading. The quality of data plays an important role. Visual clarity and spacing promote accuracy in assuring the respondents.

Baker (1988: 167) describes the appearance of a question by starting that it expresses a certain style. It may look crowded and wordy or uncluttered and inviting. The type of printing may look official and precise. It may arouse suspicion. A well-prepared questionnaire may seem more formal and authoritative and bolster co-operation. A sloppy questionnaire discourages respondents. Therefore, the appearance of a questionnaire plays a vital role in the research.

3.2.1.2 The layout and content of the questions

Sarantakos (2000: 238) describes the following layout and content of the questionnaire:

- **Layout**

  The questions must be well presented in the questionnaires, easy to read and easy to follow. Clear instructions regarding the way of answering the questions must be given (e.g. circle the appropriate number; tick the correct box. Sufficient space should be left for the respondent to make relevant remarks if required.

- **Content**

- Every question must be relevant to one or more aspects of the study;
- Ambiguous, non-specific and hypothetical questions are to be avoided;
- Leading, double –barrelled and presuming questions should not be employed;
- Embarrassing, personal or threatening questions should be avoided;
- Vague words and academic jargon should not be use;
- The language of the respondent should be employed. Thus a simple language should be used without a jargon, slang or complicated expressions;
- Easy flow and logical progression in the questionnaire should be assured; and
- Each question should ask what is supposed to ask.

3.2.1.3 Characteristics of a good question

A good questionnaire should create a feeling of importance on the part of the respondents, a feeling that the research is relevant and that co-operation is vital.

Constructing a questionnaire requires considerable time and thought. The questionnaire should cover the concerns of the research. Questions should be clear on the part of both the researcher and respondents. It should also states clearly what specific aspects of research need to be tested. The researcher should be careful not to measure in one item what another items have already measured. Note whether there are many or too few items on specific items (Mabena, 1995: 98).

Long, complex and encumbered sentences should be avoided. The questions should be no longer than twenty words. Questionnaire makers should carefully reduce words, statements or jargon. Questions should be short and goal-directed. The meaning of the question should be clear and easy to read by the respondents (Adams, 1985: 205).

The researcher should use warm-up items at the beginning of the questionnaire, which should be organised in a logical and topical flow (Babbie, 1989: 210). This should facilitate respondent's thinking. Sensitive questions should be left to the end of the questionnaire. This is to avoid arousing hostility in the respondent early in the questionnaire. It is important to orientate the respondents and build up their confidence before requesting more detailed data. Sensitive issues should be introduced after warming up a respondent with items related to sensitive issues (Adams; 1985: 210).

3.2.1.4 How to construct a questionnaire

Bless and Higson-Smith (1999: 115) state that in constructing a questionnaire, the researcher should not begin to develop a questionnaire by drafting questions instead should first, list the specific research issues to be investigated by the questionnaire. Then analyse what kind of data is needed to study those problems, and finally formulate the questions.

Sarantakors (2000: 239) identifies the following steps in constructing a questionnaire:

Step1: Preparation

The researcher decides what is the most suitable type of questionnaire and determines the way it will be administered.

Step 2: Constructing the first draft.

The investigator formulates a number of questions, usually a few more than required, including questions of substance (directly related to aspects of the research topic), questions of method (those testing reliability and wording) and the secondary as well as tertiary questions.

Step 3: Self-critique

Questions are tested for, among other things, relevance, symmetry, clarity and simplicity, as well as for whether they comply with the basic rules of questionnaire construction.

Step 4: External scrutiny

The first draft is given to experts for scrutiny and suggestions. Some questions might be changed or eliminated, while new questions might be suggested.

Step 5: Re-examination and revision

The critique offered by the expert and group leaders will be considered and eventually changes implemented.

Step 6: Pre-test or pilot-study

In most cases a pilot study or pre-testing is undertaken to check the suitability of the questionnaire as a whole (pilot study) or some aspect of it (pre-test).

Step 7: Revision

Pre-test and pilot study usually results in some minor or major changes. Minor changes the investigator will proceed to step 8 and major will return back to step 4.

Step 8: Second – pre-test

The revised questionnaire is then subjected to a second test, mainly with regard to the revised questions.

Step 9: Formulation of the final draft.

In the final step, the investigation concentrates on editorial work.

3.2.1.5 **Reviewing the questionnaire**

Berger et al (1989); Puris (1995) and Sarantakors (2002: 241) stress the following points as to be considered in review.

- **Lay out** : Are the layout of the questionnaire, the colour of the paper and print size adequate and acceptable?
- **Necessity:** Is every question required? Could some questions omitted: Is there any repetition in the topic?
- **Clarity :** Are questions easy to understand, clear and unambiguous?
- **Tone and Content:** Is the tone of the questions acceptable. Are questions unethical, threatening, insulting patronising or otherwise biasing?
- **Set-up of the questionnaire:** Is sufficient space provided for recording answers given to open-ended questions?
- **Adequacy:** Are all aspect of the topic adequately covered?
- **Level of pitching :** Is the wording of the questions appropriate for the respondent's linguistic ability, education, interest and intellectual capacity?
- **Cover letter:** Is the covering letter constructed adequately?
- **Statistical data:** Are all statistical data of the respondent (age, education, and occupation) required. Are they sufficient?
- **Legal representation:** Are questions likely to cause violation of the rights of the respondents or third parties?

Considerable thought and time is required for constructing and reviewing of the questionnaire. The researcher should ensure understanding and clarity. He or she should cover the field of study. The problem should be designed in terms of specific objectives concerning the kind of information needed. Every item should be related to the topic. In this fashion the questionnaire will be relevant to the topic (Gay, 1992: 224). In this study the researcher tried her best to take all these into consideration. Methodological principles regarding the questionnaire construction and reviewing have been adhered to. Questionnaires were based on the problem namely school governance.

3.2.1.6 Types of questions

There are two types of questions to be considered, the structured (close-ended questions) and the unstructured (open-ended questions). Each of these types has its special functions, advantages and disadvantages. The researcher should consider carefully whether it would be of value to use either closed-ended or open-ended questions in the questionnaire (Bless & Higson-Smith, 1999: 120)

3.2.1.6.1 Closed-ended(structured) questionnaire

Close –ended questionnaire consist of concrete questions and choices of possible answers. Questions give a choice of answers (multiple choice questions) or guidelines on procedures to follow (e.g. usually; often; seldom and never). Sometimes only two possibilities are given (such as Yes or No; Agree or Disagree), which allow for very little differentiation (Bless and Higson-Smith, 1999: 121).

- **Advantages of Close-ended questionnaire:**

  According to Legotlo (1996: 36) and Baker (1988: 173) the advantages are as follows: -

  - ✓ It is easy to complete;
  - ✓ It is less time consuming;
  - ✓ Is promotes objectivity;
  - ✓ It is easy to score, code and tabulate;
  - ✓ The is specification of the frame of reference for the subjects; and
  - ✓ It is quick to answer and straight forward.

- **Disadvantages of Close-ended questionnaire:**

  The researcher may fail to restructure the responses. Close-ended questionnaires fail to reveal the respondents motives, do not yield information of sufficient scope or depth and may not discriminate between fine shades of meaning. Fixed alternatives responses may make respondents take stands on issues about which they have crystallised opinions of they may force them to give answers that do not accurately express their ideas. The listed alternative

answers may be written in a way that encourages the respondents to reply in accordance with their wishes (Babbie, 1983; 132; Moate 1996: 133).

The opinions of those who are not sure may be lost. The questionnaire may be unnecessarily long and thus may discourage respondents. This may bring unreliable results (Baker, 1988:174).

3.2.1.6.2 **Open-ended questionnaire(Unstructured)**

Open-ended questions leave the participants completely free to express their answers as they wish, as detailed and complex, as long or as short as they feel appropriate. No restrictions, guidelines, or suggestions for solutions are given (Bless and Higson-Smith, 1999: 120). They are in fact essay types (e.g. what major problems face your country today? What is your future plans?) And such questions if properly constructed may create a captive audience (Adams, 1985: 202).

The open-ended questions provide opportunities for the researcher to ascertain lack of information on the part of the respondents. Open-ended questions are to be worded carefully so as to present standardised questions to all respondents. Standardisation is important because the researcher will want to compare the responses. No clues to answers are given and invite the respondents to give their own views and opinion (Adams, 1985 202).

Advantages of Open-ended(Unstructured) questionnaires

- ✓ It imposes no restrictions on respondents response;
- ✓ Could be used when the researcher is uncertain or has limited knowledge on the subject matter;
- ✓ Also used where a wide range of opinions are expected;
- ✓ It is more appropriate for a pilot work, could be used to explore the area with the intention of constructing structured questions;
- ✓ To find out which information are the respondents prepared to divulge; and
- ✓ It helps to get down to more details, and more deep-rooted motives.

It is important to know the advantages of the Open-ended questionnaire and use its advantage to the benefit of the researcher. In this study, the researcher used the advantages of the open-ended questions to the advantage of the research.

❖ **Disadvantages of Open-ended (Unstructured) questionnaires**

Open-ended questions involve more work on the part of the respondents (Singleton, 1993: 285). Each format should be used at the appropriate point (Singleton, 1993: 289). In this investigation, it was used accordingly at the appropriate points. The researcher used both the close-ended and open-ended questions with the hope of minimizing the shortcomings of each format. The purpose was to bolster the effectiveness of the questionnaires so that it yields desirable, reliable and valid results for the research work. It should be worthwhile for research work.

3.2.1.7 **Reliability**

Reliability refers to the ability of an instrument to produce consistent results. Reliability is equivalent to consistency. Thus a method is reliable if it produces the same results whenever it is repeated, even by other researchers (Sarantakos, 2000: 83) Reliability is also characterised by precision and objectivity. Without precision and objectivity reliability cannot be achieved. Researchers are interested in *internal reliability* and *external ability*. Internal reliability means consistence of the results within the site and that data are plausible within that site. External reliability refers to consistency and replicability of data across the sites (Sarantakos, 2000: 84).

Schumacher and McMillan (1993: 1360 express their opinions that the questionnaire should be reliable in order to produce good results. Reliability is concerned with the question of stability and consistency. It is the operational way of measuring something consistently. It should be noted whether the operational way yield the same results and whether the components are consistent with each other (Schwarts, 1992; 117; Straits, 1993: 115). The researcher has taken upon herself to make sure that the

questionnaire is reliable, so the above-mentioned guidelines were given high consideration when constructing the questionnaires.

3.2.1.8 **Validity**

Validity means the ability to produce findings that are in agreement with theoretical or conceptual values, in other words to produce accurate results and to measure what is supposed to be measured (Sarantakos, 2000: 78) he continues stating that there are two ways of checking the validity of an instrument; *empirical validation* and *theoretical validation*. In theoretical validation, the validity of an instrument is ascertained through theoretical or conceptual constructs. In the empirical validation, the validity of a measure is checked against empirical evidence. In both case validity is claimed if the findings produced through the measure in the question are supported by empirical evidence and by theoretical principles (Sarantakos, 2000; 78).

Legotlo (1996: 38) holds that validity in research is concerned for instance with the soundness and effectiveness of the measuring instrument. Validity is the extent to which the questionnaire assesses what it sets out to assess. Validity is specific to the particular of aspects that one wishes to assess. The questionnaire should be constructed in such a manner as to satisfy the purpose for which it is required. The questionnaire should be judged for adequacy (Labuschagne, 1994: 51) validity is more likely to be achieved if the answers obtained from the respondents are honest and reliable.

The validity of a measurement depends upon the correspondence between a concept and empirical indicators that are suppose to measure it. It measures the crucial points between the concept and the indicator. The measuring instrument should measure the underlying concepts (Baker, 1988: 199). The underlying concept in this research is high school governance in Moretele District of Mpumalanga Province. Consideration was given to this reliability so that the validity of the research would be achieved and that the work would be of a high quality. That was the driving force behind the research. (Straits, 1993: 115). The purpose of the study was clearly outlined in order to measure exactly what is needed so that there should be correlation.

3.2.1.9. **Pilot Study**

The pilot study is a small-scale version of the main study and it is useful to test all the procedures and feasibility of study. This includes selecting the sample, distributing the questionnaires checking the returns, and the analysis and examination of the findings to see if the questionnaire provides the data expected. The use of words, the word order, the question order within the questionnaire and the presentation will all benefit from testing before the pilot study (Cormark, 2000: 312).

The questionnaire construction involves pre-testing through a pilot study. This pilot study gives the research a chance to discover unforeseen problems of the administration, coding and analysis of the questionnaires. The pilot study is essentially a pre-test of the survey instruments. It is conducted to test the instrument for ambiguous or misleading questions and offer the researcher an opportunity to evaluate the effectiveness of the survey instrument prior to its general distribution. The pilot study often indicates that a question in a survey does not elicit the desired information. It also forewarns the researcher if the instrument is too long or too complex for an average respondent to complete (Guy, 1987: 235; Mundel, 1985: 160).

Duma (1995: 960 elaborates that questions should be pre-tested on a small population. On the basis of the feedback, adjustments should be made to the draft questionnaires. This is what was done in this research. Adjustments were made after a survey. Some of the items were restructured to avoid double meaning. The purpose of the questionnaire was clearly stipulated.

Pre-testing helps to detect deficiencies and flaws as well as suggestions. It also provides the statistical methodology of the survey and determines whether it is necessary for re-organisation of the study. The information may suggest new channels of enquiry and inspire ideas about additional questions that may enrich the research (Legotlo, 1994; 167; Gay, 1992: 229). It was thus due to the pilot study that the researcher realised that the respondents were not responding to open-ended questions. In the covering letter, it was indicated that, it was very important that respondents should attempt all questions.

3.2.1.10 **Covering Letter**

The covering letter is a means to introduce the questionnaire officially to the respondents. It gives the respondents directives as to how to return the questionnaire to the researcher (Legotlo 1994; 168; Nachmias, 1987: 271). The covering letter should explain what the questionnaire is all about and above all legitimise the questionnaire in the eyes of the respondents. The covering letter should strive to convey to each respondent the importance of his or her responses and emphasises the need for truth and accurate responses. The letter should also convey the assurance that all information given will be treated as confidential (Guy, 1987: 235; Legotlo, 1994: 168).

Sarantakos (2000: 225) also emphasises the same idea stating that the main aims of the cover letter are to introduce the respondents to the research topic and research team, to neutralise any doubt or mistrust respondents might have about the study, to motivate them to participate in the study and answer the questions, and to assure them of anonymity and confidentiality. He further states that covering letter has been recognise as one of the factors that influence the response rate: the way the questionnaire is presented and introduced and the type of assurances given to the respondents determine to a large extent whether the respondent will complete the questionnaire or not, and whether he/she will answer all the questions.

A simple and straightforward covering letter (Appendix C) accompanied the questionnaire and provided information and instructions on how to fill the questionnaire. The instructions on how to fill in the questionnaire usually emphasis the need for honest answers and ensure that the respondents are not ambiguous. This needs to be clearly defined in the instructions. The instructions should be brief and to the point (Guy; 1987: 235). The cover letter in this research was brief, simple and to the point.

3.2.1.11 **Final Questionnaire**

The final questionnaire was drawn, carefully printed and administered to 30 secondary schools in Moretele District. The respondents were as follows:-

- 30 Principal (Head-teacher)
- 60 Teacher – governor (two per school)
- 60 Learner – governors (two per school)
- 60 Co- opted – governors (two per school)
- 90 Parent – governors (three per school)

A total of 300 questionnaires were distributed to secondary school in Moretele District of Mpumalanga Province.

3.3 QUESTIONNAIRE DISTRIBUTION

There are various ways to consider about distributing and administering a questionnaire. The atmosphere should be sufficiently serious to complete the questionnaires objectively. The light mood could have serious effects on the results of the questionnaires. A researcher should consider whether the tool has been properly used (Baker, 1988: 177). There are two ways of delivering and distributing questionnaires. It may be through *Mail or* by *delivering them personally to the respondents.*

3.3.1. Mail Questionnaire

The mail questionnaires are use in the social science because they can reach sample respondents living in widely dispersed geographic areas at relatively low costs. The researcher should print a good number of questionnaires and letters so that he or she is able to match the return numbers on the original mail out list (Guy, 1987: 244).

❖ **Advantages of the mail questionnaires**

The mailed questionnaires reduce costs in both time and money for the respondents and the investigator. The method maximizes a high return rate. They are less costly to conduct. There is no difference in the cost of collecting data within the city or across the nation. The respondents are in a position to answer the questionnaire by themselves at their own convenient time. There is a standardisation of questions. The respondents cannot be influenced by face-to-face interactions. There is little or no interaction between the researcher and respondents (Baker, 1988: 178).

Legotlo (1994: 162) summarised the advantages of the mailed questionnaire as follows.

- Low Cost: Travelling and subsistence costs are minimal;
- Homogeneous stimuli; since the questionnaires are identical, the stimuli provided are identical,
- Anonymity of respondents: Names of the respondents are not given;
- Geographic coverage; Respondents can be reached all over the country;
- Speed: Information from thousands of respondents could be obtained within a short period of time;
- Ease of processing: The questionnaire could be carefully structure and recorded and very little is used of the open-ended questions.

❖ **Disadvantages of the mail questionnaires**

Mailed questionnaires have limitations and disadvantages. One may never know for certain who has filled in the questionnaires. In some instances the questionnaires may be filled by someone other than the intendent respondent. Out-of date mailing lists may results in questionnaires that may not delivered (Guy, 1987: 244). Questions may be interpreted differently. A poorly worded questionnaire may create problems and confusion for the respondents. Negative items may have a great impact on the respondents and affect the return rate (Van Dalen, 1979: 156; Mabena, 1994: 101).

Legotlo (1994: 163) summarised the limitations of mailed questionnaire as follows.

- Representativeness: The high non-response rate is quite common;
- Impersonal: Impersonality may cause frustrations to some respondents;
- Negative attitude to the questionnaire: Questionnaires are commonly used to the degree that some subjects may be negative towards them and
- Availability of address of the sample population poses some problems.

The researcher should carefully consider all the factors before taking a decision about any tool, he or she would like to employ. Despite the encouraging advantages of the mail (postal) survey, the researcher was forced by circumstances not to use the tool. This is due to the poor postal system in Moretele District. School are scattered widely in rural areas. These rural areas are characterised by poor road networks and telephone is a poor commodity. Therefore the researcher was forced to use direct contact as the most appropriate means of reaching all high school in Moretele District.

3.3.2 DIRECT CONTACT OF RESPONDENTS

The questionnaires may be distributed through mail of face-to-face direct contact. In the instance the researcher goes around personally and presents the questionnaire to the relevant respondents. The researcher has the opportunity to explain the purpose and significance of the study and even clarifies some points. He or she may also be in a position to clarify and answer questions asked by the potential respondents and motivate respondents to answer. Mailed questionnaires may not reach many people in a widely scattered area as quickly as direct contact (Van Dalen, 1979: 153).

In the case of direct contact, the researcher should be diplomatic and ensure understanding and clarity. The respondents may become willing to communicate with the researcher and feel obliged to fill out the questionnaires with fewer problems. But the researcher should be careful no to lose sight of his or her direct contact with the respondents. He or she should use private conversation to elicit personal and

confidential information and gain knowledge about motivations, feelings, attitudes and beliefs of the respondents (Mabena, 1994: 97; Van Dalen, 1979: 153)

3:2.2.1 **Advantages of direct contact with respondents.**

The researcher has an opportunity to make personal appeals to the potential respondents for assistance in order for the study to become successful. Such an appeal is effective. The potential respondents may turn to become sympathetic and show good co-operation in filling the forms out (Baker, 1988: 178).

If the respondents are less educated or less interested, they may be inducted to participate positively. The presence of the researcher might change the attitude of such respondents and change the return rate substantially. The respondents should be made to feel that the information couldn't be easily obtained elsewhere. In order to convince the respondents the questionnaires should be clear, attractive and easy to fill in. The researcher should arouse the interest of the respondents to contribute accurate information. The respondents should also feel important why they were chosen for such a research (Van Dalen, 1979: 154).

3.3.2.2. **Disadvantage of direct contact with respondents**

Direct contact is very expensive. The researcher may need lot of money to cover widely scattered areas as quickly as possible. The return may be bias and subjective due to the influence and the presence of the researcher. The researcher may give false promises in order to get his or her work done. Persuasiveness may have a negative impact on the questionnaire and affect the reliability of the results. Precision, consistency or stability may also be affected negatively (Gage, 1998: 576).

3.3.3 DISTRIBUTION OF QUESTIONNAIRES TO RESPONDENTS

The researcher realised that direct contact was the most appropriate tool for this particular research. The questionnaire was directly distributed to 30 secondary schools in the Moretele district. The researcher first visited the schools and explained the objectives of study and verbal arrangement was further made with each school about

when to collect the questionnaires. A contact person system was also established, particularly in the most remote areas.

The researcher started with the collection of the returns a week after the distribution of the questionnaire was done. Some respondents dropped them at the researchers home. The particulars of the researcher such as the initials and surname as well as the home telephone numbers appeared on the covering letter. Thus the problem of poor communication system was overcome.

3.4 FOLLOW-UP

Certain measures should be taken to ensure high rate returns. Carefully planned questionnaire may increase high return rates (Legotlo, 1994: 170).

Follow-up activities may be employed to increase the high rate. Usually follow-up activities began shortly after the deadline for responding has passed. Those who did not respond might have meant to do so but had forgotten. The action that is taken should not be that of scolding the non-respondents. They should be provided with an acceptable reason for their non-response. The significance and purpose of the study should be repeated. The researcher should be creative and the respondents may come to appreciate his of her standpoint and persistence. Creative activities may lead to an increased percentage of returns (Gay, 1992: 229).

The researcher should make a list of non-respondents. The second follow-up should include another copy of the questionnaire. The letter may be sent, thanking the respondent in advance, and asking him or her to ignore the letter if he or she had already responded and re-explaining the purpose of the researcher and emphasise the importance of returning the questionnaire after completion (Baker, 1988: 181).

Telephone may be used to remind subjects or inquire whether they had misplaced the questionnaire. Additional follow-up may increase returns substantially. The researcher should develop an effective method of increasing returns (Babbie, 1983: 225).

According to Gay (1992: 229) and Babbie (1983: 226) the response rate should at least be about 80 percent to be regarded as adequate for analysis and reporting. A response of 70 percent should strive for a relatively high rate. If the returns are less than 70 percent, the validity of conclusions will be weak and questionable. It makes no sense to end up with shaky findings and study of limited value when additional efforts on the part of the researcher could have made a difference.

In this research study, direct contact follow-up strategy was used. The telephone strategy was used in exceptional cases and only just to confirm when the researcher would come to collect the questionnaires. Follow-up through contact persons may play a vital role (Legotlo, 1994: 170. Using this strategy, the contact person system was put in place for each school, which had some non-respondents.

3.5 INTERVIEWS

3.5.1 Definition

Interviewing is a form of questioning characterised by the fact that it employs verbal questioning as its principal technique of data collection. Together with questionnaires, interviews make up the survey method, which is one of the most popular techniques of social research (Sarantakos; 2000: 246).

Legotlo (1994:16) state that an interview is one of the most vital instruments of research used to secure information and impressions about the subject under investigation. It provides information and other relevant data about the subject, which other instruments of research, may not do. The aims of an interview are to secure sufficient information from the respondent or interviewee.

According to Gerber (1992: 82) interview is a conversation between individuals with the aims of exchanging views about a particular topic. It is another technique for balanced results. It is where the interviewee comes face-to-face with the researcher. The informant has a chance of impressing the investigator and state how knowledgeable the interviewee is. It is also essential for the researcher to know how to conduct an interview.

3.5.2 How to prepare an interview

The interviewer should prepare for the interview properly and set a correct tone for an interview. The interviewer should know which areas of information to cover and prepare appropriate relevant questions related to the research topic (Van Dalen; 1979: 160). The interviewer should not create a friendly, permissive atmosphere, but should not direct the discourse into desired channels and encourages the interviewee to reveal more information. It requires a high degree of technical skills and competence. The interviewer should not dominate the session (Frase, 1992; 5; Nkone; 1995: 7).

The reliability and validity of the interview should be taken into consideration just as is the case with the questionnaire. Almost identical questions should be asked to different interviewees. The responses should be recorded systematically. The interviewer should know exactly which questions to ask and when to ask them. The interviewer should avoid bias and errors during interview session (Frase, 1992; 5, Werther, 1991: 193).

3.5.3 TYPES OF INTERVIEWS

There are many types of interviews, each of which differs from the others in structure, purpose, role of the interviewer, and numbers of respondents involved in each interview, and form and frequency of administration. Some types of interview are employed in both qualitative and quantitative, others are used in one research type only (Sarantakes 2000:246).

3.5.3.1 Structured interviews

These interviews are based on a strict procedure and a highly structured interview guide, which is no different from a questionnaire (Sarantakes; 2000: 246).

Mc Beath (1994: 195) expresses the ideal that in the structured interview, questions are pre-determined. The basic aim of the interview is to get information from the interviewer. The questions may be put in a specific sequence. Questions are in the same manner and choice of alternative answers is restricted to a pre-determined list.

The same introductory and concluding remarks are used; structured interviews are more scientific than unstructured interviews (Van Dalen; 1979: 159).

A structure interview has certain limitations. There is rigidity in its investigative procedures that may prevent the investigator from sufficient depth. The interviewee is not given enough time to expand on his answers (Gerber; 1992: 195).

3.5.3.2 Unstructured interviews

Unstructured interviews have no strict procedures to follow. An unstructured interview is flexible with few restrictions. The order may be altered to suite the situation and subject. The interviewee is encouraged to talk freely and fully concerning a particular issue, incident or relationship. This type of interview does not require any preparation. The interview has a change of dealing with each individual in accordance with his or her situations (Gerber, 1992: 195). The interviewer may gain insight into the character and attitudes of the respondents. There is little chance of objectivity in this type of interview (Gerber 1992:195).

3.5.3.3 Semi-structured interviews

Semi-structure interviews lie between the structured and unstructured interviews. They contain elements of both. Some are closer to structured, some are closer to unstructured interviews. The degree to which the interviews are structured depends on the research topic and purpose, resources, methodological standards and preferences, and the type of information sought, which of course is determined by the research objective (Sarantake; 2000: 247).

Gerber (1992: 195) state that in this type of interview, only important questions are pre-determined. There is flexibility in the questioning of the interviewee. The respondent has the opportunity to be judged fairly on the basic of reasonable requirements. The interviewee is given an opportunity to give more concrete evidence, follow crucial clues and stay within the fruitfully lines of questioning (Cassettes 1986: 227).

3.5.4 Advantages of an interview

The interview stands a chance of building rapport and trust with the interviewee. The interviewer may detect more accurate and honest responses. The interviewer is in a position to ask questions at the appropriate time (Gay; 1990: 203).

Sarantakes (2000: 266) identified the follow as advantage of an interview:

- Flexibility;
- High response rate;
- Easy administration;
- Opportunity to observe non-verbal behaviour;
- Control over the environment;
- Control over the order of questions;
- Control over time, date and place of interview;
- Opportunity to record spontaneous answers;
- Control over identity of the respondent; and
- Completeness of an interview is guaranteed.

3.5.5 Limitations of an interview

Interviews are prone to interruptions especially in busy working situations. Interruptions may affect the flow of the interview, thus affecting the outcomes (Guy; 1987: 245). The respondents may feel threatened or intimidated by the interviewer especially when some of the questions are sensitive.

Sarantakes (2000: 267) identified the following limitations:

- Interviews are more costly and time consuming;
- Interviewing is more inconvenient than other methods;
- It offers less anonymity than other methods since the interviewer knows the identity, residence, type of housing, family conditions and other personal details of the respondent; and
- It is less effective than other methods when sensitive issues are discussed.

3.6 POPULATION AND SAMPLING.

A population is a group of persons or subjects while a sample consists of individuals selected from a population (Schumacher and Mcmillan, 1993-159).

3.6.1 Population.

According to Legotlo (1996) a population is the aggregate of all cases that conform to some designated set of specifications. The population may be a group of people, house records and legislators. Population is the group of interest to the researcher. It is the group that the researcher is concerned about finding out some points of information. The specific nature of the population depends on the research problem. The researcher should determine population that is to be in involved. Individual had to meet certain requirement that is to be included in the sampling population.

The decision has to be made about people or things that are to be reached. The population should be clearly defined by the researcher. It is also important to know the way data is to be collected from particular information in some depth (Burgers, 1982:77).

A good researcher would get a clear picture of the population before selecting a sample. He needs to start from the top and work down to the bottom namely, sample. The sample should correspond to the population interest and should be the representative of the people in a given community. The researcher should identify the target population that is population that the researcher would like to generalise his or her results from. The researcher should specify the limits of his inclusion and exclusions (Singleton, 1993:140;Bausell, 1986:21).

3.6.2 Sampling.

Sampling is a method of selecting some part of a group to represent the total. Part of the total that is called the research sample. Researchers always aspire to generalise the result of their studies (Bausell, 1986:21).

The researcher has to determine the size of the sample. A representative of sampling has to be selected. A representative if the analysis made on its units produces results equivalent to those that would be obtained had the entire population been analysed. Most of those researchers use probability sampling designs because they can specify for each units of the population, the probability of it being in the sample (Nachmias, 1987:181).

TABLE 3.1: DISTRIBUTION OF SAMPLE POPULATION PER GROUP.

Group	Sample	Percentage
Head teachers-governors	30	10%
Teacher-governors	60	20%
Learners-governors	60	20%
Parent-governors	90	30%
Co-opted-governors	60	20%
Total	**300**	**100%**

Table 3.1 shows the percentage of all the groups participated in the study. From the table 30% of the sample population was drawn from the parent-governors 20% from co-opted governors and 10% from Teacher governors.

3.7 RESPONSE RATE.

A total of 300 questionnaires were distributed with the aim of achieving 100 % response rate, which will provide the researcher with enough responses for data analysis. About 210 (70 %) were returned.

TABLE 3.2 RESPONSE RATE PER GROUP.

Subject	N	No response	%	Response	%
Head Teacher governor	30	2	7	28	93
Teacher governors	60	8	13.3	52	86.6
Learner governors	60	31	51.7	29	48.3
Parent governors	90	22	24.4	68	75.6
Co-opted governors	60	27	45	33	55
Total	**300**	**90**	**30**	**210**	**70**

Table 3.2 indicates that the head-teacher - governors representing the school management team had the highest response rate of 93 %; teacher - governors representing teachers had the response rate of 86.6 %; parent-governors representing parents had the response rate of 75.6 %; co-opted - governors who also represented parents had a response rate of 55 % and learner - governors with the least percentage of 48.3 % represented learners. The participation of all these groups helped in determining the training needs of the governing bodies.

3.8 FORMAT AND CONTENT OF THE QUESTIONNAIRE.

The questionnaire was divided into four sections namely:

Section A (1.1 – 1.3)

Biographical data. The purpose of these questions was to gather personal information about the respondents. In the interpretation of data the researcher found out whether personal information had any influence on school governance.

Section B (1.4)

Demographic information. The purpose of this question was to collect demographic data about each respondent. It is important to understand the background of the respondent and verify whether demographic data has any influence on school governance.

Section C (1.5 – 1.12)

A four-point scale was used. For each item the respondents were asked to indicate on a four-point scale the degree to which the governing bodies carry out their duties and responsibilities.

Section D (1.12.2 – 1.12.3)

Open-ended questions were used to find any other information that might have been of value from the respondents concerning training needs of governing bodies.

3.9 DATA ANALYSIS.

Data analysis was first done manually and then by means of a computer for verification and to further analysing the data using statistical package (SPSS). Frequencies and percentages were used in the analysis of data.

3.10 SUMMARY.

Different tools of data were discussed and assessed. A researcher in this study employed the questionnaire as the main instrument in collection of data because of its advantage. (cf 3.2.1.6.2).

CHAPTER 4

4. DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this chapter is to report on the results of the empirical investigation conducted to determine if the governing bodies carry out their duties and responsibilities effectively.

Data analysis was done through the help of the statistical analysis using a computer. Each item was assigned to column; all scores for each item were tabulated at the end as each item formed a subgroup. Computer may be used if the population size is large especially when there are a number of variables involved because the calculator may not be most efficient.

4.2 REVIEW OF SUBJECT

A total of 300 subjects were identified for taking part in the investigation and 210 (70%) respondents returned useable questionnaires.

4.3 BIOGRAPHICAL DATA OF THE RESPONDENTS

Table 4.1 was drawn to reflect the biographical details of respondents.

4.3.1 OCCUPATION

Table 4.1 indicates the groups that were involved, namely Learner-governors 29 (13,8%), Teacher governors 52 (24,8%), Parent governors 68 (32,4%), Head-teacher governors 28 (13,3%) and co-opted governors 33 (14,7%).

This suggests that all parties are involved in school governance. They will give a true reflection of what expires in the governing bodies.

4.3.2 GENDER

Table 4.1. Indicates that the total respondents 99 (47,1 %) were males and 111 (52,9) were females. This implies that females are good at child rearing.

4.3.3 AGE

The subjects reported their ages by selecting one of their six age groups from table 4.1. It is noted that majority 116 (55.2%) of the respondents were between age 30-50 and 49 (23,3%) between 51-60. This shows that most of the respondents are experienced and old enough to give the true reflection of what is happening in the governing bodies. (Old enough to determine the effectiveness of governing bodies).

TABLE 4.1 OCCUPATION, GENDER AND AGE.

OCCUPATION	**F**	**%**
Learner-governor	29	13,8
Teacher-governor	52	24,8
Head-teacher governor	28	13,3
Parent-governor	68	32,4
Co-opted-governor	33	14,7
TOTAL	**210**	**100%**
1.2 GENDER	**F**	**%**
1.2.1 Male	99	47.1
1.2.2 Female	111	52.9
TOTAL	**210**	**100%**
1.3 AGE	**F**	**%**
Below 21	27	12.9
22-30	4	1.9
31-40	62	29.5
41-50	54	25.7
51-60	49	23.3
Over 61	14	6.7
TOTAL	**210**	**100%**

4.4 DEMOGRAPHIC DATA OF THE RESPONDENTS

The respondents were also asked to indicate their area of settlement.

TABLE 4.2.DESCRIPTION OF THE SETTLEMENT TYPE OF THE SCHOOL.

1.4 SCHOOL SETTLEMENT	F	%
1.4.1 Rural	169	80,5
1.4.2 Urban	41	19.5
Total	**210**	**100**

Table 4.2 reflects that 169 (80,5%) 0f the total respondents are from rural schools and only 41 (19,5%) are from urban schools. The data can be ascribed to the fact that the research was conducted mostly in rural areas.

4.5 THE ROLE PLAYED BY GOVERNING BODIES IN SCHOOL GOVERNANCE

Key: 1. Strongly disagree;

2. Disagree;

3 Agree;

4. Strongly agree

4.5.1 CONSTITUTION, VISION AND MISSION

Item 1.5.1. Your school has developed its own constitution.

Table 4.3 reflects that of the total 189 (90%) respondents agreed that they do have a constitution in their schools and 21 (10%) disagreed that they do not have a constitution in their schools. This implies that a constitution is placed in a center to be seen by all staff members.

TABLE 4.3. CONSTITUTION, VISION AND MISSION

CONSTITUTION, VISION AND MISSION	1		2		3		4		TOTAL	
	F	%	F	%	F	%	F	%	F	%
1.5.1Your school has developed its own constitution.	13	6,2	8	3,8	75	35,7	114	54,3	210	100
1.5.2 SGB do not know what a constitution is and were not involved in its development.	42	20	85	40,5	48	22,9	35	16,7	210	100
1.5.3 Governing body is acting and functioning in terms of its constitution.	57	27,1	95	45,2	47	22,4	11	5,2	210	100
1.5.4 School has developed its own mission and vision statements.	13	6,2	23	11	75	35,7	99	47,1	210	100
1.5.5 Members of the SGB understand the difference between vision and mission.	52	24,8	79	37,6	38	18,1	41	19,5	210	100
1.5.6Your school policy follows the same vision and mission of your school.	23	11	70	33,3	55	26,2	62	29,5	210	100

Item 1.5.2 All SGB members know what is meant by a constitution and were involved in its development.

Table 4.3 indicates that of the total 83 (39,5%) of respondents agreed that their SGB members know what a constitution is and were involved in its development and 127 (60,5%) disagreed that their SGB members do not know what a constitution is and were not involved in its development. This suggests a high possibility of constitutions being developed by Head-teachers and School Management Teams (SMT) only, educators and governing bodies' participation is not encouraged.

Item 1.5.3. Your governing body is acting and functioning in terms of its constitution.

Table 4.3 reveals that majority of 152 (82,9%) disagreed that their governing bodies do not act and function in terms of their constitution and 58 (27,6%) agreed that their governing bodies are acting and functioning in terms of their constitution. This suggest that governing bodies should be involved in the development of the constitution so that they should function and act in terms of it.

Item 1.5.4. Your school has developed its own mission and vision statements.

Table 4.3 reflects that of the total 174 (82,9%) agreed that their schools have developed the vision and mission statements and 36 (17,1%) disagreed that their schools have not developed vision and mission statements. This implies that schools with vision and mission statements know exactly where they are going in order to succeed in future.

Item 1.5.5 Members of the SGB understand the difference between mission and vision.

Table 4.3 reveals that of the total 131 (62,4) disagreed that members of their SGB do not know the difference between the mission and vision of their schools and 79 (37.6) agreed that their governing bodies know the difference between the two terms. This implies that there is a need to explain these terms to the governing body.

Item 1.5.6.Your school policy follows the same mission and vision of the school

Table 4.3 reveals that of the total 117 (55,7) agreed that their school policies follow the same vision and mission of their schools 93 (44,3) disagreed that their school policies do not follow the same vision and mission of their schools. This suggests that when drawing policies mission and vision statements should be clearly understood, so that the rules and regulation follow those statements.

In summary, items 1.5.1-1.5.6. Give an implication that constitutions have been developed in schools but not all the members were involved in their developments. The items further indicate that vision and mission statements have been developed in schools but most members of the SGB do not know the difference between the terms as such they do not know if their school policies do follow those statements or not. From the researcher's point of view it is observed that most of the work is done by principals and may be together with School Management Team (SMT).

4.5.2 ADMINISTRATION AND DECISION MAKING

KEY:

1. **Strongly disagree**
2. **Disagree**
3. **Agree**
4. **Strongly disagree**

TABLE 4.4.ADMINISTRATION AND DECISION-MAKING.

ADMINISTRATION AND DECISION MAKING	1		2		3		4		TOTAL	
	F	%	F	%	F	%	F	%	F	%
1.6.1 Your SGB always drafts a year programme with strategic actions matching long-term plans.	89	42,4	67	31,9	33	15,7	21	10	210	100
1.6.2 Your SGB works as a united team, and once a decision is made all members work together to see to it that it is carried.	98	46,7	42	20,0	43	20,4	27	12,9	210	100
1.6.3 Your SGB is involved on decision making about the priorities of the school.	27	12,9	41	19,5	78	37.1	64	30,5	210	100
1.6.4 Your SGB ensures that the school functions properly and is receiving the services and resource it need to do so.	38	18,1	98	46,7	52	24,8	22	10,5	210	100
1.6.5 Your SGB spends most of its time listening to different points of view before it votes to an important matter.	56	26,7	93	44,3	35	16,7	26	12,4	210	100
1.6.6 Your SGB delays actions until an issue becomes urgent or critical.	18	8,6	52	24,8	72	34,3	68	32,4	210	100
1.6.7 Your SGB tries to avoid issues that are ambiguous and complicated and leave matters to the principal to take a decision.	10	4,8	57	27,1	79	37,6	64	30,5	210	100
1.6.8 Your SGB plays an active part in administering and controlling school's property, buildings and grounds.	22	10,5	67	31,9	74	31,2	47	22,4	210	100

Item 1.6.1 Your SGB always drafts a year programme with strategic actions matching long-term plans.

Table 4.4 reflects that of the total 156 (74,3%) disagreed that their SGB does not draft year programs with strategic actions matching long-term plans, and only 54 (25,7%) agreed. This gives an implication that in most schools planning is not done.

Item 1.6.2 Your SGB works as a united team, and once a decision is made, all members work together to see to it that it accepted and carried.

Table 4.4 indicates that of the total 140 (66,7%) of the respondents disagreed that their SGB does not work as a team to see that decisions made are accepted and carried only 70 (33,3%) agreed. This implies a lack of consultation amongst SGB members.

Item 1.6.3 Your SGB is involved in decision making about the priorities of the school.

Table 4.4 shows that of the total 142 (67,6) agreed that their SGB is involved in decision making about the priorities of the school and only 68 (32,4%) disagreed. This suggests that SGB should be encouraged to make decisions about the priorities of the school. This will help them participate actively in the school activities.

Item 1.6.4 Your SGB ensures that the school functions properly and is receiving the services and resources it needs to do so.

Table 4.4 reveals that of the total 136(64,8%) respondents disagreed that their SGB does not ensure that schools function properly and is receiving the services it need to do so, only 74 (35,2%) respondents agreed. This gives an impression that in most schools SGBs do not carry their duties effectively.

Item 1.6.5 Your SGB spend most of its time listening to different points of view before it votes on an important matter.

Table 4.4 shows that of the total 149 (70,9%) disagreed that their SGB does not spend most of its time listening to different point of views, only 61 (29,1%) agreed. These

gives an implication that in some schools meetings are not held long enough or only decisions of certain people are voted.

1.6.6 Your SGB delays actions until an issue becomes urgent or critical.

Table 4.4 indicates that of the total 140 (66,7%) respondents agreed their SGB delay issues until they become urgent or critical, and only 70 (33,3%) of respondents disagreed. This gives an impression that there is a need for SGBs to be given workshops on how to solve problems and the disciplinary measures be explained to them.

Item 1.6.7 Your SGB tries to avoid issues that are ambiguous and complicated and leave matters to the principal to take decision.

From table 4.4 it is noted that of the total majority 143 (68,1%) respondents agreed that their SGB leaves matters to the principals to take decisions and only 67 (31,9%) respondents disagreed. This highlight the importance of influencing governing bodies to take decisions and indicate to them clearly that they are given those powers by SASA and that their contribution is important.

Item 1.6.8 Your SGB plays an active part in administering and controlling school's property, buildings and grounds.

Table 4.4 reflects that of the total 121 (54,6%) respondents agreed that their SGB plays an active part in administering and controlling schools property and only 89 (42,4%) disagreed. This suggests that in some schools SGBs do not perform their duties as stipulated by the SASA that they should take care of their school property.

In summary items 1.6.1-1.6.8 reveals that most of the SGB(s) in schools are not involved in decision-making that is why they cannot work as a united team. There is a need that SGB should understand what is meant by strategic planning and the importance of it thereof. If they clearly understand this, they will be actively involved and they will not leave issues until they become critical. They will be actively

involved in administering and controlling of the school properties and not leave matters to the principals and the School Management Team (SMT).

TABLE 4.5. : COMMUNITY AND STAFF INVOLVEMENT.

COMMUNITY AND STAFF INVOLVEMENT	1		2		3		4		TOTAL	
	F	%	F	%	F	%	F	%	F	%
1.7.1 Your SGB has formal structures and procedures of involving the community regarding school activities.	72	34,3	69	32,9	46	21,9	23	11,0	210	100
1.7.2 Your SGB allows inputs and outputs from staff and community.	21	10,0	35	16,7	90	42,9	64	30,5	210	100
1.7.3 Your SGB plays an important role in supporting the staff when crises hit the school (things go tough).	81	38,6	63	30,0	34	16,2	32	15,2	210	100
1.7.4 Your SGB acts as a channel of communication, taking message to the community and from the community to the school.	59	28,1	99	47,1	33	15,7	19	9,0	210	100

Item 1.7.1 Your SGB has formal structures and procedures of involving the community regarding school activities.

Table 4.5 shows that of the total 141 (67,1%) respondents disagreed that their SGB does not have formal structures and procedures of involving the community regarding school activities and only 69 (32,9%) agreed that their SGB has formal structures and procedures of involving the community regarding school activities. This implies that in most schools community involvement is not taken into account. It is important that the community be informed about its contributions to the education of its children.

Item 1.7.2 Your SGB allows inputs and outputs from staff and community.

Table 4.5 indicates that of the total majority 154 (73,3%) agreed that their SGBs allow inputs and outputs from the community and staff and only 56 (26,7%) disagreed. This implies that SGBs in some schools have realised the importance of staff and community contributions in school activities.

Item 1.7.3 Your SGB plays an important role in supporting the staff when cries hit the school/ (things go tough).

Table 4.5 reveals that of the total 144 (68,6) disagreed that their SGB does not support the staff when things go tough only 66 (31,4%) agreed. This implies that when schools experiences problems governing bodies stay very far, of which is where they should lend a hand.

Item 1.7.4 Your SGB acts as a channel of communication, taking messages to the community and from the community to the school.

Table 4.6 reflects that of the total 158 (75,2%) disagreed that their SGB does not function as a channel of communication between the school and the community and only 52 (24,8%) of the respondents agreed. This suggest that governing bodies do not perform their task adequately whereas documents states that the SGBs should serve as a channel of communication between the school and the community.

In summary items 1.7.1-1.7.4 highlight the need to awaken the governing bodies about the importance of the community. Making them aware that no school can work on its own without the involvement of the community. That school curriculum has to include the needs of the community.

4.5.4 POSSIBLE PROBLEMS CAUSING GOVERNING BODIES TO BE INEFFECTIVE

KEY:

1. **Strongly disagree**
2. **Disagree**
3. **Agree**
4. **Strongly disagree**

TABLE 4.6 POSSIBLE PROBLEMS CAUSING GOVERNING BODIES TO BE INEFFECTIVE.

POSSIBLE PROBLEMS CAUSING GOVERNING BODIES TO BE INEFFECTIVE	1		2		3		4		TOTAL	
	F	%	F	%	F	%	F	%	F	%
1.8.1 Most parents are confused by complexity of laws and regulations and puzzled by educational terminology.	10	4,8	36	17,1	95	45,2	69	32,9	210	100
1.8.2 Your governing body is composed of people who have little contact with school for many years as such they do not know their job description.	27	12,9	32	15,2	84	40,0	67	31,9	210	100
1.8.3 Your governing body does not get co-operation from the very parents who elected them.	34	16,2	38	18,1	77	36,7	61	29,0	210	100
1.8.4 Most of your governing body members experience some difficulties in understanding the nature of education system and the way its related parts interact.	18	8,6	36	17,1	116	55,2	40	19,4	210	100
1.8.5 Most members of the SGB do not attend meetings because of lack of time. They attend community occasions (death case).	24	11,4	33	15,7	102	48,6	51	24,3	210	100
1.8.6 Most members of the SGB are looked down upon by educators, because of little education they possess.	79	37,6	84	40,0	30	14,3	17	8,1	210	100
1.8.7 Most members are ineffective because educators fail to understand the responsibility of governors and see them as problems.	41	19,5	48	22,9	70	33,3	51	24,3	210	100
1.8.8 Parents governors are not given a chance to participate in the admission of learners.	15	7,1	30	14,3	86	41,0	79	37,6	210	100

1.8.9 Parent governors find the present-day learners (ironically their own children) too unruly, dangerous and completely disrespectful.	22	10,5	40	19,1	68	32,4	80	38,1	210	100
1.8.10 Most members of SGB lack more information about their duties and responsibilities as school governing bodies	20	9,5	36	17,1	82	39,0	72	34,3	210	100

Item 1.8.1 Most of governors are confused by the complexity of laws and regulations and puzzled by education terminology.

From table 4.6 it is noted that of the total respondents majority 164 (78,1%) agreed that most parent governors are confused by the complexity of laws and regulation and puzzled by educational terminology, and only 46 (21,9%) of the respondents disagreed. The implication is that most of the governing body members are older people who cannot read nor write as such there is a need that these terms be explained to them in their own languages. They should also be informed about their duties using manuals written in their own language.

Item 1.8.2 Your governing body is composed of people who have little contact with school for many years as such they do not know their job description.

Table 4.6 shows that of the total 151 (71,9%) agreed that their governing bodies are composed of people who have little contact with school for many years as such they do not know their job description and only 59 (28,1%) disagreed. This implies that most of their governing bodies are composed of older people who stay at home herding the cattle's and looking after young children as such they do not know their job description. It is also observed that most biological parents are not at home to be elected due to employment opportunities therefore, older people give excuses when invited for meetings.

Item 1.8.3 Your SGB does not get co-operation from the very parents who elected them.

Table 4.6 indicates that of the total 138 (65,7%) respondents agreed that their governing bodies do not get co-operation from the very parent whom elected them, and only 72 (34.3%) disagreed. This implies that after elections most parents leave matters to the SGBs and when parent meetings are called, only a handful will attend.

Item 1.8.4. Most of your governing body members experience some difficulties in understanding the nature of education system and the way its related parts interact.

Table 4.6 reveals that of the total 156 (74,3 %) respondents agreed that most of their governing body members experience some difficulties in understanding the nature of the education system and the way its related parts interact, only 54 (25.7 %) disagreed. This suggests that the nature of the education system should be explained to the governing bodies.

Item 1.8.5 Most members of the SGB do not attend meeting because of lack of time. They attend community occasions (death cases, etc)

Table 4.6 shows that of the total 153 (72,9%) respondents agreed that most members of their SGB do not attend meetings because of lack of time. They attend community occasions (death case, etc), only 57 (27,1%) disagreed. This implies that most parents place the community activities above the school activities or social commitments are given the first priority.

Item 1.8.6. Most members of the SGB are looked down upon by educators, because of little education they possess.

Table 4.6 indicates that of the total 163 (77,6%) of the respondents disagreed that most members of their SGB are not looked down by educator because of little knowledge they possess only 47 (22,4%) agreed. The implication is that most parents have low self-esteem when comparing themselves with educators. There is a need that they should be motivated to participate and given words of appreciation in whatever

they do e.g. "thank you" for your contribution. They should feel that their contributions are essential.

Item 1.8.7 Most members are ineffective because educators fail to understand the responsibilities of the governors and see them as problems.

Table 4.6 shows that of the total 121 (57,6%) respondents agreed that most of their members are ineffective because educators fail to understand their responsibilities and see them as problems and only 89 (42,4%) disagreed. This suggests that in some schools the educators see parents as threats to them or interfering in their work when they try to understand about the learners' work.

Item 1.8.8. Parent governors are not given a chance to participate in the admission of learners.

From table 4.6 it is noted that of the total 165 (78,6%) respondents agreed that parents governors are not given a chance to participate in the admission of learners and only 45 (21,4%) disagreed. This reveals that in most schools admission still lies on the hands of head-teachers and School Management Teams.

Item 1.8.9. Parent governors find the present day learners (ironically their own children) too unruly, dangerous and completely disrespectful.

Table 4.6 reflects clearly that of the total 148 (70,5 %) respondents agreed that parent governors in their schools find the present day learners (ironically their own children) too unruly, dangerous and completely disrespectful, only 62 (29,5%) disagreed. The implication is that today's-learners are disrespectful starting from home to school.

Item 1.8.10. Most members of the SGB lack more information about their duties as school governing bodies.

Table 4.6 reveals that of the total 154 (73,3) respondents agreed that most of their members lack more information about their duties as school governing bodies, and

only 56 (26,7 %) disagreed. This highlights a need to inform governing bodies about their duties and responsibilities and what is expected of them.

To sum up, items 1.8.1-1.8.10 indicate that governing bodies in schools are ineffective because of their low level of education. Not knowing their job description, low self-esteem, on the other hand some teachers failing to understand their role; first priorities being given to community activities, social commitments, disrespect from learners and moreover lacking more information about their duties. There is a strong need that all these be alleviated through guidance, training and regular workshops.

4.5.5 MEETINGS

KEY;

1. Never 2. Seldom 3. Often 4. Usually

TABLE 4.7 MEETINGS.

MEETINGS	1		2		3		4		TOTAL	
	F	%	F	%	F	%	F	%	F	%
1.9.1 Does your governing body hold term meeting to discuss developmental plans of the school?	11	5,2	115	54,8	51	24,3	33	15,7	210	100
1.9.2 Are you given enough time in the meeting to discuss the agenda?	10	4,8	34	16,2	112	53,3	54	25,7	210	100
1.9.3 Does your governing body hold annual parents meeting open to all parents of registered pupils and other invitee?	19	9,0	30	14,3	40	19,0	121	57,6	210	100
1.9.4 In your school, notice boards are used to display notes of information for teachers and learners about what is happening in the governors meeting.	11	5,2	114	54,3	32	15,2	53	25,2	210	100

Item 1.9.1Does your governing bodies hold term meetings to discuss developmental plans of the school?

Table 4.7 reflects that of the total majority 125 (60%) indicated that their governing bodies seldom hold term meetings to discuss developmental plans of the school and only minority of 84 (40,0%) agreed that their governing bodies usually do that. This suggests that in most schools governing bodies do not hold meetings to discuss developmental plans of the school.

Item 1.9.2. Are you given enough time in the meeting to discuss the agenda?

Table 4.7 shows that of the total majority 166 (79%) of the respondents agreed that they are usually given enough time to discuss the agenda in the meeting and only 44 (21%) of the respondents disagreed that they are not given time (are seldom given time). The implication is that in most schools meetings are held without discussing the agenda.

Item 1.9.3. Does your governing body hold an annual parents meeting open to all parents of the registered pupils and other invitee.

Table 4.7 reveals that of the total 161 (76,7%) respondents agreed that their governing body hold annual parents meeting open to all parents of registered pupils and their invitee, and only 49 (23,3%) indicated that they seldom do that. This suggests that in most schools parents meetings open to all parents of the registered pupils and other invitee are held.

Item 1.9.4. In your school, notice boards are used to display notes of information for teachers and learners about what is happening in the governors meetings.

Table 4.7 indicates that of that total majority 125 (59,5%) respondents indicated in their schools notice boards are seldom used to display notes of information for teachers and learners about what is happening in the governors' meeting and only the minority of 85 (40.5%) agreed that in their schools notice boards are usually used to display notice of information for teacher and learners about what is happening in the

school. This implies that in most schools teachers and learners are not informed about what is happening in the governing bodies' meeting. Notice boards are not used for their purposes.

4.5.6 FINANCE

KEY;

1. Never 2. Seldom 3. Often 4. Usually

TABLE 4.8 FINANCE

FINANCE	1		2		3		4		TOTAL	
	F	%	F	%	F	%	F	%	F	%
1.10.1 Does your SGB call meetings with parents to discuss about funds?	12	5,7	68	32,4	31	14,8	99	47,1	210	100
1.10.2 Does your SGB take part in preparing a budget at the beginning of the year?	74	35,2	81	36,6	31	14,8	24	11,4	210	100
1.10.3 Does your SGB present the financial report to the parents meetings?	11	5,2	43	20,5	91	43,3	65	31,0	210	100
1.10.4 Does your finance committee publish its proceeding regularly?	39	18,6	108	51,4	41	19,5	22	10,5	210	100
1.10.5 Does your SGB keep all records of income and expenditures in the cash-book?	92	43,8	76	36,2	31	14,8	11	5,2	210	100
1.10.6 Does your SGB initiate funds raising activities.	59	28,1	87	41,4	45	21,4	19	9,0	210	100
1.10.7 Are necessary steps taken for parents who fail to pay school fees?	68	32,4	83	39,5	30	14,3	29	13,8	210	100
1.10.8 Are financial records of the school audited?	83	39,5	86	41,0	23	11	18	8,6	210	100
1.10.9 Are school budget printout containing previous budget presented to members of SGB?	75	35,7	68	32,4	43	20,5	24	11,4	210	100
1.10.10 Before starting a new financial year plan, do you have a clear idea about the sum allocated to the budget of the coming year?	60	28,6	64	30,5	56	26,7	30	14,3	210	100

Item 1.10.1. Does your SGB call meetings with parents to discuss about funds?

Table 4.8 reflects that of the total majority 130 (61,9%) indicated that their SGBs usually call meetings with parents to discuss about funds and only 80 (38,1%) indicated that their SGBs seldom do that. This implies that in most schools parents are given a chance to discuss about the school funds.

Item 1.10.2. Does your SGB take part in preparing a budget at the beginning of the year?

Table 4.8 shows that of the total 155 (73,8%) respondents indicated that their SGBs seldom take part in preparing a budget at the beginning of the year only 55 (26,2%) indicated that their SGBs usually do take part. This indicates that there is a need that governing body be involved in the budget of the school, so that it should understand how money is spent.

Item 1.10.3. Does your SGB present the financial report to the parents meeting?

Table 4.8 indicates that of the total 156 (74,3%) respondents indicated that their SGBs usually present the financial report to the parents meeting and only 54 (25,7%) disagreed that they seldom do that. This implies that in most schools financial reports are presented to parents.

Item 1.10.4. Does your financial committees publish its proceedings regularly?

Table 4.8 reveals that of the total majority 147 (70%) respondents disagreed that their financial committees do not publish their financial proceeding regularly, only 63 (30%) agreed that their financial committees usually do that. This implies that there is a need that financial proceedings be regularly published so that the SGB members be conversant on how money much money is used and how much is left.

Item 1.10.5. Does your SGB keep all records of income and expenditure in the cashbook?

Table 4.8 shows that of the total 168(80%) respondents indicated that their SGBs seldom keep all records of income and expenditure in the cash book and only 42 (20%)indicates that their SGBs usually do that. This implies that in most schools records of income and expenditure are not recorded in the cashbook. There is a need that governing bodies / financial committees be encouraged to records monies so as to give true reports with evidence.

Item 1.10.6. Does your SGB initiate fund raising activities?

From Table 4.8 it is observed that of the total 146(69,5) respondents indicated that their SGBs seldom initiate fund raising activities and only 64(30,5%) indicated that their SGBs usually do that. This implies that SGBs should be encouraged to initiate fundraising activities since the school must rely on its own ability to raise money to provide the extras.

Item 1.10.7. Are necessary steps taken for parents who fail to pay school fees?

Table 4.8 reflects that of the total 151(71,9%) indicated that necessary steps are seldom taken for parents who fail to pay school fees and only 59(28,1%) indicated that necessary steps are usually taken for parents who do not pay school fees. This suggests that there is a need that parents who do not pay school fund be encouraged to pay and it is the responsibility of the governing bodies to do that. The governing bodies must inform parents of the regulation concerning exemptions from paying fees.

Item 1.10.8 Are financial records of the school audited?

Table 4.8 reflects that of the total 169(80.5%) respondents, indicated that their financial records of the school are seldom audited only 41(19,5%) are usually audited. This reveals that in most schools financial records are not audited as such there is a high possibility that financial reports given to parents are not the true reflection.

Item 1.10.9. Are schools budged print–outs containing previous budget presented to members of SGB?

Table 4.8 shows that of the total 143(68,1%) respondents indicated that school budget print-out containing the previous budget are seldom presented to members of the SGBs and only 67(31,9%) indicated that budget print-outs containing previous budgets are usually presented to the members of the SGB. This implies that it is essential that financial committees be encouraged to present printout budgets to SGBs for personal records, as this will encourage some input from the SGB members.

Item 1.10.10. Before starting a new financial year plan do you have a clear idea about the sum allocated to the budget of the coming year?

From table 4.8 it is noted that of the total 124(59%) indicated that they seldom have a clear idea about the sum allocated to the budget of the coming year before starting a new financial year plan only 86(41%) of the respondents indicated that they usually have that. This gives an impression that most members are not involved in budgeting.

To sum up items, 1.10.1—1.10.10. Indicate that in many schools parent governors are not involved in financial management of the school. Financial printouts and financial year plan are not given to them. Financial records are not audited. It is essential that all members be involved in the budgeting of the school monies because the responsibility for financial management lies on the hands of governing bodies. Governing bodies must establish a school fund and administer it in accordance with directions issued by the head of department. The principal has to consult all stakeholders in relation to financial management of the school. As such there is a need that this be practised in schools.

4.5.7. CURRICULUM AND DISCIPLINE

Key;

1. **Yes**
2. **No**

TABLE 4.9 CURRICULUM AND DISCIPLINE

CURRICULUM AND DISCIPLINE	1		2		TOTAL	
	F	%	F	%	F	%
1.11.1. Does your principal invite your SGB to participate in discussion on curriculum issues?	87	41,4	123	58,6	210	100
1.11.2. Does your governing body allow any involvement by your community in the school curriculum?	63	30,0	147	70,0	210	'100
1.11.3. Do parent governors regularly visit the classroom to observe the behavior of a learner, and the problems encountered by teachers during lessons?	37	17,6	173	82,4	210	100
1,11,4. As an SGB member do you know which measures to take in helping with classroom management?	86	41	124	59	210	100
1.11.5. As an SGB member do you know what your school does for learners with learning problem?	48	22,9	162	77,1	210	100
1.11.6. Does your SGB play an active part in determining and keeping review of the school's aim and objective?	94	44,8	116	55,2	210	100
1.11.7. Have all governors played part in setting up the disciplinary policy for your school?	90	42,9	120	57,1	210	100
1.11.8. Does your school have a disciplinary committee?	145	61	65	39	210	100
1.11.9. Are parents involved in the disciplinary proceedings?	82	39	128	61	210	100
1.11.10. Do all learners know what actions will be taken against them if they disobey the school rules?	157	74,8	53	25,2	210	100
1.11.11. Given the demise of corporal punishment do your have alternative sanction developed in its place?	155	73,8	55	26,2	210	100
1.11.12. Do you know preventive measures that might be introduced into the school to reduce case of in-discipline?	135	64,3	75	35,7	210	100
1.11.13. Do you know the procedures to be used when imposing either suspension or expulsion?	68	32,4	142	67,6	210	100
111.14. Do you know who represent the last court appeal in both suspension and expulsion of the learners?	89	42,4	121	57,6	210	100

Item 1.11.1. Does your principal invite your SGB to participate in discussion on curriculum issues?

Table 4.9. Indicates that of the total 123 (58,6%) respondents disagreed that their principals do not invite their SGBs to participate in discussion on curriculum issues only 87 (41,4) agreed. This implies that in many schools governing bodies are not involved in curriculum issues of the school, of which they should be involved.

Item 1.11.2. Does your governing body allow any involvement by your community in school curriculum?

Table 4.9. Reveals that of the total 147 (70%) respondents disagreed that their governing bodies do not allow any involvement by their community in the school curriculum, and 63 (30%) agreed that their governing bodies do involve the community. The implication is that it is essential that the community be involved since curriculum in itself includes human relations and racial equality. School managers should carry out the curriculum in the sense desired by the governing bodies and the community. Governing body should be made aware that curriculum is not a list of subjects but everything that affects what is taught and what is learned.

Item 1.11.3. Do parents' governors regularly visit the classroom to observe the behavior of learners and problems encountered by teachers during lessons?

Table 4.9. Shows that of the total 173 (82,4%) disagreed that parent governors do not regularly visit the classroom to observe the behavior of learners and problems encountered by teachers during lessons, and only 37 (17,6) agreed. This suggests that governing bodies should be encouraged to pay classroom visits so as to see the school in its depth. If they see what is happening, they will be able to discuss that in meetings and come up with solutions.

Item 1.11.4. As an SGB member do you know which measures to take in helping with classroom management?
From Table 4.9 is noted that of the total 124 (59%) respondents disagreed that they do not know which measures to take in helping with the classroom management only 86 (41%) agreed. This implies that in most schools governing bodies do not know what to do to help with classroom management.

Item 1.11.5. As an SGB member do you know what your school does for learners with learning problems?

From Table 4.9 it is observed that of the total 162 (77,1%) respondents do not have an idea of what their school does for learners with learning problem, only 48 (22,9%) indicated that they know. This suggests that today's education system has change where handicapped are now educated in the mainstream rather that in the special schools, so provisions should be done to accommodate them. This is the responsibility of the school through governing bodies to remedy the situation.

Item 1.11.6 Does your governing body play an active part in determining and keeping review of the schools' aims and objectives?
Table 4.9 shows that of the total 116 (55,2%) indicated that their governing bodies do not play an active part in determining and reviewing the schools' aims and objective only 94 (44,8%) agreed that their governing bodies do play an active part. This suggests that it is essential that the governing bodies be encouraged to play an active part in determining and reviewing of the schools' aims and objectives. This will enhance effective teaching and learning situations, and at the end the aims and objectives will be achieved.

Item 1.11.7 Have all governors played part in setting up the disciplinary policy for your school?

Table 4.9 reflects that of the total 120 (57,1 %) of the respondents indicate that they did not take part in setting up the disciplinary policy for their school. Only 90 (42,9%)

agreed that they took part. This implies that it is important that all governors be involved in setting up the disciplinary policy so that they should know how to maintain discipline in their school.

Item 1.11.8 Does your schools have disciplinary committee?

Table 4.9 indicates that of the total 145 (61%) agreed that they have disciplinary committees in their schools and only 65 (39%) do not have disciplinary committees. This implies that many schools have disciplinary committees.

Item 1.11.9 Are parents involved in the disciplinary proceedings?

Table 4.9 Shows that of the total 128 (61%) disagreed that parents are not involved in the disciplinary proceedings and only 82 (39%) agreed that parents are involved in disciplinary proceedings. This suggests that parents should be involved in the disciplinary proceedings so that they should know steps taken to discipline learners. This will help them maintain order in schools.

Item 1.11.10 Do learners know what actions will be taken against them if they disobey the school rules?

Table 4.9 reveals that of the total 157 (74,8) agreed that their learners know actions that will be taken against them if they disobey the school rules, and only 53 (25,2%) disagreed that their learners do not know. This implies that in most schools learners know more about their constitution.

Item 1.11.11. Given the demise of corporal punishment, do you have alternative sanctions developed in its place?

Table 4.7 reflects that of the total 155 (73,8%) agreed that they have alternative sanctions developed in the place of corporal punishment. and only 55 (26,2%) disagreed that they do not have alternative sanctions developed in the place of corporal punishment. This implies that in most schools alternative sanctions have been developed on behalf of corporal punishment.

Item 1.11.12. Do you know preventive measures that might be introduced in the school to reduce cases of indiscipline?

From Table 4.9 it is noted that of the total 135 (64,3%) agreed that they do know preventive measures that might be introduced into the school to reduce cases of in-discipline and only 75 (35,7%) disagreed that they do not know the preventive measures that might be introduced. This suggests that in most schools governors have an idea of what to do to reduce the problem of indiscipline.

Item 1.11.13 Do you know the procedures to be used when imposing either suspension or expulsion?

Tables 4.9 revealed that of the total 142 (67,6%) respondents do not know procedure to be used when imposing either suspension or expulsion, and only 68 (33,4%) agreed that they know the procedures. This suggests that there is a need that disciplinary proceedings be explained to the governing bodies. These procedures are essential as they indicate that a learner is given a fair hearing and that the decision taken is unbiased.

Item 1.11.14 Do you know who represent the last court appeal in both suspensions and expulsion of the learner?

Table 4.9 reflects that of the total 121 (57,6%) respondents indicate that they do not know who represent the last court appeal on both suspension and expulsion of the learners, and only 89 (42,4%) agreed that they know. This implies that it is essential that the governing body should know the difference between suspension and expulsion. They should know that only the HoD can expel the learner and not the governing body.

Item 1.12.1. Do members of the governing body in your school do their task adequately?

Table 4.9 shows that of the total 116 (55,2) respondents indicated that the governing bodies in their schools do not do their task adequately only 94 (44,8) agreed that the governing bodies in their schools do their task adequately. This suggests that in many schools governing bodies are not carrying their functions and duties effectively.

OPEN-ENDED QUESTIONNAIRE.

1.12.2. Factors causing ineffective participation of SGBs

Not all subjects responded to this part only 85 (40,4%) of the total population attempted the section.

TABLE 4.10 FACTORS CAUSING INEFFECTIVE PARTICIPATION OF SGBs

RANK	ITEM	F	%
1	Most governing bodies do not know their job description.	78	91.7
2	They do not attend meetings regularly poor attendance of meeting.	66	77.6
3	Those who attend also come late as such they remain behind with information.	50	58.8
4	Poor level of education lead to low self-esteem when comparing themselves with teachers. Not free to participate in decision-making.	48	56.5
5	Lack of commitment and interest.	40	47.1
6	Lack of capacity.	38	44.7
7	Illiteracy causing them to be ignorant.	32	37.6
8	They lack initiatives and have no interest in taking part.	28	32.9
9	No incentives or remuneration.	24	28.2
10	Lack of support from the community.	15	17.6
11	Lack of time>placing community activities above school activities.	14	16.5
12	Older people who do not understand that they are part of the school. Give excuses when they suppose to come to meetings.	10	11.8

Table 4.10 shows that majority of 78 (91.7 %) of the respondents mentioned that most governing bodies do not know their job description. This suggests that regular workshops, training programmes, induction and motivational awards can help the governing bodies to be effective in schools.

4.6 SUMMARY

This chapter outlined the findings of the empirical investigation conducted to determine the training needs of governing bodies.

CHAPERT 5

5. SUMMARY, FINDINGS, RECOMMENDATION AND CONCLUSION

5.1 Introduction

The purpose of this chapter is to give a summary of the study, findings and conclusion. Recommendations concerning the strategies that can be employed in order to train the governing bodies will also be discussed.

5.2 Summary of the study

In this study chapter 1 presented the statement of the problem,. aim of the study, the research methodology, definitions of certain terms and chapter readings.

Chapter 2 outlined the nature and scope of school governance. The topic, school governance is further delineated and conceptualized. The historical background of school governance is outlined. Research findings in developed and developing countries as well as different models designed to bring effective school governance in South Africa are outlined. Possible problems causing school governing bodies to be ineffective in their governance together with challenging issues facing school governing bodies were tackled.

Chapter 3, an empirical investigation was presented using a questionnaire as a research tool to determine the training need of the school governing bodies.

In chapter 4, data analysis and interpretation were done. The findings from the empirical survey and literature were discussed and interpreted. The study revealed that all respondents were concerned about the training needs of the school governing bodies. Perhaps the study gave the people the long awaited opportunity to voice their complaints about the school governing bodies who do not know their functions, duties and

responsibilities. The researcher made recommendations on how to train the governing bodies so that they can perform their duties effectively.

5.3 Major Findings

There were several findings that were essential for the training of school governing bodies. Each finding will be discussed in relation to the aims of the study.

5.3.1 Findings on Aim 1

In terms of Aim1 which was to determine from the literature the nature and scope of school governance. The findings were as follows:

The nature and scope of school governance is very broad. It deals with challenges and issues pertaining to the composition, powers, duties and responsibilities of governing bodies.

- The governing bodies are given powers and responsibilities to govern the school (c.f. 2.3.2).

- Governing bodies have to take ownership of their schools to make sure that their schools provide quality education (cf.2.3.2.2).

- Governing bodies should set directions and policies, improve and develop rules by which the school must function (cf. 2.3.64).

- The governing bodies should be involved in decision-making about the priorities of the school (cf.2.3.2.2).

- They should play an active part in administering and controlling of the schools' property, building and grounds (cf.2.3.2.2).

- Bring about and develop a partnership based on trust and respect between all stakeholders, local community and the education authority (cf. 2.3.7.3).

- They should take part in the financial management of the school (cf. 2.3.6.9).

5.3.2 Findings on aim 2

Concerning Aim 2 which was to determine from literature possible problems preventing effective school management by governing bodies. It was found that the school governing bodies do not perform their duties adequately because of the following reasons:

- They do not know what their duties are, what to do and not to do (cf.2.3.8).

- They do not attend meetings. They just stay at home without reason, and this shows lack of interest and commitment in the schools affairs. (cf.2.3.8.4).

- They lack time to attend school matters because of domestic problems. They give community activities first priority than school activity (cf. 2.3.8.4).

- The governing bodies do not get co-operation from the very parents who elected them into the office (cf.2.3.7.3).

- They are looked down upon by the educators because of little education they possess. This makes them to feel so terribly alienated that some of them chose to step down (cf. 2.3.8.2).

- They have low self-esteem when comparing themselves with educators as such cannot participate actively (cf. 2.3.8.2).

- They were not involved in the drawing of constitution, vision and mission of the school, as such do not know the aims and objectives of the school (cf. 2.3.6.2) and (cf. 2.3.6.3).

- Parent governors are ineffective because they are afraid to ask the principal about some issues happening in the school. There is little or no trust between the principal and the governing bodies. Parents are pressed out of the school by the principal especially when it comes to the use of school money (cf. 2.3.6.9).

5.3.3 Findings on aim 3

In terms of Aim 3 which was to determine empirically the training needs of the school governing bodies, the following findings were made:

- The empirical investigation revealed that the school governing bodies do not know their job description and they have a low level of education, as such they need training. They lack information concerning the school matters.

- Furthermore, it was revealed that the school governing bodies lacked commitment, dedication and motivation because they do not get remuneration.

- It was found that most parents' governors are confused by the complexity of laws and regulations and puzzled by educational terminology as such they need workshops. They lack knowledge about the present education system.

5.4. RECOMMENDATIONS

Recommendation 1

In service training, mentoring and induction would be essential for the SGB members.

Motivation

The responsibilities for governing bodies are so important and complex that a governor cannot be expected to discharge them effectively without some training going beyond the normal process of picking up the job by doing it. More needs to be done, nationally and locally, to raise the competence of school governors individually and collectively. More and better training will be of crucial importance. The mentor programs may help new members of the school governing bodies to learn from experienced members, mentoring will promote collaboration and networking.

Recommendation 2

Clarity of Education Acts and Laws

Motivation

The principal and head educators must organize workshops in which they shall clarify the South African School Acts to the governing bodies in their mother tongue. Most parent governors are confused by the complexity of laws and regulations and puzzled by educational terminology most of them cannot read or write. They should be encouraged to attend adult basic education training. Educational Acts are written in English whereas parents have a low level of education. This will help them carry out their duties adequately.

Recommendation 3

Literate young and energetic people should be elected as SGB members.

Motivation

Young and energetic people should be elected so that they can attend meetings and perform their duties and roles adequately. Again concentration should not be on illiterate people who stay at home, but also on the professionals and experts who may have knowledge and experience from their work areas about management, teamwork and organizational development. These people will not experience more problems with documents written in English.

Members should in most case be requested to volunteer and not be forced to be members of the governing bodies because when forced they do not perform their task adequately.

Recommendation 4

Remunerations

Motivation

The department of Education and the school itself should remunerate the parent governors. This will motivate them to be actively involved in the school governance. Parents are often de-motivated because attending meetings accompanying learners on school trips mean that they should leave their domestic duties aside. But if they can be given a salary, they will be very much interested in the school matters.

Recommendation 5

Workshops and regular meetings to empower the SGB in drawing their own constitution.

Motivation

Workshops and regular meetings should be organised by the school principals and head-teachers in-order to teach the governing bodies the school's policy document. They should be involved in the drawing up of the school development plan. This will help them to develop skills that will make them effective. The school governing bodies should be empowered to take ownership of their schools. They should have more knowledge of their schools. Participation of the local community in school governance should be encouraged. This could create a feeling of ownership of schools. The ministry of Education should invite the goodwill and active participation of all stakeholders in the development of school governance and efficient school governing bodies.

5.5 CONCLUSION.

Governing bodies have been given the powers to govern the school effectively. Their powers and functions are extensive, covering the whole gamut of the school's activities. They are expected to take ownership of their schools, to act on behalf of a school for its benefit, to act in good faith and be accountable.

The study revealed that the governing bodies have not yet taken those powers anticipated by the government to manage schools effectively and efficiently. They still lack a share vision and managerial skills to perform their task adequately. What is needed for them is the variety of training strategies which link training roles, to exploring boundary issues, to legal requirements, to policy and to management. Conduction of workshops, induction and mentoring programmes will also be of a profit to the governance of school.

The support of the community is also essential. There should be a strong desire and willingness from the community to co-operate with the governing bodies to improve school governance. The quality of education in our schools depends on the involvement and support of everyone in the community

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APPENDIX A

QUESTIONNAIRE : COVERING LETTER

PURPOSE OF THE STUDY

The purpose of the questionnaire is to gather information from school governing bodies about their awareness of the duties and defines roles they have to play in helping the principal to manage school effectively.

Your voluntary participation will provide useful information on this topic. You do not have to write down your name on the questionnaire. Despite this information will be treated with strict confidence.

Many thanks in advance.

JR Pitsoane

J.R. PITSOANE

APPENDIX B

TOPIC : THE TRAINING NEEDS OF THE GOVERNING BODIES OF MORETELE DISTRICT IN MPUMALANGA PROVINCE.

Please assist in the completion of this study by furnishing information in the form of responses to these questionnaire items. Your responses will help throw light on some of the governance and managerial problems.

Please read the questions carefully and answer by marking with a cross (x) where applicable.

SECTION A

BIOGRAPHICAL / PERSONAL DETAILS.

1.1 Please indicate the category to which you belong.

1.1.1 Learner-governor	1
1.1.2 Teacher-governor	2
1.1.3 Parent-governor	3
1.1.4 Head-teacher-governor	4
1.1.5 Co-opted-governor	5
1.1.6 Other (please specify)	6

(1)

1.2 Gender

1.2.1 Male	1
1.2.2 Female	2

(2)

1.3 Your age category in years

Below 21	1
22 – 30	2
31 – 40	3
41 –50	4
51 – 60	5
Over 61	6

(3)

SECTION B

DEMOGRAPHIC

Kindly answer the following question by marking a cross on the appropriate block.

1.4 Settlement type of school.

1.4.1 Rural	1
1.4.2 Urban	2

(4)

SECTION C

QUESTIONS ON THE ROLE PLAYED BY THE SCHOOL GOVERNING BODIES.

Kindly answer the following about the ROLE PLAYED by the school governing bodies.

Key : 4 Strongly Agree (SA)
3 Agree (A)
2 Disagree (D)
1 Strongly Disagree (SD)

1.5 CONSTITUTION, VISION AND MISSION.

	SD	D	A	SA
1.5.1 Your school has developed its own constitution.	1	2	3	4
1.5.2 All SGB members know what is meant by constitution and were involved in its development.	1	2	3	4
1.5.3 Your governing body is acting and functioning in terms of its constitution.	1	2	3	4
1.5.4 Your school has developed its own mission and vision statement.	1	2	3	4
1.5.5 Members of the SGB understand the difference between mission and vision.	1	2	3	4
1.5.6 Your school policy follows the same mission and vision of your school.	1	2	3	4

(5 – 10)

1.6 ADMINISTRATION & DECISION-MAKING

		SD	D	A	SA
1.6.1	Your SGB always drafts a year programme with Strategic actions matching long-term plans .	1	2	3	4
1.6.2	Your SGB works as a united team, and once a decision is made, all member work together to see to it that it is accepted and carried .	1	2	3	4
1.6.3	Your SGB is involved in decision-making about the priorities of the school .	1	2	3	4
1.6.4	Your SGB ensures that the school functions properly and is receiving the services and resource it needs to do so .	1	2	3	4
1.6.5	Your SGB spends most of its time listening to different points of view before it votes on an important matter .	1	2	3	4
1.6.6	Your SGB delays actions until an issue becomes urgent or critical .	1	2	3	4
1.6.7	Your SGB tries to avoid issues that are ambiguous and complicated and leave matters to the principal to take the final decision .	1	2	3	4
1.6.8	Your SGB plays an active part in administering and controlling school's property, buildings and grounds .	1	2	3	4

(11 – 18)

1.7 COMMUNITY & STAFF INVOLVEMENT.

		SD	D	A	SA
1.7.1	Your SGB has formal structures and procedures of involving the community regarding school activities ,	1	2	3	4
1.7.2	Your SGB allows inputs and outputs from staff and community .	1	2	3	4
1.7.3	Your SGB plays an important role in supporting the staff when crises hit the school (things go tough) .	1	2	3	4
1.7.4	Your SGB acts as a channel of communication, taking messages to the community and from the community to the school .	1	2	3	4

(19-22)

1.8 POSSIBLE PROBLEMS CAUSING GOVERNING BODIES TO BE INEFFECTIVE.

		SD	D	A	SA
1.8.1	Most parent-governors are confused by the complexity of laws and regulations and puzzled educational terminology.	1	2	3	4
1.8.2	Your governing body is composed of people who have little contact with school for many years as such they do not know their job description.	1	2	3	4
1.8.3	Your governing body does not get co-operation from the very parents who elected them.	1	2	3	4
1.8.4	Most of your governing body members experience some difficulties in understanding the nature of education system and the way its related parts interact.	1	2	3	4
1.8.5	Most members of your SGB do not attend meetings because of lack of time. They attend community occasions (death cases etc).	1	2	3	4
1.8.6	Most members of the SGB are looked down upon by educators, because of little education they posses.	1	2	3	4
1.8.7	Most members are ineffective because educators fail to understand the responsibility of governors and see them as problems.	1	2	3	4
1.8.8	Parent governors are not given a chance to participate in the admission of learners.	1	2	3	4
1.8.9	Parents governors find the present-day learners ironically their own children) too unruly, dangerous and completely disrespectful.	1	2	3	4
1.8.10	Most members of the SGB lack more information about their duties as school governing bodies.	1	2	3	4

1.9 MEETINGS.

Kindly answer questions about meetings by crossing an (x) on an appropriate number.

Key : 1. NEVER
2. SELDOM
3. OFTEN
4. USUALLY

		Never	Seldom	Often	Usually
1.9.1	Does your governing body hold term meetings to discuss developmental plans of the school?	1	2	3	4
1.9.2	Are you given enough time in the meeting to discuss the agenda?	1	2	3	4
1.9.3	Does your governing body hold an annual parents meeting open to all parents of registered pupils and other invitee?	1	2	3	4
1.9.4	In your school, notice boards are used to display notes of information for teachers and learners about what is happening in the governor's meeting?	1	2	3	4

(33 – 36)

1.10 FINANCE.

Answer questions on finance.

Key : 1. Never
2. Seldom
3. Often
4. Usually

		Never	Seldom	Often	Usually
1.10.1	Does your SGB call meeting with parents to discuss about finance?	1	2	3	4
1.10.2	Does your SGB take part in preparing a budget at the beginning of the year?	1	2	3	4
1.10.3	Does your SGB present the financial report tot the parents meeting?	1	2	3	4
1.10.4	Does your finance committee publish its proceedings regularly?	1	2	3	4
1.10.5	Does your SGB keep all records of income and expenditures in the Cash Book?	1	2	3	4
1.10.6	Does your SGB initiate fund raising activities?	1	2	3	4
1.10.7	Are necessary steps taken for parents who fail to pay school fees?	1	2	3	4
1.10.8	Are financial records of the school audited?	1	2	3	4
1.10.9	Are school budget print-outs containing previous budget presented to members of the SGB	1	2	3	4
1.10.10	Before starting a new financial year plan, do you have a clear idea about the sum allocated to the budget of the coming year?	1	2	3	4

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1.11 CURRICULUM AND DISCIPLINE.

Answer questions on curriculum and discipline.

Key : Yes
No

		1	2
		Yes	No
1.11.1	Does your principal invite your SGB to participate in discussions on curriculum issues?	Yes	No
1.11.2	Does your governing body allow any involvement by your community in school curriculum?	Yes	No
1.11.3	Do parent-governors regularly visit the classroom to observe the behaviour of learners and problems encountered by teachers during lessons?	Yes	No
1.11.4	As an SGB member do you know which measures to take in helping with classroom management?	Yes	No
1.11.5	As an SGB member do you know what your school does for learners with learning problems?	Yes	No
1.11.6	Does your SGB play an active part in determining and keeping review of the school's aims and objectives?	Yes	No
1.11.7	Have all governors played part in setting up the disciplinary policy for your school?	Yes	No
1.11.8	Does your school have disciplinary proceedings?	Yes	No
1.11.9	Are parents involved in the disciplinary proceedings?	Yes	No
1.11.10	Do learners know what actions will be taken against them if they disobey the school rules?	Yes	No
1.11.11	Given the demise of corporal punishment, do you have alternative sanctions developed in its place	Yes	No
1.11.12	Do you know preventive measures that might be introduced into the school to reduce cases of indiscipline?	Yes	No
1.11.13	Do you know the procedures to be used when imposing either suspension or expulsion?	Yes	No
1.11.14	Do you know who represent the last court appeal in both suspension and expulsion of the learner?	Yes	No

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