

# The participation of school governing bodies in school based management in Mafikeng area

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## ABSTRACT

The major purpose of this qualitative study was intensively investigate the participation of the School Governing Body (SGB) in School Based Management system (SBMS) in Mafikeng Area Office. The semi- structured interview and documents analysis were employed to collect data for the study. The investigation considered the responses of focus groups of two principals, two SMT members, two chairpersons, two treasurers and two educators in two selected schools regarding the issue of the participation of SGBs in SBM in Mafikeng Area Office. All the data collected from selected public primary schools one from a rural area and one being township schools were examined, conferred, and concluded.

The major finding of this study is that the determinations by the Department of Education to provide training and support to address the complex problems experienced by SGB participating in school Based Management are inadequate. The findings also suggest that, the SGBs, despite being afforded full roles and responsibilities in decision-making in schools, are not playing the role. Participation of SGBs in SBM is considered to enhance schools improvement and contribute to the development of democracy in schools, however, much work still has to be done. It seems the SGBs cannot perform their roles and responsibilities because of the various challenges such as illiteracy and poverty and lack of time-off from work.

It is therefore concluded that the Department of Education should provide a structured training programmes for the development of SGBs, and that further investigation be undertaken regarding the participation of SGBs in SBM in public primary school in the Mafikeng Area Office.

## **KEY CONCEPTS**

- 1. Qualitative study**
- 2. Rational of the study**
- 3. Discussion methodology**
- 4. Findings-discuss**
- 5. Participation**
- 6. School governance**
- 7. Leadership**
- 8. Management**
- 9. Collaboration**
- 10. Code of conduct**
- 11. Decentralisation**
- 12. School-based management**
- 13. Parental –involvement**

## ABBREVIATIONS

SGB	- School Governing Body
SBM	- School-Based Management
DoE	- Department of Education
SASA	-South Africa Schools Act
SMT	-School Management Team
AO	- Area Office
AGM	- Annual General Meeting
SA	- School A
SB	- School B
NSNP	- National School Nutrition Program

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# CHAPTER 1

## STUDY ORIENTATION

### 1.1 INTRODUCTION AND BACKGROUND

The development of teaching systems in relations to the school democratic participation ideals is still a challenge. The involvement of School Governing Bodies (SGBs) in schools and the decentralization of decision-making powers to school level had been an international trend. This study looked at the large-scale legal changes that have impacted on the school system. Therefore a school based management system (SBMS) and governance is needed to ensure understanding of school needs as well as being responsive to the changing circumstances and productivity in the supervision of resources, staff and learners. The role of SGBs in the School Based Management (SBM) is one instance of study concerned to uncover in the policy as stated by the South African Schools Act No 84 of 1996 (SASA) (DoE 1996). Since 1994 a key feature of the education system has been an emphasis on partnership and shared responsibility. The first was concluded the passing by parliament of South African School Act, Act No 84 of 1996 (DoE, 1996).

SASA has given SGBs powers and accountabilities in the school authority. In relations of this Act, all public state schools in South Africa must have constitutionally elected SGBs including of parents, educators, non-teaching staff, learners and site manager as outlined in section 23(2) of SASA (DoE, 1996). The Act also gives SGBs many responsibilities including writing an annual report for parents, drawing up of school policies like language, admission, school uniform, code of conduct of learners and policy regarding determination of school fees, involvement in recommendation of staff appointment, developing mission statement for the school, ensuring quality education for learners and responsibility for drawing up of budget. However, the site manager and School Management Team (SMT) are accountable for the day to day activities which include responding to the wishes of the parents. The Department of Education believes that many of the changes have strengthened the independence of schools and SGBs and also the effectiveness and the commitment among stakeholders in schools.

Since the introduction of SASA (DoE ,1996) the South African education system has been converted in many respects with educators, SMTs and parents logically being foreseen to contribute towards changing over their schools into majority rule, proficient and aggregate learning and working environment. According to Williams (2001: 191), the Act recognises the rights of parents, and also lays the foundation for SBM to initiate the development of educational transformation. He again enthuses that while the participation of SGBs in SBM is required, it is important that idealism be moderated by the recognition of the realities of the South African school's situations (Williams, 2001: 190). He also states that it is only when SMTs and SGBs have been empowered and the school conditions are conducive to democratic deliberation that the devolution of power and authority to the level of SGBs and their participation in the decision-making process can be truly meaningful.

According to Thurlow, Bush and Coleman (2003: 189), the widespread trend towards increased institutional autonomy in schools, means that many aspects of planning and decision-making, which historically were the prerogative of national and district office of the Department of Education, have become the responsibility of the schools themselves. They further argue that there is a strong imperative for schools to become empowered. According to Thurlow *et al.* (2003: 191), South African schools, working within a context of increased autonomy and a turbulent environment, need to develop the capacity to manage themselves and to manage change effectively (Thurlow *et al.* 2003:191). The SGBs seem not really succeeding in facing the challenges of their roles and responsibilities, hence this proposed study. When looking at the above mentioned roles and responsibilities, they turn to be challenges in ensuring that staff members have the necessary resources, discipline in schools and supporting the professional development issues. This is, probably affected by the nature of the prescribed functions, which require specialised skills and knowledge to exercise the powers. There are other ways of viewing this : question might be asked about specific work field, efficient and impact of SGBs in SBM. Understanding the processes and pressures must be useful and productive for the school.

There is a link between effective participation of SGBs and SBM in primary schools which results in a good relationship between school effectiveness and school governing body effective leadership. Weindeling and Earley (2004: 125) have a strong belief that where there is good governance, the school is more likely to be successful. Therefore, some details and developments are needed on who is responsible for decision-making and what roles are taken by whom, when and how far; this seems to be a burning issue. Then a clear detail and development are needed in order to change the present situations in most schools in Mahikeng Area. The fact residues that parents and educators need to be “reading from the same page” to stimulate learner performance and progress.

## **1.2 PROBLEM STATEMENT, WITH SUB- QUESTIONS**

The introduction of SGBs in schools means that self-managed school, and particularly from the expectations of government, often expressed through legislation or formal policy statements. The crucial matter is the degree to which schools are capable of transforming government policy and progress substitute methods based on school-level morals and dream. This advocates that the responsibility of the Department of Education acts in partnership through the school community to advance its education goals. However, it appears that the SGBs do not have adequate information or the appropriate skills to be effective participants in SBM (Marishane & Botha, 2011: 23). The other assumption is that lack of effective participation of SGBs parents component is precipitated by various factors relative to changes in the social structure and the ever changing policies in our education system (Marishane & Botha, 2011: 23).

According to Marishane and Botha (2011: 23 ), putting the new obligations in the hands of the SGBs required new approaches. Therefore, the school’s efforts aimed at improvement, demands a shift from the business-as-usual approach, that means the way things have been done by school management and leadership applied before education reform set into a new approach that addresses challenges originating from the transformation agenda (Marishane and Botha, 2011: 23). This signifies a need for a balanced approach in which change in school leadership as represented by SBM is

balanced touching alteration in school management. They further argue that various school management studies put more emphasis on the principal's leadership role as an important factor in the successful implementation of decentralised management (Marishane & Botha 2011: 23).

The experience that the researcher has since the involvement of SGBs in school system is a positive one in some cases although some schools found it difficult to discuss or involve them in their aims, objectives and programme of work while some found it hard to resolve the conflict between SMTs and SGBs. This happened even though the Department of Education has provided framework e.g (SASA) within which the SMTs and SGBs together could improve the excellence of schooling and decentralization of policymaking powers to school level.

School principals, SMTs, educators and parents are experiencing difficulties when it comes to effective participation of SGBs in SBM. The researcher believes that they will benefit from this study and effect change. Therefore, this kind of study will give insight to school principals, educators, parents, SMTs and SGBs in SBM. It has to assist the SGBs to change their attitude and become more effective participants in SBM. School principals too will start to understand the significance of SGBs in SBM and that it is not to be performed in isolation, it is very much about sharing and distributing leadership. The researcher thinks that the results of the revision will be an eye-opener to all stakeholders to understand that for SBM to be effective, it needs to be operating and thinking strategically and working out in partnership.

### **1.2.1 Research questions**

Main Question for this study is: How is the participation of SGBs in SBM in primary schools in Mafikeng Area Office?

Sub-Questions.

Sub-questions for this study are:

- What are the roles and responsibilities of SGBs in SBM?
- What strategies can be adopted to encourage effective participation of SGBs in SBM?
- How can SGBs achieve coherence with SMTs?
- What is the responsibilities of the principal as an SGB member in SBM?
- What might be the factors that prevent the effective participation of SGBs?

### **1.3 OBJECTIVES OF RESEARCH**

The main objective of this study is to determine the effectiveness of participation by school governing bodies in school based management system in primary schools in Mahikeng.

3.1 Sub-objectives.

Sub-objectives for this study are to :

- identify the roles and accountabilities of SGBs in SBM.

- determine the current strategies that can be adopted to encourage effective participation of SGBs in SBM.
- determine how coherence of SGBs and SMTs could be achieved.
- identify the role of principal as a co-opted member of SGB in SBM
- determine factors that are stumbling block for effective participation of SGBs in SBM.

## 1.4 REVIEW OF RELEVANT LITERATURE

According to Creswell, (2013) the writing survey is a text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular study. Writing survey for this study included secondary sources and primary sources. He also argues that most often associated with academic-oriented literature, such reviews are found in academic journals, and are not to be confused with book reviews that may also appear in the same publication.

The literature review for this study is intended to give the reader a holistic picture about the effective participation of SGBs in SBM, with particular reference to school based management. Review of literature normally provides an impression of present and occasionally not so present investigation suitable to investigation topic and noticeable features of the topic (Maree, 2010: 26).

### 1.4.1 Theoretical framework

Bush (2008: 64) defines collegial model as a theory that accept that institutions decide policy and make on resolutions through a procedure of decision-making resulting from agreement. He additionally clarifies that power is shared among a few or all individuals from the institution who are thought to have a common comprehension about the points of the organization. He argues that the idea of collegiality progressed toward becoming revered in the old stories of administration as the most proper approach to run schools and universities in the 1990s. It was nearly connected with school adequacy and school change and was then viewed as the official model of good practice (Bush 2008: 64).

Bush (2008: 65) trusts that decision-making ought to be founded on majority rule standards which really decide the idea of administration in real life. He expresses that the regulating estimation of collegiality is for the most part evident in post-politically-sanctioned racial segregation South Africa. There is an intense commitment to equitable associations worked by a sensible reaction to the segregations and disparities of the past. According to Bush (2008: 65) He additionally says this is particularly evident in the decision to build up SGBs in all schools, and in the representation of the two educators and parents, while in secondary schools students are represented on these bodies. He further says that the South African government affiliations administration to more extensive law based thoughts in its suggestion to class governors. The strengthening of school level administering bodies is to a great extent a matter of confidence and there is just restricted proof that this change is being coordinated by proficient collegiality in schools ( Bush 2008: 65).

Botha (2012: 264) argues that regionalization of school administration is to a great extent accepted to refer to the transference of the basic leadership authority from the higher central level to the lower local level. In this investigation, it indicates to the transmission of the

decision-making power from the Department of Education to the school level of interest of participants. He additionally says inside the educational system, the impression of decentralization starts from the conviction that the state alone can't control schools and that it should impart its forces to different partners, for the most part those near the schools and on an organization premise (Marishane & Botha, 2011: 78). The decentralisation of powers will help to decrease governmental regulator and improve collective decision-making at the local school level. Over the last several decades, the schools have had a difficult time in establishing effective partnership with parents. In contrast, today the schools are forced to involve parents in all aspects of the child's learning.

#### **1.4.2 Legislative basis of school governance in South Africa**

Before the 1994, the numerous systems in education required both economic and administration responsibility as a result of the difficulties ascending since the over-centralisation of regulator and the restricted validity of political authorities ( Mestry,2006: 27). The establishment in the SASA to elect the SGBs in schools caused in variations that piloted in the decentralisation of authorities to the SGBs ( Kgetjepe,2011: 27). The decentralisation of power to SBM has develop an imperative approach intended at refining schools (Marishane,2004: 94-96 ). The literature discloses that regionalisation has been separated into political, organisational and economic reforms between fundamental and subnational governments ( Siddle & Koelble,2012: 23).

Marzano, Waters and McNulty (2005: 87) explain that typically, a vehicle for participation by parents and community in school governance include the creation of formal teams like the parents team within site-based management teams. They further say schools need critical friends, to listen and help them sort out their thinking and make sound decisions, who are not afraid to tell them when expectations for themselves and others are too low and when their actions do not match their intentions. They also argue that virtually every restructuring effort has placed a substantial emphasis on parental involvement in schools. Some reforms have given parents governance roles whereas others such as those in Ontario, Nova Scotia and Ireland have legislated an advisory function for parents. This point proves that parents have been involved in the running of schools, also, the reality remains that guardians and educators should be 'perusing from a similar page' to advance understudy learning and the improvement of the school. They accentuate that guardians should be associated with schools in real choices, for example, staffing, spending plan and educational modules (Stoll & Fink, 2002: 134).

The other reason for partnership is to enable schools to maintain a firm notion of current reality. Stoll *et al*, (2002: 135) argue that the best schools have erected true corporations with parents but in many schools, particularly unproductive schools the sound is wide and cumulative. They also give types of parental involvement in schools, one example is decision-making that is including parents in meaningful school decisions as well as encouraging parental leadership on important school issues. Parameters have to be clear for there are limitations and restrictions within which partners must operate (Stoll *et al*, 2002: 135). Conflicts of interest must be aired because the problem with parent councils and other representative bodies is that people may be there to promote a personal agenda to the detriment of the organization as a whole. This does not mean that they are accountable for

the daily administration of the school that is the duty of the principal, SMT and educators. But SGB can ensure that the work of the school is carried out effectively and efficiently. School governing body members should also be advocates for the school and actively support improvement efforts (Stoll *et al.* 2002: 135).

According to Thurlow, Bush and Coleman (2003: 29), the SASA (DoE: 1996) provides for the establishment of a governing body in every public school. They further argue that according to the Act, the "governance" of every public school is vested in its governing body while, subject to certain other provisions, professional management of the school is vested in the principal. They also argue that since the association between the governing body and the school should be one of common purpose, issues related to leadership and management, are likely to be shared in a variability of methods between the governing body and the professionals that is educators in the school.

### **1.4.3 Parental involvement**

Foskett & Lumby (2003: 101) argue that investigation on school viability firmly distinguishes that understudy accomplishment is straightforwardly identified with the level of parental engagement, although the processes that produce this outcome are clearly complex. They further state that it is also important to recognise the centrality of parental rights and responsibilities in the global trend towards decentralisation. The ideological commitment to parents shaping education provision, as both consumers and community representatives, is strong within decentralisation. Requiring schools to involve parents in aspects of the formal management of the school is relatively common in Organisation for Economic Cooperation and Development which has examined school-parent relationships in nine developed countries where school councils or governing bodies may reserve places for parental representatives (Foskett & Lumby, 2003: 104).

According to Botha *et al.* (2013: 100) decentralisation is motivated by the belief that educators, parents and principals should have more power, authority and accountability in schools. They argue that this has prompted numerous nations creating approaches of decentralisation as well as various strategies to implement them, such as school-based decision making or site-based management in Britain, Canada, Australia and the US (Botha *et al.* 2013: 100). They state that parents are also expected to take co-ownership of the formal education of their children: by law the quality of parent individuals must incorporate one more than the consolidated aggregate of different individuals from an administering body who have voting rights (Republic of South Africa, 1996: s 23(9)).

### **1.4.4 School Based Management**

SGB as a decision-making body has its origins it worries how people are commanded to do that which has to be done. It includes creating the right decisions so that goals can be accomplished efficiently through assured activities. It also means achieving objectives and the emphasis on utilising the necessary people, materials what's more, implies as successfully as conceivable with a specific end goal to accomplish certain points.

The thought group administration is established in hypotheses that anxiety investment, prominently school based administration, teamwork, and disseminated. The Department of Education has also likewise endeavoured to offer substance to this reason by giving manuals to direct instructive managers in the usage of decentralized administration

structures, such as the SMT and the SGB ( Hennie van der Mescht & Zakunzima, 2008: 221). SBM in training framework has been an overall wonder, driven by the double objectives of changing societal esteems and the rate of progress (Hennie et al. 2008: 222). SBM is viewed as having the capacity to reflect social estimations of popularity based investment and adaptably to contextual difficulties. SBM depends on vote based standards. It empowers more extensive cooperation by those on school managing specifically with issues that should be settled, individuals who possibly have on school skill.

The DoE (1996) advocated that SBM move the responsibility as schools from outside control administration to enact self-administration where the principals unmistakably responsible to outer experts, and the staff are responsible to the principal. In many parts of the world, including South Africa, there is acknowledgement that schools require exceptionally viable leadership of SGBs and also effective management of SMT in the event that they are to give the most ideal training. The Department of Education, (1996) assumes that the decision-making process at school-based level will strengthened by three expectations:

- Contribution will intensification school efficiency
- Contribution is defensible by democratic philosophies and
- in the background of school-based administration,

Supporters of SBM affirm that it ought to enhance instructive results for various reasons. It is believed that SBM improve accountability of principals and educators to students, parents and teachers. Responsibility components that put individuals at the focal point of administration arrangement can go far in influencing administrations to work and enhancing results by encouraging investment in benefit conveyance, as noted in the World Bank's (2004) World Development report, making services work for poor people.

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

The education was founded on an informative standard. An informative standard is learned by a worry to comprehend the world as it is and, to comprehend the important environment of the societal world at the equal of particular knowledge (Rangongo, 2011: 67). A worldview is the thing that individuals consider the world yet are not ready to demonstrate. Interpretive worldview is tied in with understanding the ordinary encounters of individuals in a particular region or noteworthy setting (Rangongo, 2011: 67). As a hypothesis of significance, interpretivism enabled the analyst to dive profound into the importance of the marvel under scrutiny on the effective participation of the SGB. The researcher in this investigation believes that it is conceivable to comprehend other's involvement by connecting with them and tuning in to what they are telling.

There are varicus types of design available which are linked to the qualitative research approach. The approach is important as it illustrates the range of data gathering strategies and techniques available to the researcher. According to Maree ( 2010: 70 ), investigation project is a plot or approach which transfers from the original theoretical expectations to stipulating the assortment of respondents, the data collecting methods to be used and the data investigation to be completed. The reason for choosing this

approach is to collect information through an interview in schools in order to explain the realities about effective participation in SBM.

### 1.5.1 Design

The qualitative research design includes a number of procedures, the most important of these being literature review, interview and analysis of documents. This technique indicates procedures to be employed in data collection (Maree, 2010: 26). The determination of qualitative research is to define, interpret, verify or evaluate. These literature reviews are used because of their relevance in this inquiry.

### 1.5.2 Methodology

#### 1.5.2.1 Site selection

In this study data was collected from two primary schools out of 56 primary schools in Mafikeng Area. Convenience selection of schools was used. The selection was convenient because most of the study sites are located in Mmabatho and villages around. According to Tracy (2013: 153) in convenience or opportunistic sample the most common form of sampling study sites are selected because access to their participants is easy and inexpensive. These samples were chosen because they are convenient for the researcher as she is residing in Mafikeng.

#### 1.5.2.2 Participant Selection

The population

School	Principal	SGB chairperson	Treasurer	SMT member	Educator
A	1	1	1	1	1
B	1	1	1	1	1
Total	2	2	2	2	2

The targeted participants of the study were five participants from each primary school made up of school principal, SGB chairperson, treasurer, one member from SMT and one educator to be interviewed. The total number of participant is ten (n =10). All these participants are target groups because they are at the centre of the study. Two chairpersons, two principals, two treasurers, two HODs and two educators were the participants in this study. Limited number of participants are used as too many would have made productive discussion impossible.

Johson and Christensen (2004: 196) argue that selection is the way toward tests from the population for research. Participant selection is fundamental as it makes work simpler for the analyst to get data from an exclusive gathering. In this study purposeful sampling techniques were used. One member of SMT, and one educator were selected while school principals, chairpersons and treasurers were purposely selected.

### **1. 5.2.3 Data collection strategies**

Two strategies for information gathering being documentation and interview were used. The investigator personally asked for documents like SGB's constitution, school policy, code of conduct for learners and others, of each two schools in Mahikeng Area. Data was collected using structured interviews and documents. Therefore a voice recorder was utilised to record the interviews.

The collected data was converted into an articulate description dissertation and accessible as results, assumptions and recommendation. Investigators accepting qualitative perspective are an additional alarm with insight of the world. The approach allows the participants to give information about the topic of investigation. All responses were treated with confidentiality..

#### **1. 5.2.3.1 Interview**

Since interviews and documentations are regarded by many researchers as the most widely used techniques for obtaining information from participants, they were used too in this study. The interview is meant for non-numerical data. The approach enables the participants to give much data and it is more open and receptive to its participants. According to Check and Schutt (2012:174), what is extraordinary to the meeting contrasted with the other study plans, is the eye social connection amongst questioner and respondent. In person meeting has a few favourable circumstances: Responses rate are higher than with some other overview outline, respondents interpretation of inquiries can be tested and cleared up. They further say the questioner, in this manner, is all around set to pick up a full comprehension of what the respondent truly needs to state.

#### **1.5.2.3.2 Document analysis**

The documentation was used to gather as much information as possible which informed the researcher about the effective participation of SGBs in SBM. The researcher explained what is it that he/she wants to know before the interviews and documentations.

### **1. 5.2.4 Data Analysis**

The procedure of information investigation is much more complex. Data analysis is concerned with describing what is in the data. Steps for analysing qualitative data are as follows; data managing, reading data, classifying, describing, interpreting and representing the findings in a written report. After organizing data by breaking it down and classifying it, the researcher followed a cyclical process of reading, classifying and interpreting it. Interpretation is concerned with making sense of what the description means. Data interpretation provides the answer.

Thematic data analysis was performed through the way of coding in stages to make sense of, significant examples. These stages are familiarization with information, creating introductory codes, investigating topics, characterizing and naming subjects and delivering the last report..

The researcher used her intellectual abilities of imagination and thinking to determine data analysis. It also focused on the human experience subjectively.

## **1.6 TRUSTWORTHINESS**

The participants knew the need for taking part in the research and be assured that they are protected. and their responses were treated with confidentiality. This helped them to trust the researcher and participate freely in the study. Trust is a very important aspect when the researcher deals with the participants. Since picking up a feeling of the viewpoint of the witness is critical to the accomplishment of the examination venture, it is essential to set up trust and keep up it over the span of the investigation.

Trustworthiness was assured by requesting the participants to sign agree structures to shield members from being uncovered in broad daylight or in print and to ensure them against the attack of their security. This was also emphasised by encouraging participants to express their own particular words and if conceivable to utilize their primary language like Setswana. The interviews were later translated into English

## **1.7 RESEARCHER'S ROLE**

The researcher's role is to request for permission from the school authority being the principals to conduct research in the schools they are managing. Thereafter she contacted the respondents being one member of SMTs ,School Governing Bodies' chairpersons, treasurers and school principals to take an interest in the investigation.

The investigator interacted with the members at pre-meeting times. A good and ideal relationship was maintained with the participants. Questions which the participants did not understand were clarified. During interview the researcher recorded the responses of the participants and avoided giving advice or justify any incidental happiness, because this would have supported the idea that the researcher assumes a judgemental role. She collect data and become personally involved in the process under studied.

## **1.8 ETHICAL CONSIDERATIONS**

First of all the researcher requested a letter from the North-West University which was evidence to the respondents that indeed she is studying in the University and is authorized to conduct the research. The Mahikeng Area Manager was drawn closer by the researcher acquire consent to direct the examination involving two schools within this Area. The researcher contacted the school principals of two primary schools to request permission to conduct research in they are managed. Bell (2005:35) argues that "permission to carry out an investigation must always be sought out at an early stage."

The letter from the University to the District Manager to grant the researcher consent to conduct investigation in schools in Mafikeng Area was issued with the study clearly indicated. The permission letter was signed by HOD of education in management. The researcher communicated all the necessary information to the participants so that they understand and become confident to give the information needed. Their responses were treated with confidentiality.

## **1.9 CONTRIBUTION OF THE RESEARCH**

The study will be of benefit to schools as the function of SGBs will be very clear and hopefully thorough trainings to empower them will be done. Roles of each member will be outlined thoroughly and if possible intensified workshops will be conducted. The SGBs, especially parent components will benefit as they will be effectively initiated in to the governance, the policy will be revisited. They will also be able to gain confidence, achieve competence and be able to be effective, support their schools, educators and mostly culture of teaching and learning in their different schools not only certain schools of enlighten SGBs. The Department of Education will be able to achieve their intended aims or objectives of decentralization of decision-making powers to school level. They will also revisit the (S.A School Act 1994) which gives SGBs so many responsibilities which some of them make them ineffective because of lack of information ever changing of policies of Department of Education. The partnership in schools will be promoted.

## **1.10 PRELIMINARY STRUCTURE/ CHAPTER DIVISION**

Chapter one: Overview to the study, contextual and motivation for the research

This chapter serves as the introduction to the problem of the research. It covers factors which have led to the investigation, the purpose of the study and research questions. The actuality and relevance of the problem are also indicated.

Chapter two: Literature study

This chapter covers the analysis of literature related to the topic of discussion being the effective participation of School Governing Bodies in School Based Management.

Chapter two: Research Methodology

This chapter describe the research design used in the study. It also presents the aim of the study, targeted group and sampling procedures, instruments that were used during data collection as well as data analysis procedures.

Chapter four: Data Presentation Analysis

This chapter presents the analysis of data collected from participants in relation to research questions and literature.

Chapter five: Summary, Conclusions and Recommendations

In this section the whole investigation is outlined and reference is made to the reason for the examination and additionally the discoveries of the examination. This section likewise exhibits suggestions drawn from the discoveries of the investigation.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In the previous chapter a general background to the field of the participation of School Governing Bodies (SGB) in School Based Management (SBM) was explained. It explained introduction and background, problem statement and sub-questions, research questions and aims of research. Chapter two provides a theoretical framework, legislative basis of school governance world-wide, parental involvement and school-based management for this research. This is accomplished through a broad review of literature writing on the subject.

According to Botha (2012: 264) School-based management, as it is exposed in the literature which is reviewed in chapter two, attempts to improve and make schools function better. Whereas Hystek (2006: 474) points out that although the emphasis is placed on the SGB by legislation to be in a relationship of trust with the school, in practice, trust is also expected from the other parties namely, SMT and educators. Decision-making is done collectively. Clase, Kok and Van der Merwe (2007: 243) support the notion that the best possible working of any country's education framework is dependant, to a great extent, on common trust and joint effort that exists among all partners. Hystek (2006: 474) further explains that there is no doubt that the building of a partnership between the SGB and SMT in SBM is of utmost most important because there is a responsibility which is shared for developing and maintaining the school at local level. A solid partnership in SMT and SGB creates chance for all school community to develop a sense of ownership of the school and compels partners to take responsibility for the development of the school and it's community (Clase *et al.*, 2007: 243). *The Department of Education has stepped up its efforts to decentralize education management- a strategy to improve the Department's operating efficiency and upgrade the quality of education. Theoretical framework for the study is discussed in the following paragraph.*

#### 2.2 THEORETICAL FRAMEWORK

As indicated by the Bureaucratic hypothesis of Max Weber, administration is the reason for the orderly development of any association and is intended to guarantee proficiency and adequacy. He further says it is a perfect model for administration to bring an institution control structure into centre (Neeraj, 2014).

Marishane, Van der Merwe, Van Zyl and Zengele (2013: 9) emphasize that hypothesis is important and huge on the off chance that it serves to clarify hone and give managers a manual for activity. It relates additionally to the shifted nature if the issues experienced in schools, which require distinctive methodologies and solutions. Theories of education administration are enriched with different phrasing, however they all emanate from either organisational theory or management hypothesis.

They further explain that hypothetical understanding and knowledge are of great importance in practicing different views were:

- The accomplishment of educational hypothesis will be exhibited through improvements in the practice of educational organisations.

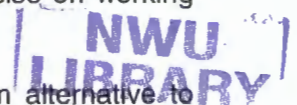
- The present principal must be somebody who can oversee school fund, comprehend the law, bargain viably with the media, identify with the different social offices now connecting with schools, and participate with SGB no longer content to pay up and keep quite.
- The practice of management is largely an art and reflects the personal style of an administrator and the environment in which he or she functions.
- Specialised management knowledge and techniques are usually inadequate.

Marishane and Botha (2011: 8) explain that there are some circumstances in which bureaucratic theory should work best. One could, for instance, take the case of a school where the great majority of the staff are poorly trained and thus do not have a great deal of expertise. They might normally feel insecure, but the strict enforcement of rules and regulations might give them a feeling of security. It is also true that most parents usually prefer the school, as a social institution, to have an orderly character. This order can only be achieved by the application of bureaucratic theories hence the bureaucratic theory has been implemented. Bramble (2008: 20) argues that it is idea of collegiality moved toward becoming revered in the legends of administration as the most proper approach to run the schools and colleges in the 1990s. It was nearly connected with school adequacy and school inclusion and was then viewed as the official model of good practice. He further explains that a decentralisation framework in frameworks hypothesis is a framework in which it will bring down level segments work on neighbourhood data to fulfil objectives.

Hoerr (2005: 20) maintains that when a school is alive with collegiality, then creativity and passion thrive, and every stakeholder improves each year. He further says collegiality has that much power. Collegiality is distinct from both congeniality and collaboration, though the terms have much in common and are often confused (Hoerr, 2005: 20). He argues that congeniality is present when people get along well and like one another. One, cannot overlook the importance of congeniality because it is based upon which collegiality is built. He also says it is difficult to imagine how collegiality could flourish in a school without congeniality. The two terms suggest a setting in which individuals fill in as partners and advantage from their relationships, on the other hand collaboration emphasise on working together with one another like colleagues sharing ideas.

On the other hand Bush, Bell and Middlewood (2008: 73) explain that an alternative to hierarchy is a collegial structure. In this model, structures are flattened and communication tends to be lateral rather than vertical, reflecting the view that all teachers should be involved in decision-making and "own" the outcome of discussions. They further explain that authority in collegial structures is based on professional expertise rather than formal position. Ad hoc working arties, rather than committees whose membership is determined by position, may be more effective in promoting collegiality as they suggest in relation to secondary schools. They also state that referring to further education and, suggest that 'team-based, non-hierarchical structures are far more appropriate for today's changing environment' but warns that 'flat organisations, by their very nature, present few opportunities for promotion.

Applebaum (2009: 99) explains that collaboration occurs when two or more people work together for the same goal. It involves trust, that each person will do their part. This cannot be achieved overnight. It takes careful planning and communication using the strategies that the researcher have been learning in other stakeholders like School Management Team



(SMT) and SGB. The goal must always be teamwork to benefit the learners, as collaboration equals success for learner

Diagram 2.1 Collaboration of the school and parents



Applebaum (2009: 100)

The above diagram explains that schools have to collaborate with parents thus will lead to learners success. Applebaum (2009: 100) states that schools can achieve collaboration. It begins with creating many opportunities for parental contact. The parents are critical link that promote learner success.

Bush *et al* (2008: 73) distinguish between hierarchy and partnerships. 'Collaboration management offers an important conceptual shift to concentrate upon equity, mutuality and shared educational goals. The links between distributed and teacher leadership and claims that the latter is critical in the transformation of South African schools.

Marishane *et al* (2013: 10) explain that to a greater or lesser extent, theorists express perspectives about how schools ought to be managed rather than simply describing aspects of management of the school. They identified democratic model as based on the following assumptions:

- The organisation (school) has staff who are exceptionally prepared proficient, have a specific mastery and hence ought to take an interest in basic leadership. There are sound relations amongst staff and they concur consistently on the institution's goals.
- Choices are made by agreement or trade off and not by voting.
- In principle, expert is shared between the different members in the basic leadership process. What takes place in reality is that the (SGB) and (SMT) share authority and all accountable to decision-making. The community's objectives are also taken into account and play a role in decision-making.
- Bargaining and negotiation are dominant decision-making activities in effective participation of SGB and SBM (Botha *et al* 2013: 13).

On the other hand theoretical statement in the South African Schools Act No 84 of 1996 (DoE, 1996) brought a new governance system in schools, which determines that effective school governance should be the responsibility of all stakeholders in order to enhance quality education. The Act also stipulates that a school should be governed democratically and that all stakeholders must have the right to partake in the leadership process (Carrim, 2001:102).

According to Marishane *et al.* (2013: 98) in shared leadership which is also known as collaborative leadership, distributed leadership and parallel leadership it is the acknowledgement that leadership of an organisation cannot be the exclusive preserve of a single person, but that it should be team-based management and thus collaborative. It is an

ethical reason, which incorporates partaking in pressures, conceptualisation and qualities which are obviously characterized and understood. With the global spread of SBM, attention is now being focused on the leadership and management of schools.

Marishane *et al* (2013: 115) explain the conceptual framework on which SBM is based, the school-based management model. SBM focuses on some aspects of the local school environment, for instance.

- They state education management research abounds with a variety of definitions of the SBM concept on some aspects of the local school environment.
- Internal human resources development. SBM is understood to refer to the development of human resources and the broadening of participation of school community members in decision making and school processes.
- Administration and management of teaching-learning activities.

SBM is seen as an educational administrative innovation strategy that gives educational institutions such as schools freedom in administration and management of teaching and learning activities. It leads to:

- Improvement of the quality of education. SBM is regarded as an approach aimed at improving the quality of education by relocating important decision-making authority and control in such areas as budgeting, personnel and curriculum from the central office to principals, teachers, students and parents at school level.
- Decentralisation of authority and decision-making responsibilities. SBM is defined as a systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountability.

The central theoretical statement in the South African Schools Act, No 84 of 1996 (DoE, 1996) brought a new governance system in schools, which determines that effective school governance should be the responsibility of all stakeholders in order to enhance quality education. The Act promotes access, quality and democratic governance in the school system. The theory implies that governance reforms and the establishment of an elected SGBs would increase community or parental participation in school level decision-making and advance the cause of democracy.

Yin (2009) in his case study suggests that the level of participation in theoretical framework should be as follows:

Firstly, it maintains the distinction between “involvement” and “participation” on the basis that involvement tends to be management led while ‘participation’ is workforce or member led. Secondly, a distinct is made between integrative bargaining on the value and principles that in form management practices and the ‘distributive bargaining’ that influences the allocation of wealth created by an enterprise.

Lastly, it clarifies the distinctions between “participation” and “democracy”, recognising that there may be a democratic mandate to both increase and decrease specific types of participation.

One of theoretical framework which is “democratic management” is understood as the way or tendency and capacity of management systems to respond to members’ wishes regarding their level of participation in management decision (Yin 2009).

Yin (2009) has identified a number of concepts that can be useful to future research on workforce participation which are:

- Integrative Bargaining; values and principles applied to management practices.
- Distributive Bargaining; allocation of power and benefits to organisational stakeholders.

These are the wants that supervisors and overseeing bodies can use in particular regions of school operation. Integrative bartering identified with the joining of qualities and standards in the inner operations of the go along, while distributive dealing identified with choices about the portion of assets and riches to association improvement exercises and partners. Taking an aggregate choice on such an essential issue is itself a stage change towards working environment vote based system.

Clarifying statements that can be considered on types of participation for distributive and integrated statements as stated by (Yin, 2009).

- Education, abilities and culture improvement;
- Operations administration;
- Staff Recruitment and advancement;
- Key decisions; and
- Riches sharing techniques;

Van Wyk and Lemmer (2009: 22) state that Epstein’s (1995) theoretical mode by explaining parent involvement by means of her integrated theory of family-school relations characterised by a set of overlapping spheres. The idea is based on family and school relations as follows:

- The isolated obligations of families and schools;
- The shared obligations of families and schools; and
- The sequential obligations of families and schools.

The separate responsibilities of families and schools, is the inherent incompatibility, competition and conflict between them. School bureaucracies and family organisations are directed by educators and parents respectively, who are thought to best fulfil their different role independently. In contrast the shared responsibilities of the school and home emphasise the cooperation and complementary nature of schools and families and encourage collaboration between the two. Schools and families shared responsibilities for the socialisation of the child. These common goals for children are achieved most effectively when teachers and parents work together.

Finally the sequential perspective stresses the critical stages of parents and teachers’ contribution to child development. Parents teach needed skills to children until the time of their formal education around the ages of five or six. Epstein’s (1995) perspective of

overlapping spheres of influence posits that work of the most effective families and schools overlap and they share goals and missions. The model of overlapping of influence include both external model recognises that the three major contexts in which children learn and grow the family, school and the community- can be drawn together or pushed apart.

According to Marishane *et al.* (2013: 110), educational' reform through decentralisation, whenever and wherever it happens, takes a particular form. It is a process involving partnership between the state (central level) and the school (local level) develop in a manner that does not represent abdication of responsibility by policy makers by shifting such responsibility to those in charge of school leadership and management. They further state that a number of issues emerging from the process include who should exercise powers of control in areas of resource allocation and management; which resources should be decentralised, that is which functions should be retained by the state, and which responsibilities should be shared between the two main role players.

### **2.3 LEGISLATIVE BASIS OF SCHOOL GOVERNANCE IN SOUTH AFRICA**

The SASA, 84 OF 1996, (DoE, 1996) gives all partners the command to take part in the administration and administration of schools. This administrative order has displayed principals, educators, parents and students with the colossal undertakings of transforming customarily tyrant institutions into just focuses where each partner take an interest effectively in their basic leadership processes (Mosoge & Van der Westhuizen, 1997: 196).

South African School Act, Act 84 of 1996 (DoE, 1996) stipulates a uniform system for the governance, organisation and funding of schools. It provides a National system which is used for all the public schools in South Africa. SASA imposes responsibilities on the state with respect to the allocation of financial resources, as well as the how such resources are to be used. The system of managing and administering school finances should aim at providing improving and achieving quality education for the learners (Makrwede, 2012: 13).

From a legal point of view, the purpose of SASA (DoE, 1996) was to lay down rules for the democratic governance of schools. An important innovation was the provision of democratic parental participation through the SGBs for all public schools. As a result, SASA outlined the powers and duties of various members of the school community with respect to school governance (Makrwede, 2012: 13).

SASA (DoE, 1996) which became operative at the beginning of 1997, mandated that all public state schools in South Africa must have democratically elected SGBs composed of teachers, non-teaching staff, parents and learners in secondary schools. Parents are supposed to be the majority in the SGBs and the chair of the governing body should come from the parents component. By establishing SASA, the state aimed at fostering democratic school governance, and thereby introducing a school governance structure that involves all the stakeholder groups in order to promote issues of democracy; tolerance, rational discussion and collective decision-making (South Africa, 1996: 16).

According to Smit and Oosthuizen (2013: 235) Section 28 of the SASA provides that the following categories of members must be represented on the SGBs of ordinary schools:

- Parents of learners at the school (elected members);
- Educators at the school;

- Non-educator staff members at the school;
- Learners in Grade 8 or higher at the school ( must be elected according to provincial guidelines);
- The principal , in his / her official capacity ( as an ex-officio member); and
- Co-opted member (external stakeholders possessing special requisite expertise);

The elections for SGBs take place every three years as stipulated by SASA. The SGB is a structure and typifies a platform from which decisions at school level are taken. Smit and Oosthuizen (2013: 235) argue that however, the election regulations and measures do not contain any opportunity for parents to enquire about the qualifications, competencies and suitability of candidates during or at the nomination election meeting. This is probably due to the assumption that the parents know the candidates, yet this is seldom the case. The election measures do also not allow for candidates to campaign or canvas for votes. No measures exist that enable parents to question candidates about their competencies or to request previous serving members of governing bodies to give an account of their service during their term of office.

This affirms that the system of school governance is not completely democratic as the essential democratic tenets of participation, responsiveness, openness, transparency and accountability are ignored. As a result of these shortcomings, many governing body elections tend to be very subdued events where most parents fail to participate as a result of voter apathy. The usual characteristics of democratic schools are adequate stakeholder participation, unselfish civic-minded attitudes, power neutrality, adherence to the law, fair procedures and just administration, accountability, openness and transparency and the advancement of human rights Smit *et al.* (2013: 265).

### **2.3.1 Accountability**

Smit *et al.* (2013: 265) explain that one of the reasons for regular SGB elections is to ensure accountability of members of governing bodies. The SASA also contain legal prescriptions to compel financial austerity. For instance, the financial records of every school must be audited annually, and every schools' budget must be approved by the parents during the annual general meeting. The parents, as important partners in the school community, can thus call the governing body to account. Similarly, the principal, management team and school leaders maybe called to account by the governing body.

### **2.3.2 Openness and transparency**

There is a direct correlation between the amount and quality of information that stakeholders receive and the level and extent of their involvement and participation. For this reason it is crucially important to communicate information, decisions and challenges regularly to all the partners in the school community. Openness also entails that the school principal and SGB members must be approachable to answer queries and to address concerns. Transparency necessitates that timeous notice and sufficiently detailed reports must be effectively communicated to parents, learners and educators.

It could be argued that some schools are effective with little or no help from their governors. There is a view, held by some heads, that governing bodies are yet another level of accountability, leading to 'meetings, reports and work' and that their role should be

drastically reduced as the benefit they bring to schools is outweighed by the work they generate ( Ealey & Weindling, 2004: 124). However, there is a growing body of suggestions that there is a link between school effectiveness and governing body effectiveness. It may be possible to have a successful or effective school with an ineffective governing body but how much more successful might that school be with an effective governing body working in close partnership with the school and the community.

Earley and Weindling (2004: 126) argued that governing bodies have a leadership role and that this is expressed largely in terms of the enactment of the three roles-strategic direction, critical friendship and accountability especially the first, the strategic. Advice and guidance to governing bodies is increasingly conceptualised in terms of carrying out these roles. They suggest that the governing body's steering or strategic role is to agree in aims, values and policies for the school, and they note how it is about "setting a course, deciding on a route, looking to the future for the school, thinking about what the school needs to achieve and plotting how to get from where it is now to where one would like it to be in the future. Operating and thinking strategically is done in conjunction with the head and other school staff, indeed strategy must be worked out in partnership- and the vast majority of head teachers who choose to be governors, together with governors representing the teaching staff, have a legitimate role to play as part of the corporate body in setting the course (Earley, 2004: 12). As government regulations and advice make clear, creating strategy is the essence of the governing body's role. They further say that it produces the strategy for the school's development.

( Earley, 2004: 139) explains that governors in England are expected to play their part in the drive to raise the overall performance of schools. (Early & Weindling 2004: 12) draw on inspection findings to consider the part governing bodies can play in school improvement. It explores notions of effective governance and how a governing body can add value to the work of the school, especially to the head teacher and senior staff. To do this effectively the governing body should have a strategic view of their main function- which is to help raise standards and clear arrangements for monitoring against targets. If all governing bodies are to become effective and to have a significant impact improvement within their schools, then some changes in the present pattern of operation would appear to be necessary (Earley, 2004: 139).

Marishane *et al.* (2013: 112) also explain that for the governors to be influential there must be a good working relationship with the school, particularly between the head and the chair of governors with frankness and mutual respect. Governors should know the schools strengths and weakness, and whether they have a clear sense of the priorities for its development and what they do about them. The extent to which governors:

- help to shape the direction of the school and how they do this;
- understand the challenges faced by the school; and
- set appropriate priorities for development and improvement.

Marishane *et al.* (2013: 112) argue that despite the apparent differences between the democratic and quasi market approaches, there is evidence of integration of the two approaches in practise as can be seen in some states in countries like Australia (Ansell & Gingrich, 2006) and the US (Vanourek, 2005). In South Africa, for instance, decision making

in key areas of personnel, curriculum, finance and other resources is to some extent the legislative responsibility of a democratically elected SGB.

The South African Schools Act 84 of 1996 (DoE, 1996) obliges SGBs to develop their own mission statements. A mission statement should include the following criteria (Kruger, 2011: 148).

- A statement of the core purpose;
- A specification of the services to be provided;
- A reference to values; and
- A commitment to quality.

There are regulations as to how the various tasks need to be implemented and coordinated within the school structures to enable the school to achieve its educational goals. If one of the structures does not function properly or effectively or not at all, the entire school body is affected. The school needs to have a common goal that is driven by the vision and mission statement of the school. The place of the school is within the community that it serves, while its purpose is to achieve the educational goals of the community. The educational goal is quality learning and teaching in an environment that is conducive to learning. In order for the school to achieve its goal, it must have SGB, school management team, teachers and parents who participate effectively on the core functions of teaching and learning and governance. The activities of the school are assigned to various stakeholders that have to function together to achieve the educational goals.

The SGBs as parents of children who attend the school play an important role in terms of school governance. The principal should ensure that SGB is regularly updated on school developments and needs by organising SGB meetings together with chairperson, the SGB on the other hand organising parents meetings where matters concerning school finances, fundraising, education and security are discussed. The SGBs play a crucial role in providing financial support and security to the school, provided the SMT and principal know how to work cooperatively with them. When SGBs are made to feel a part of the school's processes and operations in a controlled and supportive manner, the school becomes better equipped to meet its educational goals. However the principal has to guard against the over-involvement of SGBs in school-based management activities to allow teachers and SMT to interact freely and professionally with learners in the area like learner affairs, staff affairs, administrative affairs, curricular, school and classroom administration.

The increased professionalization of teachers through the attendance of workshops conducted by the education department and teachers' unions has made them take ownership of proceedings in their classrooms. This professionalism has allowed principals to focus more on the strategic aspects of school management and to delegate the supervisory aspect to the Heads of Department (HODs) and learning area coordinators together with the class teachers. The teachers have to become experts in their field and to be able to guide and develop each other without the principal's interference. Teachers operate in an environment where they are able to take ownership of school goals. In spite of the higher degree of professionalism of teachers there is still a need for bureaucracy to be present not much for supervisory reasons but for support. This structure focus on the actualisation of effective teaching and learning (Marishane *et al.*, 2013: 17-24).

According to Cordeiro and Cunningham (2013: 360), one of the functions of school board is to adopt policies in accordance with state legislation. One of the example of Federal legislation that affected nearly all school districts in the United States was Goals 2000. The Department of Education's (DOE) role is to implement the administration's policies regarding education.

The Law in the schools includes authority to:

- The Department of Education Create, and abolish school districts;
- Alter the structures and powers of school boards;
- remove incumbent school board members and abolish offices;
- prescribe the school curriculum and calendar;
- determine the sources and procedures for raising school revenue and school spending;
- fix the appointment, term, and qualifications of teachers; and
- require local schools to admit children of non-taxpayers and revoke charter of public schools for non-compliance with state regulations (Cordeiro & Cunningham, 2013: 360).

All states in the United States have a state commissioner of education. In some states, boards of education are called school committees and in others they are called school boards. School-site council is comprised of five teachers, one students, the principal, two parents and two community members. The district has decentralized authority in recent years, they have considerable influence in budget planning and expenditures (Cordeiro & Cunningham, 2013: 360).

### **2.3.3 The roles and responsibilities of SGBs**

Smit and Oothuizen (2013: 128) argue that in South Africa the system of school governance enables SGBs to take specific regulatory and policy measures to improve the safety and wellbeing at schools. These measures include, among others:

- adopting a code of conduct (Section 8 & 20 (1) (d) );
- conducting disciplinary hearing to suspend or recommend expulsion of ill-disciplined learners (Section 9);
- determining the times of the school day (Section 20(1)(f));
- administering and controlling the property, buildings and grounds that are occupied by the school (Section 20(1)(g));
- recommending the appointment of educators at a school to the HoD (Section 20(i)); and
- recommending the appointment of non-educator staff at the school to the HoD (Section 20(j)) Smit & Oothuizen (2013: 128).

Smit and Oothuizen (2013: 38) argue that two political reasons for granting SGBs greater autonomy were the constraints that the national government was experiencing in financing white education, as well as the attempt to ensure that white communities remained in control of their schools. They further explain that the SASA instituted a system of local public schools governance together with a semi-federal administration of education by provincial and national government. The aim of the SASA is to promote a partnership between the

learners. Accordingly, important functions have been devolved to SGBs of public schools, which include the authority to make language, religious and code of conduct policies, as well as the duty to govern their finances.

Marishane *et al.* (2013: 212) explain that a self-managed school is a school that has been allocated the power to take decisions on financial management. They state that many countries apply descriptors such as “site-based management, “self-determining school”, “charter school” and “ grant-maintained school”. In South Africa, this process starts with a school being given a self-management status in response to its application to the state for permission to perform specific functions provided for in term of section 21 of the Act. Once the governing body demonstrates the necessary capacity that is knowledge, skills and expertise to perform the allocated functions to its satisfaction, the state allocates additional functions to that body. Many of the allocated functions are of a financial nature which indicate:

- maintenance and improvement of school property, buildings and grounds;
- purchasing of textbooks, educational materials and equipment for the school
- payment for services to school;
- determining the extra-curriculum of the school and the provincial curriculum policy; and
- other functions consistent with the Act and any applicable law (Marishane *et al.* 2013: 212).

The SGB must administer the school as far as the capacities showed previously. Commonly the SGB is given more noteworthy control than other partner over school's funds , school structures , general approach and school policy and school changes or developments. According to section 21, a governing body may apply in writing to the HOD to be allocated any of the above functions.

A close scrutiny of both the allocated financial functions and Section 21 provides for this, brings three issues to light that have serious implications for school-based management. The first relates to empowerment, in which case the school governing body is given autonomous decision-making power over the management of its educational affairs.

The second issue relates to extent of autonomy envisaged in the concept of self-management itself. The nature of the allocated functions is that they exclude such important functions as erection of building and paying personnel. The third issue relates to the existence of a legal framework for self-management as expressed by Section 21 of the act. The autonomy given to the school is not absolute, but is measured against the state's share of constitutional responsibility to provide education as stipulated in the South African Constitution (Republic of South Africa, 1996). It further indicates the need on the part of the school for exercising accountability and for compliance with the authority of law. The power given to the schools is balanced against the accountability expected from these schools by the state- the greater the power, the more accountable they become.

Constitution of the Republic of South Africa, Act 108 of 1996 as the supreme law of South Africa states that all other legislation and policies inconsistent with the Constitution will be null and void (chapter 1, section 2). The constitution calls for transparency in general. In terms of section v 239 of the constitution, public schools are organs of state, and the

functioning of their SGBs as accounting authorities, in particular their policy-making functions, requires an understanding of founding values of the Constitution.

These values include:

- Human dignity, the achievement of equality and the advancement of human rights and freedom;
- Non-racialism and non-sexism;
- Supremacy of the Constitution and the rule of law; and
- Universal adult suffrage, a national common voters' roll, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness.

The management of school finances must be conducted in accordance with the provisions of the Constitution. SGBs are thus expected to manage their school finances in accordance with the values enshrined in the Constitution, namely, impartiality, transparency and openness.

## **2.4 PARENTAL INVOLVEMENT**

Cordeiro and Cunningham (2013: 127) state that the paradigm shift of academic studies show that parent involvement is linked to children's academic achievement which is building parent-school partnership. Schools need to think of family members as partners. Two or more independent agents agree to work together to accomplish a common purpose that is mutually beneficial. For schools and educators, partnership means that family and school share power. Family members are given opportunities to provide ideas and advice just as educators are. Both partners are obliged to be committed and are responsible for doing their part.

According to Van Wyk and Lemmer (2009:13) various writers use different terms to define parents' contribution to schooling. Some talk about parent involvement while others distinguish more narrowly between general involvement and parents in school governance. These terms may have special emphasis but generally overlap. They emphasize that in practical terms parental involvement can mean many things to many people to parents, learners, policy makers, educators and the general public. For some, it is only associated with parents' serving on school governing bodies or school councils where the main functions are matters of policy, finance and governance. Others see parental involvement as membership of Parent Teacher Associations (PTA), a parents committees where the main functions may be fund-raising or helping to organise or be audience for school activities and events. Others may see parent involvement as limited only to the parents' financial contribution to the school. Parental involvement is much more than this. This one common theme running through various definitions is that all these activities seek to bring together in some way the separate domain of home and school in the interest of the child's learning and development. Parent involvement can be described as the willing and active participation of parents in a wide range of school and home-based activities (Van Wyk *et al.* 2009: 14).

Coderio *et al.* (2013: 127) state that another part of the old paradigm requiring change is the way educators have traditionally viewed involvement attendance of parents at school functions and volunteering at school. The involvement of families in various school, open

discussion parent conferences, school assemblies, sport activities and to participate as classroom volunteers. If educators continue to think about involvement in these limited ways, little will change in the relationship between schools and families. They state that research shows that when families are involved in their children's education, grades are higher, attendance is better, homework completion improves and students are more motivated. They state that every school needs a purposeful, planned partnership program that creates a welcoming environment and engages families in activities that contribute to students' attitudes and behaviours.

#### 2.4.1 Steps to increase family involvement

The first step in increasing family involvement is to create a welcoming environment-position handling of phone calls and drop-in visitors, a clean school, visible students work, a parent's space for meeting, welcoming attitudes and so on. Parents want to feel their values, beliefs and attitudes of those who surround their children each day (Cordeiro *et al.*, 2013: 127).

According to Cordeiro *et al.* (2013: 109) National School Boards Association (NSBA) believe that a community working with its local board and superintendent is the way to enact changes to improve the education for all children in the community. They further said that policy formation and overseeing schools is a very difficult job and most school board members deserve a great deal of credit for being willing to serve the schools. They also state that one has to make decisions among conflicting ideologies, political pressures and shifting economic and social conditions. National School Boards Association (NSBA) resolve issues that are closely related to interpretation of community values, like family life and sex education, acceptable moral behaviour and other issues of community concern. In US NSBA has no choice but to comply with the statutes of the state. School boards answer to the citizen in their local communities and provide an effective mechanism through which communities can address their concerns. Hoer (2005: 159) says that parents are very important everyone know that children learn best when the school and home work together, understand how important it is for parents to support their children's education. It is common knowledge that children benefit when their parents are involved in school.

Smit *et al.* (2013: 36) explain that the drive for democracy in schools came from the formation of parent, teacher and student associations (PTSAs) through which communities were encouraged to take charge of schools and to further the educational aims of the school within the community. They further state that in 1980s there was an increasing demand for greater parental participation within the white communities.

They further argue that parents are primary educators and still have the parental power to educate them. The parental duties to provide primary education to their children are functional in their origin. The function is regarded as the object to make the child a useful member of society, evenly with regard to physical, mental and social characteristics. Hoer (2005: 17) emphasizes that school principal must give the time and attention that is necessary to ensure that their schools is a welcoming place for parents, that parents can be heard and that parents can become involved. These goals are not easily realized, but as with all the other aspects of school management team, they are goals that are too important to be ignored.

Offering rhetoric about the importance of involving parents in the educational enterprise is one thing, taking action to facilitate this involvement is quite another. There can be intuitional habits, practices and policies that could be followed without question. Clearly, two-way communication is essential in a good school when parents, are involved in school, everyone benefits two-way communication also is the key to working well with parents (Hoer, 2005: 164)

Oosthuizen *et al.* (2013: 42) explain that the countries of the world recognise that the sanctity of the family unit must be preserved and allowed to operate with the least governmental intrusion possible. Because children spend most of their time within the family, parents have the best opportunity to determine the upbringing and disciplined behaviour of a child and to instil values. Historically the role of parents with regard to formal education has gradually changed. In less-developed societies, it remains the customary duty of parents to undertake the formal training and education of their children. However high levels of sophistication of developed societies require specifically qualified and trained teachers and organised systems to provide formal education of children. The role of parents has become limited to the informal education and upbringing within the family setting, and the task to provide professional education falls on the school, they must turn to the school to provide formal teaching and education (Smit *et al.*, 2013: 235). They also indicated the information that parents provide for their children is still of the utmost importance which includes the following:

- Parents have to develop the child's body that is to provide hygienic conditions and healthy surroundings to encourage participation in sports.
- Parents have to mould a child's character. The child must, among other things, be brought up to be honest, obedient and respectful towards parents and teachers.
- The child's mind must be properly developed that is the child must be brought up in a particular language and religion, must be accorded with positive values, must be sent to school and must be provided with the necessary training for profession.
- Parents must develop a child's social skills, attitudes and abilities by determining with whom the child should or should not have social contact.

Education by parents takes place within the family and a special relationship between parents and school, and parents have the right to have certain expectations with regard to the school's role in and the education of their children ( Smit & Oosthuizen, 2013: 235).

#### **2.4.2 What parents expect from the school**



Van Wyk *et al.* (2009: 12) argue that parents from every kind of ethnic, educational and socio-economic background want for their children common expectations which include the following:

- Parents want the best for their children in schooling, as in everything else. This means high quality, board education in a caring effective and well-run institution.
- Parents require regular, reliable and assessable information.
- Parents need information about their children's progress and achievements, regarding their academic, cultural and sports achievements about problems their children may have; and most importantly help in identifying ways in which they themselves can support their children learning and development at home.

- Parents wish to be taken seriously to have a say, to be listened to, to contribute to the life and work of the school and to their children's part in it.
- Parents wish the school to respond quickly if they raise an issue about a child. They also want to know things go wrong or if they wish to make a complaint.

### **2.4.3 What schools expect from parents.**

To provide balanced perspective on parents and schools working together, the school's basic expectations of families should also be mentioned, they expect parents to see the following:

- Comply with the statutory requirements for sending their children to school at the appropriate age.
- Ensure that their children attend school regularly and are always punctual.
- Ensure that their children are adequately fed and clothed, and therefore attend in a state fit to learn.
- Ensure that their children are adequately equipped with the basic materials to benefit from schooling.
- See that their children behave well, and respect the rights and interests of other in the school community (Van Wyk, 2009: 13).

According to Boulton (2006: 96) for the most part, schools believe in the positive implications of parent involvement. Most schools are comfortable with parents being involved and supportive of their children's achievement as well as comfortable with parents as volunteers in school. It is when parents want to become involved in decision making that parent involvement becomes a contentious issue. Educators are protective of their professional domain, while parents are protective demanding greater accountability and involvement. Achieving a balance between the partners' needs is the key to success. Decisions that were once considered to be the domain of the educator are now a part of a shared governance mandate. Parents are very much a part of the new accountability movement, which influence the delivery of educational programs and services. Educators and parents need to learn to govern together, because doing so will inevitably improve the quality of decisions. Boulton (2006: 96) further emphasizes that include representatives from the community at large. Seek out members from business, industry, social service agencies, faith-based organizations and local government and invite them to serve.

Schools, all too often, exclude parents from the goal-setting process and simply announce what the goals of the school are. The challenge is to meaningfully involve parents in setting school goals. Once accomplished, the combined pool of wisdom ensures that better decisions are made. Parents will consequently be more supportive of steps taken to reach the goals because they were consulted on the formation of the goals in the first place. The language as well as the depth and scope of the goals and activities must be realistic. All participants should have equal input into the decision to ensure that it is a product of collective thinking (Boulton, 2009: 99).

Boulton (2009: 103) suggests that schools need to host special sessions for parent and other family members to strengthen the relationship, topics could include the following:

- How to help your child with homework;
- The holistic development of the child;
- Emergency preparedness;
- Basic safety measures;
- Study skills;
- Drug and alcohol awareness;
- Educators' talk to the student's parent; and
- Other ways to communicate;

Applebaum (2009:103), like others, explains that the more that parents included in their children's learning, the better students learn. Students get higher grades, have better attendance, do their homework more consistently, and develop positive attitudes toward school and to homework. More important, students develop more self-confidence in learning and have more positive attitudes toward school. The number one thing all families want for their children in school is teachers who know and care about their children.

Applebaum (2009: 103) also explains that parents want teachers to be knowledgeable but first and foremost, they want to know that their children are cared for by their teachers. Parents want their children to be in classrooms in which teachers know and care about teaching. They want teachers who encourage their children to learn, teachers who set attainable learning goals, teachers who understand how to teach and teachers who know how to reach students. They become upset when they hear that other children in the classroom disrupt the class and that children are not paying attention and learning. Safety is another major concern of parents. Parents want to know that their children are safe on their way to school, at school and at the end of the day. That means that they are concerned for their children's safety not only while they are at school but also while they walk or ride to or from school (Applebaum, 2009:6).

## **2.5 School-Based Management (SBM)**

School initiative and administration have risen in the instructive change scene of many created and creating nations as of late and two noteworthy patterns are significant. The changing nature of educational management marked by a shift in policy from centralisation to decentralisation and the promotion of the latter through school-based management strategies. The trend involves the combination of leadership and management in a school-based management setting (Marishane *et al.*, 2013: 99).

### **2.5.1 Decentralisation**

Decentralisation is a move towards school-based management (SBM). Many countries including South Africa are adopting policies of decentralisation. Issues relating to decentralisation, which have helped shape educational policies, have dominated research studies in educational reform in both developed and developing countries (Leung, 2004; Koya, 2007: 100). According to Marishane *et al.* (2013: 100), decentralisation in education refers to the devolution of decision-making authority from the central office of the state to the school level in order to facilitate inclusion and enhance active participation of those school community members who were previously excluded from decision-making processes. Practically, decentralisation aims at increasing responsibilities for efficient resource management and education quality improvements at levels below the central level.

Smit *et al.* (2013: 36) state that internationally, a trend toward SBM had gained impetus over three decades and eventually culminated by the late 1980s in the reform of education systems in countries such as Australia, Canada, France Israel, Italy, New Zealand, Spain, Sweden, the UK and certain states in the US. Smit *et al.* (2013: 36) have stated that SBM was a form of political reform in the sense that SBM, went beyond mere participative decision making, and also formed part of a process of social, political, economic and cultural restructuring. This means that the role of principals in schools should also change from that of a supervisor to a collaborator. In the past principals were the centres of power, they would do what they wish, but today they have to consult a wide range of individuals and groups before making decisions. Hierarchical forms of decision making need to make way for more participative forms of site-based decision making. It is against this backdrop that greater collegiality and more active involvement of a wide range of individuals are called for to improve schools (Frost, Durrant, Head & Holiday, 2000: 1).

### 2.5.1.1 Forms of decentralisation

According to Marishane and Botha (2011:10), deconcentration, delegation and devolution are widely dealt with in educational reform studies as forms of decentralisation:

- **Deconcentration** implies that decision-making authority and responsibility are assigned to those personnel (officers) which the belief that they will be responsive to the needs of the local schools. The officers are accountable to the central office for the decisions they take. In this form of decentralisation, schools in a district are accountable to the district which, in turn is accountable to the central office. The central office is responsible for formulating rules and policies that other levels down the line should apply when making decisions and carrying out their allocated responsibilities (Botha *et al.*, 2011: 10).
- **Delegation** as form of decentralisation refers to the allocation of a stronger degree of decision-making power at the local level, but powers in a delegated system still basically rest with the central authority which has chosen to lend them to the local one". The delegation of authority in certain areas of public education to the provincial departments of education in South Africa serves as an example in this case. For example a school allocated financial resources and the authority to manage such resources may have both the money and the power to manage them withdrawn if financial mismanagement is discovered (Botha *et al.*, 2011: 11).
- **Devolution.** This form of decentralisation involves the transfer of decision-making authority to an independent and autonomous structure such as a school governing body (SGB). Such structure is given legal status so that its powers cannot be withdrawn without going back to the legislation that established it in the first place. Despite its enjoying legal status, the activities and functions of the structure are indirectly controlled and monitored, and systems are put in place to regulate and evaluate its policies (Botha *et al.*, 2011: 11).

They further argue that approach to deconcentration is the participatory democratic strategy. This is underpinned by the key principle of participatory democracy, which distributes authority and responsibility to people who are active participants in the schools activities and

decision-making processes by virtue of their status as stakeholders. The members of the democratically elected structures are drawn from parents, teachers and learners, reinforced by the co-option of external stakeholders with requisite special expertise. The SGB is an example of this structure and typifies a platform from which decisions at school level are taken.

The delegation approach involves a quasi-market strategy through which the state gives schools decision-making autonomy over the use of resources (the curriculum, finance and personnel) and empowers parents as consumers of education by issuing them with vouchers to “purchase” education for their children.

“School-based management” and “site-based management” are two concepts that have not been used consistently or unambiguously. They have been given many names like site-based decision making, site-based management, shared decision making, school-based decision-making, participative management, school site management, collaborative governance, collegiality and so on (Beckmann & Blom, 2000; Mosoge & Van der Westhuizen, 1998:73).

Smit *et al.*, (2013: 17) argue that participatory democracy means that individuals or institutions should be given the opportunity to take part in making decisions that affect them. There are multiplicities modes of participation including voting, campaigning, group activity, contacting representatives and officials, protecting, attending meetings, petitioning, fundraising and canvassing. They further argue that a school became a state-aided school in terms of which the state would be responsible for the funding all the additional running costs and expenses of the school. In exchange for this reduction in financial support by the state, the parents were regarded as equal partners in education and were given greater powers to participate by the development of authority to local SGBs. An SGB consisted of elected parents and had the authority to appoint new educators, to determine admission and financial policies, and to decide on additions to the curriculum.

Shared leadership makes resolutions more likely to be acceptable and more likely to be put in practice because they reflect and serve the interests of the people responsible for putting them into action. Stakeholders of school restructuring believe that if schools are to remain in harmony with the communities that they serve they must allow for the participation of all the stakeholders in question, one forum for achieving this is to establish site-based decision management committees. These committees may be directly involved in decision making or serve in an advisory role to the principal. According to Bush and Middlewood (2008:6) state that this view has led governments in many countries, including Australia, England, Hongkong, New Zealand and South Africa, to locate enhanced powers with school governing boards and principals. They also believe that certainly, the scope for leading and managing staff effectively is much greater when the major educational decisions are located within schools and not reserved for action outside the school (Bush *et al.*, 2008:6).

Marishane *et al.* (2013: 115) argue that SEM can be understood to refer to a decentralised education administration strategy shaped by the shift in leadership authority and the relocation of resources from the central office to the school. They further state that it applied in many education system across the world with the use of such descriptors as “site-based management”, “self-managing school”, self-determining school”, “local management of school”, “decentralised”, “section 21 school”, “charter school” and “grant-maintained school”,

SBM involves systemic devolution of decision-making authority from the district to the individual school site.

The main objective of this approach is to improve the quality of education by relocating decision-making powers and control over key areas such as finance, personnel, resource allocation, curriculum and in some instances, assessment to the local school community of teachers, principals, parents, learners and other parties with a close connection with the school.

### 2.5.1.2 The self-managed school

According to Marishane *et al.* (2013: 118), SBM is built on a school-based or site-based management (SBM) model, a self-managed school is one that has been given authority to manage its affairs. The school is positioned mid-way between a centrally controlled public school and an independent school. They argue that positioning the school at this point suggests two things.

Firstly, the authority given to the school is not absolute, but is balanced against the state's legislative responsibility in terms of oversight over the school's operations in the system of education provisioning. Secondly, this suggests that for social, political or economic motives mentioned earlier on as the rationales for decentralisation, in the SBM model articulated by the self-managed school the state acts in partnership with the school community to advance its education goals. In other words, rather than abdicating its responsibility for providing education, it shares this responsibility with the school to ensure good quality (Marishane *et al.*, 2013: 118).

The main goals and fundamental values of SBM to clarify the nature of a self-managed school are as follows:

- Increasing the participation of parents and communities in schools;
- Empowering principals and teachers;
- Building local-level capacity;
- Creating accountability mechanisms for site-based actors and improving the transparency of processes by devolution of authority; and
- Improving the quality and efficiency of schooling, thus raising students achievement levels.

### 2.5.1.3 SBM framework for a self-managed school

Marishane *et al.* (2013:115) state that education management research abounds with a variety of definitions of the SBM concept on some aspects of the local school environment.

- **Internal human resources development.** SBM is understood to refer to the development of human resources and the broadening of participation of school community members in decision-making and school processes.
- **Administration and management of teaching-learning activities.** SBM is seen as an educational administrative innovation strategy that gives educational institutions such as schools freedom in administration and management of teaching and learning activities.

- **Improvement of the quality of education.** SBM is regarded as an approach aimed at improving the quality of education by relocating important decision-making authority and control in such areas as budgeting, personnel and curriculum from the central office to principals, teachers, students and parents at school level.
- **Decentralisation of authority and decision-making responsibilities.** SBM is defined as a systematic decentralisation to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountability.

School-based management is no longer an option but, rather a reality in South African education. Legislation and policy documents all point South Africa firmly towards a school-based system of education management. The new policy framework for decentralized decision-making is also embedded in the South African Schools Act 84 of 1996. This enables each school in South Africa to renew its management in a responsible and effective way.

In spite of its widespread implementation, school-based management has locally received only moderate attention in terms of stakeholder participation and the impact of stakeholder values on the school-based management process. In response to this, this research is an attempt to incorporate a strategy to conceptualise stakeholder participation in school-based management and assess the impact of stakeholder values on the school-based management process. This philosophical review of the literature on school-based management also aims at raising and answering some of the questions about stakeholder participation and stakeholder values in school-based management in South Africa, where educational reform is the norm rather than the exception (Marishane *et al.*, 2013: 115).

According to Marishane *et al.* (2011: 14) the shift in decision-making authority may be direct or indirect, full or partial, targeted or inclusive and radical or progressive, depending on the political and economic circumstances of the country.

- **Direct or indirect decision-making authority.** Direct decision-making authority manifests itself when the central office devolves all decision-making powers over the use resources directly to the school, bypassing all the administrative levels below the central office. Indirect decision-making authority occurs when decisions over the use of resources are delegated to one or more administrative levels before they reach the school.
- **Full or partial decision-making authority.** Full decision-making authority occurs when a school is empowered to exercise full authority in the use of all resources devolved to the school. Charter schools in the US are example of this trend. Partial decision-making authority occurs when the school is given powers of control over some sources, while the central office retains powers over other resource, so that a distinction between the functions of the state and the responsibilities allocated to the school becomes clear cut.
- **Targeted or inclusive decision-making authority.** Targeted decision-making authority occurs when the state devolves authority to specific groups or individuals

within the school who become beneficiaries of SBM reform. These beneficiaries as targeted groups or individuals may be principals (administrative control), teachers (professional control), parents or community (community control), or teachers and parents (balanced control). Inclusive decision-making authority occurs when principals, teachers and parents are equally empowered to play an active role in decision-making as a collective, such as an SGB or council.

- **Radical or progressive decision-making authority.** Radical decision-making authority manifests itself when within a short period schools are given full self-managing powers over a wide range of issues including the curriculum, budgets and personnel. A known example here in the Australian state of Victoria which, within a period of less than two years of its educational reform initiative, saw more than 1 700 government schools becoming self-managed, controlling their own budget which covered 90 per cent of expenditure, with school principals exercising the authority to appoint staff. Devolution of decision-making authority to schools becomes progressive when, for strategic reasons, the increase in responsibilities given to schools for the use of resources takes place over a long time, starting with a decentralisation of a few powers and responsibilities that gradually increase over time (Marishane *et al.*, 2011: 14).

SBM is applied in many education systems across the world under such descriptors as “site-based management”, “self-managing school”, “self-determining school”, “section 21 school”, “charter school” and “grant-maintained school”, involves systemic devolution of decision-making authority from the district to the individual school site. The main objective of this approach is to improve the quality of education by relocating decision-making powers and control over key areas such as finance, personnel, resource allocation, the curriculum and in some instances assessment to the local school community of teachers, principals, parents, learners and other parties with a close connection to the school (Marishane *et al.*, 2011: 15).

Marishane *et al.* (2011:16) state that improvement of the quality of education as an objective pursued through SBM is a contentious issues. They indicate that some researchers argue that, so far, research-based evidence is yet to be found of a direct causal relationship between self-management and learner achievement or outcomes, others argue that direct and indirect relationships do occur (Caldwell, 2002).

On the other hand, the beneficiaries of SBM seldom enjoy full decision-making authority over all resources devolved to the school. Some countries like El Salvador and New Zealand have given schools the authority to recruit, select, hire and fire staff, in other countries such as South Africa, the authority given to schools with regard to staffing is limited to schools with regard to staffing is limited to recommendations to the central authority on who should be employed. In South Africa, the state has the final say in the area of staffing.

According to Marishane *et al.* (2011: 16), the key elements of SBM include the following:

- Decentralised management (characterised by delegation of power and authority and sharing of ideas and responsibilities).
- Active participation of stakeholders (parents, learners, educators and non-educating personnel) in decision-making and implementation of the decisions.
- Accountability for decisions taken and subsequent actions.

- School-based human resources development (emphasising professional development planning).
- Goal-directedness and creation of a sense of purpose (pursuit of improved quality of education).

## 2.6 School Principal as a Governor: Political Leadership Dimension

Marishane *et al.* (2011: 40) argue that one of the key elements of educational decentralisation is the establishment of an SGB which, among a variety of formalities, is intended to democratise and give political legitimacy to SBM. The SGB is a democratically elected school-based management structure whose members are drawn from various constituencies of parents, learners, teachers and ordinary local community members. As a broad-based multiparty structure, the SGB has created an opportunity for both professionals (educators) and laypeople (parents) to engage actively in meaningful dialogue and joint decision-making aimed at school improvement. For effective participation, each of the components of the structure has its own set of responsibilities and functions that culminate in collaborative decision-making. SASA, No 84 of 1996 (DoE, 1996) places the responsibility for the governance of schools on the governing body and the responsibility for the professional management of schools with the head of the provincial department of education. The SGB structure plays an important political role as a policy makers in various school performance areas. Schools Act (DoE 1996) outlined the roles and functions in section 20 (1) (a) as follows :

- The major role of SGB is to promote the best interests of the school and to strive to ensure its development through the provision of quality education. This is supporting the principal, educators and other staff of the school in the execution of their professional functions.
- The SGB is required to develop vision, mission statements and the schools policies and the best way of achieving this is by engaging in school development planning. It direct the SGB to draw up and amend school development plans, principal and SMT must be, charged with the responsibility of ensuring the initiation of development planning as well as its implementation.
- They include ability to maintain and improve the school's property that is administering and controlling the school property, buildings and grounds occupied by the school.
- Since all schools receive public funds, SGBs must disclose to all stakeholders plans showing where the funds come from, what they were intended for, what they will be used for and when and how they will be used. It must also be disclosed how and when the funds were used and who benefited from such utilisation. That is to draw annual financial statement and presented to parents during AGM.
- To determine the extra-mural curriculum of the school choice of subjects options in terms of provincial curriculum policy.

The Department has linked that policy framework to the South African Standard for School Leadership (SASSL) (DoE, August 2005), which clarifies exactly what the education system now expects of its principals. These documents are explicit in stating that school management and leadership are primarily about making sure that the teaching and learning

process, as the main purpose of the school, is managed competently and effectively for the benefit of all learners. The standard identifies six key areas of principals:

- Leading and managing the learning in school.
- Shaping the direction and development of the school.
- Assuring Quality and security Accountability.
- Developing and empowering self and others.
- Managing the school as an organisation, to be responsible for the day-to-day professional management of the school.
- Working with SGB and for the community.

The political leadership of the principal can be described in terms of the principal as a member of the SGB. In this structure the school principal usually serves as a non-voting, ex-officio member who nonetheless plays an important political leadership role, which forms the first dimension (governor). Such a role involves giving members of the structure support, guidance and direction informed by professional expertise, which ensures that relevant, genuine, reliable and advanced information needed for leadership is accessed.

## **2.7 Summary**

This chapter reviewed existing literature on participation of SGB in SBM. The chapter gave a hypothetical foundation establishment for the investigation of SGB cooperation in SBM. From the different composition it wound up plainly obvious that the contribution of SGB, SMT, parents in this current rebuilding activity is basic. It would appear that schools should grasp this pattern in the event that they need to enhance or to stay aggressive schools in future.

Chapter three gives a cleared and detailed methodological method that was adopted for carrying out the study. The chapter also discussed participation of SGB in the school context in relation to the strategies needed to administer efficiently and effectively

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

In chapter two the participation of school governing bodies (SGBs) in school based management (SBM) was discussed through extensive review of relevant literature and theoretical framework. The theoretical framework which serves to explain practice and provide managers with a guide to action was presented. Chapter three gives a detailed exposition of the research design and methodology of the investigation as intended by the study.

This research made use of qualitative research design. As part of the qualitative research methodology, the following data collection techniques were used, namely semi-structured interviews and document analysis. This chapter describes the interviews with selected participants on the general governance of schools, as well as the results of scrutinising their documents and record keeping procedures.

#### 3.2 DESIGN

According to Wills (2007: 196), design is used in research to refer to the researcher's plan of how to proceed. Design decisions are made throughout the study at the end as well as the beginning. Burns and Grove (2003: 195) define a research design as a "blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". They further say that it is a systematic subjective approach used to describe life experiences and situation to give them meaning (Burns & Grove, 2003:19). It is a plan that describes how, when and where data are to be collected and analysed. It is the researcher's overall for answering the question or testing the research hypothesis.

Creswell (2007: 51) explains that the process of designing a qualitative study emerges during inquiry, but it generally follows the pattern of scientific research. The term research design according to Creswell (2007: 249), refers to the entire process of research, from conceptualizing a problem to writing the narrative, not simply the methods such as data collection, analysis and report writing.

Interview and documentation were used to gather data in a real-life setting in this study. The research design included the selection of participants (size of the sample and sampling procedures), the research instruments namely interview and documentation analysis and the processing of data. The researcher collected extensive data on the individuals on which the investigation was focused. The data included documents like past records like SGB's minutes from 2015 to 2017, school finance policy and school code of conduct for learners. The researcher spent an extended period close to 2hours for two days in each school and interact with people being interviewed.

##### 3.2.1 Design process

According to Henning (2004, in the design process the researcher explains why he or she investigates in certain methods and gives the reasons why participants were sampled in a particular way. The design does the following:

- mentions the methodology of the design;
- mentions how the data will be analysed, he or she therefore argues the reasons for analysing data according to a certain paradigm;
- defines the data management procedures that will be applied in the study; and
- states what he or she will do with the set of analysed data and mention the literature, if any, that will be used in the final interpretation and discussion of the data

### **3.3 RESEARCH METHODOLOGY**

According to Willis (2007: 229), method is used to refer to a particular procedure for collecting and analysing data. For the same reason, methodology is used in discussing the broad principles and guidelines that orient our investigation work. If those meanings are applied to the participation of SGBs and SBM in Mafikeng AO in this chapter, the chapter would be a recipe-like description of specific research methods. Many qualitative research methods make little sense unless the broader methodologies and paradigms in which they are imbedded are understood (Wills, 2007: 229).

The methodological design is the logic through which a researcher addresses the research question and gained data for the study. Research methodology encompasses the complete research process, the research approaches, procedures and data- collection or sampling methods used ( McMillan & Schumacher, 2009 : 108).

Brundrett and Rhodes (2014: 13) explain methodology as the broad system or body of practices and procedures that will be employed to investigate a set of phenomena, and methods as the actual analytical approaches that will be employed in the research process. This design should describe the methods for conducting the study, including when, from whom and under what condition the data is gathered.

In order to collect sufficient data to answer postulated research questions, both literature study and empirical investigation based on qualitative research design were undertaken. The researcher consulted literature which is relevant to the topic. This was done to provide a critical synthesis of what has already been written on the topic.

#### **3.3.1 Qualitative research method**

Qualitative research method was chosen for this investigation. The qualitative method seeks to understand human and social behaviour from the "insider's" perspective, that is as it is lived by participants in a particular social setting like school or group (Ary, Jacobs & Razavieh, 2002). The ultimate goal of this method is to portray the complex pattern of what is experienced it can understand it (Ary *et al.*, 2002).

Qualitative research took the view that all human life was experienced and indeed constructed from a subjective point of view and that social research seek to elicit the 'meaning' of events and phenomena from the point of view of participants. In qualitative research experience has shown that although all data is coloured by the meaning which the data provider attaches to them a meaning which may not be fully shared by the researcher, such data is nevertheless the rational outcome of the way the research participant sees the world. Although it may not always be known in full depth what a participant means, what they say has to be accepted, from the basis of our own world view.

According to Willis (2007: 196-197,) a qualitative method is more like the loosely scheduled traveller than the traveller who makes detailed plans, with all the stops and routes set in advance. Investigators may enter the research with some idea about what they will do, but a detailed set of procedures is not formed prior to data collection. Bogdan & Biklen (2006 :2 ) further say qualitative research is an umbrella concept that includes several research strategies. Research strategies are flexible combinations of techniques to obtain valid and reliable data. Qualitative methods emphasise aspects of meaning, process and context; the “why” and the “ how “, rather than the “ how many “. Qualitative research has an unravelling capacity to generate data that richness, depth nuance, context, multi-dimensionality and complexity.

The general characteristics of qualitative research is summarised as follows: It is adapted from Ary *et al.* (2002: 110).

**Table 3.1 Characteristics for qualitative research**

<b>Characteristics</b>	<b>Description</b>
Concern for content	<ul style="list-style-type: none"> <li>• Human experience takes its meaning from social, historical, political and cultural influences.</li> <li>• Reality is socially constructed and constantly changing.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• To understand social phenomena of multiple realities from respondents' perspectives</li> </ul>
Rich narrative description	<ul style="list-style-type: none"> <li>• Data are in the form of words</li> <li>• Subjects' experiences and perspectives</li> <li>• Detailed context-bound generalisations</li> <li>• Rich detailed description</li> <li>• In-depth</li> </ul>
Sample	<ul style="list-style-type: none"> <li>• Small non-random and purposeful</li> </ul>
Method	<ul style="list-style-type: none"> <li>• Interviews</li> </ul>
Natural setting	<ul style="list-style-type: none"> <li>• Takes place in natural setting</li> <li>• No attempt to manipulate behaviour</li> <li>• No artificial constraints or controls</li> </ul>
Human instrument	<ul style="list-style-type: none"> <li>• Researcher is the primary agent for the gathering and analysis of data</li> <li>• Studies human experiences and situations, require an instrument to capture complexity of the human experience</li> <li>• Becomes immersed in social situation</li> <li>• Relies on fieldwork methods</li> </ul>

Emergent design	<ul style="list-style-type: none"> <li>• Design emerges as the study proceeds</li> <li>• Self-questioning throughout research in order to think critically-reflexive acts</li> <li>• Flexible and evolving</li> <li>• Interaction and developmental</li> </ul>
Inductive analysis	<ul style="list-style-type: none"> <li>• Data collection and data analysis take place simultaneously</li> <li>• Holistic form of recurring patterns</li> <li>• Proceeds from data to hypothesis to theory</li> </ul>

### 3.3.2 Site selection

As it had been planned that two primary schools out of 56 primary schools would be included in the investigation of participation of SGBs in SBM in Mafikeng Area Office the choice was only done in public primary schools. The two schools were from a rural and a township. Five participants from each school were expected to take part, this meant that the total members of participants would be a maximum of ten participants.

The researcher used purposive sampling method to select two schools and from two schools, one rural and one township SGB members that is chairperson and treasurer, principals, school management team members and educators in each school in Mafikeng Area Office. This method was favoured for its simplicity, unbiased nature, and its closeness to fulfilling the major assumption of probability, namely that each element in the population stands an equal chance of being selected (McMillan & Schumacher 2006 & Kumar, 2010).

#### 3.3.2.1 Participant selection

The participants in this investigation were the parents of the learners in the schools, that is the chairperson and the treasurer, the principals who acted as ex-officio member on the SGB, the educators and SMT member of the schools. The participants from the two schools were selected in the following manner, one principal per school, a chairperson and treasurer per school, a member of SMT per school and an educator per school. From both schools ten participants were selected.

The type of sampling design followed in this investigation is purposeful. It is also known as judgmental. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions (Lund Research 2012). Accordingly, the respondents that were selected for this investigation were members who were currently serving on the school structure came from schools in Mafikeng Area Office in the Ngaka Modiri Molema District.

White (2003: 58) distinguishes between single stage sampling design and multiple stage sampling design. The single-stage sampling design is applied when the researcher has access to names in the population and can sample the people directly. In multi-stage

sampling design, the researcher first samples groups or organisations or cluster, obtain names of individuals within each group or cluster and then samples within the cluster.

The participants in this investigation represented the respective groups of SGB members, principals, members of SMT and educators from the selected schools. The parents' body in the two schools were included in the research. This ensured that the research is more representative as it covers a reasonable area in the Mafikeng Area Office. The total of ten participants were selected purposefully.

White (2003: 58) describes a sample as a group of subjects or situations selected from a larger population when writing the research proposal or dissertation, the researcher is supposed to specify the characteristics of the population and the sampling procedure.

### **3.3.3 DATA COLLECTION STRATEGIES**

Two methods were used to collect data after which the collected data was analysed and interpreted in the attempt to answer the research questions. A research instrument is a tool used to collect data. An instrument is a tool designed during the focus participants' discussion. Obtaining data from participants with different experience prevent information bias and this increasing credibility regarding the information.

Interviews are one of the most common forms of qualitative research methods (Flick, 2004). Wills (2007) explains that the world view within which you are conducting research plays a defining role in how you prepare for the interview, who you structure the interview, and how you interpret the data. One way of organizing your thinking about the different types of interviewing that are possible is to look at the degree to which they are structured. Much of the literature on interviewing is about how to conduct very structured interviews. Interview stress a natural expression of the life world favour open or semi-structured interviews.

#### **3.3.3.1 Interview**

Wills (2007: 245) emphasizes that interview may be highly structured, semi-structured or open. Structured interviews and survey that ask participants to select answers to questions from a list of options are common tools for the post positivist researcher. The idea is that if enough efforts is invested in writing good interview questions, the interview should capture some of the reality of the situation Wills (2007: 246).

The in-depth interviews were conducted with ten participants from the two public primary schools. The principals were chosen according to purposeful or judgemental sampling, the aim of which was to locate information rich individuals that is those who are likely to be knowledgeable and informative about the phenomena under investigation (Wills 2007: 246). However, the reasons for using such an approach is not merely a lack of ability in other methods since interviews have a lot to commend them for use in many types of research project.

**Table 3: 2 Details of the schools included are summarised in the following table:**

School	Type	Location	Feeder area	No. of learners
A	Primary	Rural	Neighbourhood rural areas/villages	524
B	Primary	Township	Neighbourhood villages and few from township	635

The interview was developed to gather information from selected SGB members on their views regarding whether there is a relationship between their appointment and the tasks they do, what type of tasks they carry out, whether they are trained for school governance and what are the alternative methods of improving their governance and management knowledge and skills. For this study, a semi-structured interview was the best option as it could accommodate the parents in the SGB who were not literate.

The focus of the interview revolved around the following major questions:

1. What are the roles and responsibilities of SGBs in SBM?
2. What strategies can be adopted to encourage effective participation of SGBs in SBM?
3. What might be the factors that prevent the participation of SGBs?

Brundrett and Rhodes (2014: 78) have noted that, interviews are helpful since knowledge is often generated between humans through conversations. This is relevant to schools, colleges and Universities since such institutions are fundamentally social in nature, and their activities relate to personal relationships that are built up in meetings staffrooms, office and so on. Silverman (2004: 104) explains that interview is an intense experience for both parties involved. An interview is a flexible, interactive and generative tool to explore meaning and language in depth. The interview generates much information that can be used to provide insight of the respondents experiences.

McMillan and Schumacher (2006: 42) state that the in-depth interview merely extends and formalises conversation and is often characterised as a conversation with a goal. The open-ended nature of this research method allows the respondents to answer the questions according to their own frame of reference. The in-depth interview focuses on the individual. It provided an opportunity to address complex experiences and investigates each principal's personal perspective using a range of probes and other techniques to achieve in-depth understanding of the personal context within which the research phenomenon is located. This type of data collection method generated data that adds richness, depth and roundedness to a study. The researcher and principals interacted intensely, allowing for detailed subject coverage, clarification and understanding of motivations and decisions, and also generative in the sense of creating knowledge or thought. Structure was combined with flexibility and data were captured in their natural form. The data were voice- recorded for accurate transcription and analysis.

**Table 3.3 The key features of the interviews are summarised as:**

Features	Description
Researcher	<ul style="list-style-type: none"> <li>• Plays a key role in development of data and meaning</li> <li>• More concerned with process than outcome</li> <li>• Capture perspectives accurately</li> </ul>
Data	<ul style="list-style-type: none"> <li>• Data is descriptive in the form of words</li> <li>• Includes field notes</li> <li>• Theory is grounded in data</li> <li>• Directions of research is determined after data is collected</li> <li>• Make use of different techniques, strategies and procedures</li> <li>• Responses are probed and explored to achieve depth of answer in term of penetration, exploration and explanation</li> <li>• Researcher responsive to relevant issues raised spontaneously.</li> <li>• Structure is flexible</li> <li>• Interview guide/ schedule sets out the key topics and issues to be covered.</li> </ul>
Interactive	<ul style="list-style-type: none"> <li>• Material is generated by interaction and collaboration between researcher and interviewee</li> </ul>
Generative	<ul style="list-style-type: none"> <li>• Creates new knowledge and engenders clear thinking</li> </ul>
Explanatory	<ul style="list-style-type: none"> <li>• Explores respondents perspectives for example reasons, feelings, opinions and beliefs</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>• Use of quotations helps to illustrate and substantiate analysis</li> <li>• Analyses data inductively</li> </ul>
Aim	<ul style="list-style-type: none"> <li>• To achieve depth and coverage across key issues</li> </ul>

Adapted from Bogdan and Biklen (2006).

An interview guide, different techniques, strategies, procedures to make the interviews as flexible as possible was used. Familiar settings allowed for interaction to take place between the interviewee and the researcher.

- **Interviews with nominated principals, members of SMT and educators**

Interviews were conducted with two selected schools principals, members of SMT and educators as is explained in the participation selection in this chapter. As anticipated, these were literate people and professionals that were able to participate spontaneously in the semi-structured interviews (Van Wyk, 2004: 50). The principals, members of SMT, educators from the Mafikeng Area Office were interviewed in their original settings, namely at the schools where they taught. The researcher was the facilitator of the focus group interview. As a results she made appointments. The appointments fell during the day after 13hours when times did not clash with their school schedules. It must be noted that it was important for researcher not to disturb the teaching and learning activities of schools while conducting this investigation.

- **Interviews with nominated chairpersons and treasurers**

According to South African Schools Act No 84 of 1996 (DoE, 1996a 18 and 20), the chairperson of SGB occupies the most central position in the SGB and must be a parent of a learner in the school irrespective of gender, race, or religion. This position gives the chairperson a certain status and power in the sense that he or she can be influential in the decision-making process of the SGB.

The researcher had to make an appointment with targeted group through their respective schools. The appointments were made in advance. For the parents who were not there at schools on the agreed times, the parents had to come after hours in some instances over the weekend. The researcher introduced herself to the participants to establish rapport. The two chairpersons were not sufficiently literate to handle the interview questions. The logical option was to select semi-structured interviews for this investigation. In this regard, the interview questions were adjusted to suit the level of literacy of the two participants. In some cases, the questions were translated into their home language to suit the participants. This made the research more comprehensive because participants were able to participate fully.

The treasurers of those schools cannot cope with the prescriptions regarding their required responsibilities as stipulated in the South African Schools Act No 84 of 1996 (DoE, 1996 a: 4). Two parents as treasurers were interviewed. The semi-structured interview was the appropriate choice, because they too were not that literate and depended on the translated version of the interview schedule to be able to understand the questions and made the interview more comprehensible and easy for them to understand.

### **3.3.3.2 Document analysis**

Documents analysis is a method of qualitative inquiry which can often be used alongside the various other methods available to research. The use of documents analysis help to confirm or extend particular points within an argument, to complex studies intended texts. Documents can constitute items of evidence within a large evidential based or form the subject of a research investigation in their own right (Brundrett & Rhodes, 2014). The use of documents analysis allows researcher to interpret what is being said as well as how it is being said and offer an explanation. For these reasons it was ethically necessary that permission was requested and obtained to access and analyse documents from the two

selected schools. The documents analysis was used as a systematic way to analyse trends and patterns in documents and confirm some information from the interviews.

For the purpose of this study, documents included are minutes of the SGBs from 2015 to 2017, school finance policy, constitution of the SGB and school code of conduct for learners. Permission was requested and granted from the participating schools to peruse the documents. The documents that were analysed will be discussed next paragraphs.

- **Minutes of the SGB meetings**

The minutes of a meeting form an integral part of every committee as they provide a record of important discussions undertaken and decisions agreed upon for their implementation. The minutes of SGB meetings were requested for perusal, subsequently, the minutes from two participating schools were drawn and studied. The minutes are a reflection of every committee meeting but are kept confidential to a large extent. Therefore, special arrangements were made to access the minutes. They were studied in the presence of the chairperson, as some schools would not allow their minutes to be copied or removed from the premises.

- **School finance policy**

Section 37 of the South African Schools Act No 84 of 1996 (DoE, 1996 a:24) emphasises that the school governing body (SGB) is responsible for all the money collected by the school. The SGB must therefore establish a school fund intended for opening and maintaining a bank account. The school finance policy of each school must comply with South African Schools Act No 84 of 1996 (DoE, 1996). School fund is all the money collected by the school through school fees or voluntary contributions. The school fund is then deposited in a bank account that is opened associated with the school.

The financial records of the schools visited were kept in strict confidentiality. The access to school finance policy was arranged with the chairperson and the treasurer of the SGB of the participating schools. The financial records were perused and discussed with the treasurer and the chairperson or the financial committee where is existed. The discussion focussed on how school fees were collected and recorded, for what purpose and how the money was used and also on the SGB's role with regard to control of finances of the school.

- **School Code of conduct for learners**

Section 8 of the SASA No 84 of 1996 (DoE, 1996a: 8) emphasises that all public schools must adopt a code of conduct for learners in consultation with the learners, parents and the educators of the school. The purpose of the code of conduct for learners in terms of this Act (DoE 1996: 8) is to establish a disciplined and purposeful school environment, which is committed to the improvement and maintenance of the quality of learning process. Access to this document was arranged with the chairpersons of the SGBs taking part in the research project. In addition information was obtained on the drawing up and implementation of the code of conduct.



### **3.3.4 DATA ANALYSIS**

The qualitative data consisted of transcripts of the interviews with the principals, SGBs members, members of SMT as well as the comments of educators elicited by interviews. The analysis of this data which Hatch (2002:148) refers to as a systematic search for meaning – initially consisted of reading and rereading the transcripts of the interviews and the comments elicited by documents analysis. The participants were of specific interest to this investigation. The semi-structured interviews included questions based on the performance of the school and participation of the school SGBs in terms of teaching and learning and participation of the SGBs in SBM. Specific documents and other bits of data were examined for the specific meanings that their interpretation were scrutinized for the study more broadly than a single piece of information. Thereafter, relevant extracts of the collection of data were highlighted and group under themes. Facts were arranged in a logical order. Many separate pieces of information from the two different schools must all point to the same conclusion. These were subsequently clustered into categories. Extracts selected from the raw data was either paraphrased or quoted to illustrate tendencies (Hatch 2002: 148).

### **3.3.5 TRUSTWORTHINESS**

Trustworthiness and ethics were assured by requesting the participants to sign consent forms to protect participants from being exposed in public or in print and to protect them against the violation of their privacy. This was also emphasised by encouraging participant to express their views in their own words and if possible to use their own Home language or mother tongues and those interviews will be later translated into English.

### **3.3.6 RESEARCHER'S ROLE**

The researcher played the following roles in this study requesting for: permission from the Mafikeng Area Office, schools site visits, meeting the selected participants, conducting semi-structured interviews and data analysis.

The researcher obtained a letter from the University to request permission from the Department of Education, Mafikeng Area Office to conduct research in two primary schools. The indicated the research subject is the objective of the study. The researcher paid personal visits to the two selected school to inform the principals that their schools had been randomly selected for the research. The letter from the Area Office to give the researcher permission to conduct research in their schools were hand delivered to the principals, these letters also requested for permission of the selected participants to participate in the research.

The researcher relied on her experience as an educator to deliberately obtain participants to the study. The researcher approached the participants, introduced herself and informed them about their selection, requested them to participate in the research and briefed them about the objective of the study. The researcher arranged dates, suitable time and duration of the semi-structured interviews. The selected participants were requested to sign letters of informed consent.

The interviewer at all times was patient and got a positive response from the ten selected participants. During semi-structured interviews with each selected participant the researcher took notes and recorded answers also used voice –recorder in some instances in each school. After all the interviews and documents analysis the respondents were thanked for their time and efforts for taking part in the research.

### **3.3.7 ETHICAL CONSIDERATIONS**

Ethical consideration or clearance is an important component of all research. White ( 2003: 84) defines ethic as a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondent, employers, sponsors, other researchers, assistants and students.

Mestry (2006: 30) points out that behavioural expectations include ethical standards such as confidentiality, participants anonymity voluntary participation as well as honesty in reporting.

In this study, permission was obtained from all the participants as well as from the various stakeholders. All parties were informed of the aims of the research project, the research methods that were to be used and the possible publication of results. Participants were given a guarantee regarding the confidentiality of any information divulged by them and they were assured that their anonymity would be respected. The participants were also given an option to withdraw from participating in the research project whenever they felt uncomfortable during the process. Every effort was made to clarify details about which there were any uncertainties.

### **3.3.8 SUMMARY**

The focus of this chapter was on the empirical research design and methodology of study. The research was designed to reach all the participants necessary for the study, namely the parents component of the SGBs the SMT members, the educators and principals as ex-officio members. A qualitative research design was the logical option for this research study. Only ten selected participants were selected in the Mafikeng Area Office for this study. In order to do proper research to assess the participation of SGBs in SBM, data collection techniques such as semi-structured interviews and document analysis were employed to answer the research questions in the natural setting of the participants.

It was necessary to give a clear explanation to the SGB that documents had to be analysed to supplement the interviews to ensure that objective findings for the study could be obtained. The consistency and reliability of the research was ensured by the literate and illiterate groups in the study contained similar questions for the semi-structured interviews. Finally, the researcher compiled a report based on the information obtained from the analysed documents. The next chapter, the findings that resulted from these research procedures will be discussed in detail.

## CHAPTER 4

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 INTRODUCTION

Chapter three gave a detailed research design and methodology, information gathering techniques and information investigation of the study. There was also detailed discussion on the site selection and participant selection. Chapter three also included the trustworthiness, researcher's role and ethical considerations of the data collected. An attempt would be made during the discussion in chapter four to link findings of this investigation with post existing relevant literature. In chapter four the collected data are presented and research findings are given and will be discussed.

Two methods of data collection were used primarily in this research: namely semi-structured interviews and document analysis. The two data collection methods form an integral part of this research since these methods explore the real life situation of the participation of SGBs in school based management (SBM). The findings of this research are based on the procedure outlined with regard to the qualitative research methodology.

#### 4.2 LITERATURE STUDY FINDINGS

According to Rossman and Rallis (2017: 39), the primary aim of having a literature review is getting clear about your perspective can be fostered by exploring what others have written about the topic and how you feel about it. First, voracious reading is crucial. The researcher needs to know what others have discovered so that the wheel is not reinvented. Read, think about the reading and then do more reading.

- Read previous research on the subject;
- Read social science theories about subject;
- Seek out contrasting viewpoints; and
- Identify the issues and critically examine their relevance.

The most important primary and secondary sources are outlined below as it was pointed out in chapter 2 paragraph 2.3, the legislative basis of school governance in South Africa.

- From a lawful perspective, the reason for South African Schools Act No 84 of 1996 (DoE 1996) was to set down guidelines for the popularity based administration of schools. An essential advancement was the arrangement of just parental cooperation through the SGBs for every government funded school. As result SASA laid out the forces and obligations of different individuals from the school group as for school administration (Makrweide, 2012: 13).
- SASA also ordered that all open state schools in South Africa must have demographically chosen SGBs every three years .Guardians should be the larger part in the SGB and chairperson of SGB should come from the parents representative.

- According to Smith and Oosthuizen (2013: 235), Section 28 of the SASA in the same paragraph 2.3, provides that the following categories of members must be represented on the SGBs of ordinary public schools:
- Parents of learners at the school (elected members);
- Educators at the school;
- Non-educator staff members at school;
- Learners in Grade 8 or higher at the school (must be elected according to provincial Guidelines);
- The site manager, in his or her official limit (as an ex-officio member); and
- Co-opted member (external stakeholders possessing special requisite expertise).

#### **4.3 PRESENTATION OF RESULTS**

According to Leedy and Ormrod (2010: 291) bringing a research off to its rightful conclusion involves writing a report that is faithful, but also finds meaning in those data. The research report is a straight forward document that sets forth clearly and precisely what the research has done to resolve the research problem.

- The principal, in his or her official capacity (as an ex-officio member)
- Co-opted member (external stakeholders possessing special requisite expertise)

In paragraph 2.3.1 of accountability Smit and Oothuizen (2013: 265) explain that one of the reasons for regular SGB decisions is to ensure accountability of members of governing bodies. The SASA of No 84 of 1996 (DoE 1996) also contain legal prescriptions to compel financial austerity. For instance:

- The financial records of every school must be audited annually and every schools budget must be approved by the parents during the annual general meeting.
- Similarly, the principal, management team and school leaders maybe called to account by the SGB.

Early and Weindling (2004: 124) explain that there is a view, held by some heads, that governing bodies are yet another level of accountability, leading to meeting, reports and work and that their role should be drastically reduced as the benefit they bring to school is outweighed by the work they generate.

In this chapter the researcher gave a broad picture of how research was conducted and to make the research more reliable and valid. It also explains the various roles played by the participants, namely:

- The parents components (chairpersons & Treasurers);
- School management team members;
- The principals; and
- Educators.

Rossman and Rallis (2017: 238) explain that the researcher might perform the minor editing necessary to make notes retrievable and generally clean up what seems overwhelming and unmanageable. They further explain that when presenting findings it must, however, be comprehensible, so that readers can easily grasp what the researcher has done and found.

The selected schools were visited in order to interview SGBs and all selected participants. The two schools visited gave the researcher an opportunity to analyse documents pertaining to the governing body meeting, school financial policy, code of conduct for learners and to conduct semi-structured interviews with the selected participants.

The interview were led on various days for the different participants. The chose principals were met at their two particular schools in places that were dispensed by the school principals. The meetings were led with schedule questions in English except for those who chose to respond in their mother tongue which is Setswana and a little bit of English. The participants found the approach very user-friendly and participated excellently.

#### 4.3.1 FOCUS GROUP INTERVIEW

The participants were categorised into two groups principal and focus group in each school. The researcher was using holistic analysis of the interview data, she wrote each participant and clustered them into two groups. The principals however were not interviewed with the focus group from both schools. They were related to one another as follow:

- Two principals from both schools in rural and township ; and
- Focus group which consisted of two SMT members, educators, chairpersons and treasurers all from both schools in rural and township.

The total selected participants were ten. Responses from all the five interviews were put together and numbered.

- The purpose of this focus group interviews is to determine the level of participation of SGB in SBM in Mafikeng Area Office. This focus group or selected group participants give a brief summary of factors influencing or not influential to participation of SGBs in SBM. The participants were asked ten similar interview questions were asked and they give their perceptions. Transcription of data for detected participants were presented in a table with codes as follows:

Table 4.1 List of selected participants.

Code	School Settlement
(1) principal school A	Township
(2) principal school B	Rural area
(1) member of SMT school A	Township
(2) member of SMT school B	Rural area
(1) chairperson school A	Township
(2) chairperson school B	Rural area
(1) treasurer school A	Township
(2) treasurer school B	Rural area

(1)educator school A	Township
(2) educator school B	Rural area

The meetings were directed on four distinctive days for the selected participants. As indicated above, the interviews were conducted at their respective schools. The voice-recorder was used in the interviews. Similar semi-structured interview questions in the same sequence were used to reduce biasness. The inquiries were rehashed where the members did not comprehend the questions.

The reaction to one inquiry were gathered under the inquiry that was solicited and the coded names of selected participants together as clustered with their reactions were composed beneath the inquiry. Coding refers to the way toward gathering interviewees that unites comparable ideas. The researcher experienced the gathered information during interviews and get an unmistakable comprehension of what the participants were attempting to tell.

#### 4.3.1.1 Transcription of data for principals

##### Question 1

##### **How is the working relationship between SGB and SMT ?**

One principal: *"Yeah, in most cases parents would try to show that healthy relationship with SMT even though they seldom came to school sometimes they don't come to meetings"*

The other principal: *"Their cooperation, commitment and interest shows good relationship with SMT even though they (SGB) are not that much informed"*

The interviews with two principals in this research revealed that plenty mistakes were being made regarding the governance of two schools and the coding of meetings. Van Wyk (2004:51) stresses that principals tend to use their professional powers and expertise to influence decisions made by school governing bodies. The confidence expressed by these two of respondents gave the impressions that they were reasonably knowledgeable about school governance matters. The principal also think that is another way of showing good working relationship with SGBs.

##### Question2

##### **Is the SGB and SMT working closely together towards common purpose of ensuring that there is teaching and learning in school?**

The principal of SB: *"They (SGB) don't have no education which makes things difficult sometimes"*

*"Some did not go beyond grade 7 or 8 at school"*

*" We (Principals) run schools alone, all their responsibilities are on our shoulders" which has an impact on the governance of the school"*

As has already been mentioned, the level of education of parents is low. Baloyi (2002: 23) declares that illiteracy has a negative impact on education provision, and it also impacts contrarily on the performance of parents within the SGB. If parents cannot read and write,

they have a serious problem concerning the implementation of various policies. They also have a major problem with reading and understanding documents before appending their signatures to them.

### Response from SB

The majority of rural parents from selected school and other schools around did not go beyond grade 7,8 or 9 at schools. Apparently they were raised by their grandparents because their biological parents were not staying with them, as they were staying in township or units as domestic workers. Both parents and grandparents appeared to have only a vague idea concerning, what happened to their children when they were at school. According to the parents, the educators took "care" of their children when they were at work.

### Question 3

**Are the school policies and procedures clearly communicated and accessible to learners, educators, SMT and SGB?**

*"It is not easy to easy to involve the parents, lack of resources make it very difficult to communicate , to access information to SGB it is not easy."*

*"Even educators find very difficult to attend emergency training or meetings when called during the day".*

The principal of School B: *"Our rural school is staff with well-qualified educators who are capable of improving the state of parents in this village."*

### Respondent Principal of SB

The rural school find it very difficult to involve parents as they lack resources like telephones, faxes and photocopy machines for letters. Educators in the rural area also find it very difficult to attend emergency training or meetings called during the day due to lack of transport and telephone. Those having cell phones encounter network problems. This rural school is staffed by properly trained of qualified educators capable of improving the state of parents involvement in their school.

### Question 4

**Is the code of conduct for learners developed, clear and implemented?**

*"Different committees were formed to develop all different school policies like code of conduct for learners for the sake of progress because it is very difficult to meet and develop these policies". "We found it very easy and we present it to members of SGB before taken to parents for adoption and educators scrutinise if but besides they (SGB) had trust in the SMT"*

During the interview with the focus group it was discovered that they (the school) do not realise the necessity of adopting a code of conduct for leaners in primary school.

### **Question 5**

**What is the involvement of the SGB in the development of school planning like the school Development plan?**

*“Even though they (SGB) don’t have any input but they agree with the suggestions and decisions we made and this makes our work easy.”*

### **Question 6**

**What is the involvement of the SGB and SMT in making efforts to ensure that the school has sufficient human material resources?**

*“They (SGB) are only involved in minor decisions, the important ones are usually made by the SMT, “ In the appointment of educators they only observe the process and they recommend”*

### **Question 7**

**Does the principal consult with the SGB before finalising decision and delegate effectively?**

*“We (principals) only consult with SGB before finalising decisions if they avail themselves” It is very difficult to find this people, they are hard to get”.*

### **Question 8**

**How often do SGB member visit the school, talk with educators and learners and observe some of the school’s activities?**

*“They (SGB) only came to school when call otherwise they don’t come to school easily.”  
“They only encourage educators or learners unless they are told to do that”.*

### **Question 9**

**How often does the SGB hold meetings and do they keep record of the decisions taken during the meeting?**

*“I don’t remember “ unless you call them as a principal for a meeting they ( SGB) cannot just call a meeting on their own.”*

*“We held one meeting per term unless there is an emergency meeting”.*

### **Question 10**

**How does the SGB handle the financial policy and draw the budget which is adopted by parents at Annual General Meeting?**

*“They (SGB) think the SMT are good enough to handle it and they (SMT) are the ones who prepare, the budget which is adopted by parents at AGM, “Some of the responsibilities are just too much for them (SGB) to handle”*

#### **4.3.1.2 Transcription of data for focus group**

The focus group consisted of two SMT members, two educators, two chairpersons and two treasurers were interviewed from both rural and township schools. The chairperson interviewed admitted that they deferred to the position and status of the principals. The above statement confirms what Van Wyk (2004: 52) regards as principals' high minded attitude towards the less educated parent component of SGBs.

### **Question 1**

**How is the working relationship between SGB and SMT?**

Respondent School B:

*"Parents do not come to meetings, so it is very difficult to have that working relationship"*

Respondent School A:

*"The SGB members and SMT tried several times to build that good working relationship but the parents always isolate themselves from SMT and SGB about their ability"*

### **Question 2**

**SGB and SMT work closely toward common purpose of ensuring teaching and learning in school?**

*"The SGB always liaises more with the principal than SMT and educators".*

*"That partnership shared always bring that sense of common purpose of ensuring teaching and learning".*

### **Question 3**

**Are the school policies and procedures clearly communicated and accessible to learners, educators, SMT and SGB?**

*"Some are accessible to SMT, SGB and learners if they school policies is direct to them in one way or the other".*

SMT member in School B:

*"I am not sure of that" I think the only people who have that opportunity are SMT".*

### **Question 4**

**Is the code of conduct for learners developed, clear and implemented?**

*"Committees were formed to draw school policies including code of conduct for learners".*

*"Opinions of SGBs are not taken or any input from SGB side was never considered, only SMT and educators draw it and it was taken to SGB to adopt it".*

### **Question 5**

**What is the involvement of the SGB in the development of school planning like the school Development plan?**

*"In school A all stakeholders were included".*

*"In school B things are only done by educators, SMT and the principal the same as code of conduct for learners".*

#### **Question 6**

**What is the involvement of the SGB and SMT in making efforts to ensure that the school has sufficient human and material resources?**

*"Involvement of SGB and SMT in ensure that has sufficient human and material"*

*"School A: Parents, SGB, SMT and educators work as partners".*

*"School B: Believe that everything must be done by the principal".*

#### **Question 7**

**Does the principal consult with the SGB before finalising decision and delegate effectively?**

*"We are not given that enough opportunity to take decisions actually not all decisions we are involved only in minor decisions , major ones are taken by principal".*

#### **Question 8**

**How often do SGB members visit the school, talk with educators and learners and observe some of the school's activities?**

*"Given time SGB encourages educators and learners especially in academic reports".*

#### **Question 9**

**How often does the SGB hold meetings and do they keep record of the decision taken during the meeting?**

*"Meetings are held quarterly and records are kept".*

*"SGB believe that all decisions taken by principal and SMT are good they (SGB) just rubberstamp".*

#### **Question 10**

**How does the SGB handle the financial policy and draw the budget which is adopted by parent at Annual General Meeting?**

*"The SGB, principal and SMT always exclude educators from making decisions that involve financial matters of the school" Educators are left out when financial decisions like budget and financial statement of AGM".*

*“Treasure of school B there is no need to draw up budget beca*

*use our money is too little we only have Government allocation parents do not pay anything because we are ‘No Fee School’.”*

#### **4.3.2 DOCUMENTS ANALYSIS**

The researcher ask for selected documents such as:

- **Minute of SGB meetings from 2015 to 2017.**

\*the number of meetings from 2015 to 2017 held per year as outlined in SASA.

\*resolutions recorded

\*sub-committees and their responsibilities

- **School finance policy**

\*how is developed

\*check if all stakeholders were involved in development of the policy

\*does it covers all the requirements

- **Code of conduct for learners**

\*procedures followed in the drawing and development of the code

\*procedures followed for dealing with misconduct (e.g. late coming, truancy and absenteeism

\*school rules

Analysis of documents may be the most interpretive in qualitative research. There is no specific guidelines for such analysis available. The researcher had to use her own techniques to analyse documents. One principal felt that perusing school documents is an interference as these documents are regarded as highly confidential, for example minutes of SGB meetings.

In an interview participants may more directly express meaning for events or school activities but with documents you must try to interpret meaning and make your own judgements about them. For example, the involvement of SGB in the development of school policies, or planning of school improvement or development plan it is not clear. The other participants felt or said they were excluded from decision-making. They were only given a copy without any explanation. The researcher learn that some information she got during interviews are contradicting the information found in documents.

Rossmann and Rallis (2017: 259) emphasis or support the above idea that analysis such documents involves high level of inference and interpretation than with interview or observation data. In interview, participants may more directly express meaning for events, but with material you must infer that meaning.

##### **4.3.2.1 Minutes of SGB meeting**

The researcher perused the minutes of SGB of both selected schools. She was checking if meetings were written, maintained and controlled as outlined in SASA No 84 of 1996 (DoE 1996). The following issues were looked at:

- The involvement of SGB in decision-making when resolution were taken.
- Do the issues discussed were part of the agenda
- The level of involvement of chairpersons in the planning and the running of the meetings of SGB.
- looking for evidence of how other members (parents component) are included in their deliberations and school activities.

In one selected school from the rural area, minutes were not available for the past two years 2015 and 2016 only minutes of two meetings for 2016. The researcher discovers that most of school activities and programmes been done according to the interviews said by SGBs, SMTs, principals and educators but there were no evidence in some cases, no record kept in minutes. In one selected school there were trace of minutes of the past two years they were written and kept safe. That was the evidence that SGB meetings were held and resolutions were always taken.

#### **4.3.2.2 School finance policy**

The school finance policy were perused in both schools.

- It indicated how many signatures and how many bank accounts does the school have; for example both schools have two accounts: Section 21 that is main account and NSNP account.
- It stated that books would be audited very year, they were audited in the year 2016.
- School budget and financial statement for every year would be presented and adopted during AGM.
- For both schools the finance policies were drawn in line with the SASA.

In one school the budget was not drawn. The reason given for lack of school budget was that the school is a "No expense school and they had little money from government allocation. The respondent from the SGB, SMT, the principal and educator gave the opinion that it was therefore not necessary to draw up a budget or make a financial statement. The executive just sign without asking any questions or not knowing what is going to be purchased.

In the other school the school finance policy and budget for the year 2017 was available with financial statement for the year 2016 were available. They were even presented to parents during AGM for 2016 for adoption. The policy and financial records showed that there is two bank accounts for the school that is main account and NSNP account. The financial records were kept in a file with bank statements.

#### 4.3.2.3 Code of conduct for learners

There was also a problem with the drawing up of a set of principles for students in school 2. The SGB, SMT and educators were reluctant to draw up or develop a set of principles for students. In the school, where it is available it was still a draft because it was not adopted by parents even the SGB not signed. It was indicated by SMT and educators that it had a very little value with regard to good discipline in the school. One of the SGB member parent component during interview indicated that these documents like a set of principles for students were meant for educators and principal because they understood them better. They also gave a reason that they do not see the importance of it as they never had or experienced any problem with ill-discipline of learners.

The Identified themes in this study are;

- Roles and accountabilities of SGBs in SBM
- Coherence of SGBs and SMTs
- Factors prohibiting effective participation of SGBs in SBM.

#### 4.4 DISCUSSION OF FINDINGS

##### 4.4.1 Roles and accountabilities of SGBs in SBM

These findings indicate that the school always hold meetings with SGBs and parents to discuss the importance of their involvement. This also indicates that there is cooperation between the SGB and the school management team. This indicates that there is a partnership between all stakeholders who have an interest in education as the policy states. SGBs are giving whatever is necessary to ensure that school provide good education and that they function properly and have sufficient resources. This indicates again that SGBs are welcome in all school activities. SGB and parents are part of the decision-making process, they are allowed to decide, what is best for their children?

The partnership is particularly important when dealing with children with ill-discipline behaviour. Children with behavioural problems improve to better behaviour as soon as their parents and SGB work in partnership with their class educators and school management.

SGBs and parents act as equal partners in the education of the children. They are also fully involved in the formation and implementation of school set of principles for students. SMT, SGB and educators are able to get clear picture of the children's attitude towards learning. School also send newsletters to parents to inform them about school issues and special events to be held at the school. The school as create a wider range of opportunities so that parents who are working must be able to fit the school involvement into their busy schedule.

In School B: On many occasions when the SGB members (particularly the parent component) are invited to a meeting, they cannot attend due to the reasons known by them. *They do not even have a decency of sending an apology, Sometimes we feel that we cannot postpone one meeting more than twice. We eventually continue with the meeting even when quorum is not reached. The absent SGB member will get feedback of the same meeting at a later stage.*

- A contributory factor to the making of such decisions is the fact that in certain cases, the SGB (parent component) came to a meeting and they could not say a word until the meeting is out. The parents assumed that educators and school management possessed a good understanding of the dynamics of legislation and were there in a good position to advise the SGB.

In School B: The SGB expected the principal and educators to explain the contents of various act to them even if they are trained so that they could understand them. It is for this reasons that the principal, SMT and educators were given central position on SGB even that belongs to the chairperson. Parents component in SGB always felt intimidated by the principals, SMT and educators who seemed to be more knowledgeable than them in school issues for example; policies, curriculum is no wonder that they accepted that their role as parents is to support the decisions taken by the principal, SMT and educators.

Issues covered during semi-structured interview

### **In School B**

Parents are few and they do not attend meetings, therefore SGB, matters which brought that relationship between SGB and SMT are not attended to fully. The expected relationship of partnership is not that strong.

The finding is that parents think that they are unable to communicate their desires for their children's education. Parents also not sure their capability to help their children master school-work. This is what makes parent school partnership fail as SGB, parents and SMT cannot communicate effectively. Eventually this affect the working relationship between SGB and SMT.

#### **4.4.2 Coherence of SGBs and SMTs**

The relationship between SMT and SGB is so pleasing and very strong which made the running of the school very easy. The SGB took part and even volunteer in school activities which made the school work manageable for the educators, SMT and the principal.

Partnership required and shared always brought a feeling of common goal, mutual respect and eagerness of ensuring teaching and learning in school A. SGB and SMT work closely to ensure quality teaching and learning to take place, SMT and educators made a point that parents play a central role in supporting children in their learning, classrooms are always open for parents to take part in school life of their children. The SMT made SGB and parents to believe in themselves as they help their children in school activities sometimes even with cleaning of classrooms for example during "Letsema as an annual activity.

**In School B:** The SGB and parents believe that the school activities especially curriculum is only meant for educators. Parents in rural the school had a very little knowledge and thought that speaking English is the only way to participate in their children's work. SGB members are basically not active in the participation of teaching and learning in school. They do not support school programme like Quality Learning and Teaching Campaign (QLTC) with which its main objective is to involve parents in supporting and ensuring QLTC in schools. SGB and parents do not take their fully responsibility which is to support their children and the whole school activities.

**In School B:** When policies are developed, a group of educators and principal got together to formulate drafts of policies. The policies which were drafted copies were made and were presented to the SGB meeting and commented on them. The respondents revealed that not all the policies were available. All stakeholders were assembled in a meeting where draft policies were read without any discussion. All parents went through each and every item on the draft. After this presentation, the SGB, parents and educators were given a copy, during AGM school

**In School B:** The chairperson and treasurer responded that they are not informed about the policies of the school. They only became aware of them when the principal says; ***“this is the policy of the school” but how they were developed or drawn I don’t know. May be they were formulated before we became members of SGB. We have never seen or read it.*** The only people knew about school policies were the principal, SMT and educators. They were drafted by the principal and SMT and copies were made for educators to scrutinise. Some parents thought that these other documents like policies were meant for the educators because they understood them better than us.

**In School A:** Everybody was given an opportunity during the planning meeting to take part. The SGB, SMT members and educators all contributed to the development of school Development plan. Short term and long term developments were identified. Time frames were given and budget were also indicated in the Development plan even the responsible people were identified. At the end of that development the Development plan was presented. The principal see the SGB, SMT and educators owning up it, simple because they have contributed when decision was taken and they also made an input.

**In School B:** The principal, SMT and educators did the same in the drawing up of school policies. They formed the small committees to draft the Development plan. The Development plan was developed the same way as school policies. SGB and parents were called to a meeting to read it and they were told that it is going to be implemented. The SGB and parents opinions were never taken into consideration. It was drawn by the principal, SMT and educators.

**In School A:** The SGB, principal and SMT work in partnership and parents were involved as much as possible to support their children's education. The educators and SMT were also supported by both SGB and parents to make sure that learners receive quality learning and teaching with all necessary resources human, material and physical. The SGB visited school not only when there is a meeting, they also came for checking their children's work, the needs of the school and work hand in hand with SMT and educators. The SGB would always

check if there is a need for maintenance of the infrastructure and give support where and when is needed.

#### **4.4.3 Factors prohibiting effective participation of SGBs and SBM**

The principal, SMT and educators always try to involve, SGB but there is that resistance from both parents and SGB. The support of teaching and learning is a little bit poor. The same mentality of thinking that all the responsibilities of the inter school is for the principal, SMT and educators only. This happens even though some of members of SGB were trained and they were told that it is their responsibility to recommend the appointment of educator

**In School B:** In most cases decisions are taken and given to SMT and educators by the principal. To the it came as a guidelines that need to be accepted with no inquiries or open discussion, no delegation, it is very rear for delegation to happen.

**In School A:** There are programs that are introduced in the school to bring SGB into school, every beginning of each term, parents are called for performance of their children. The SGB always used these kind of meetings to address parents, educators, SMT and learners. The SGB members made it a habit to visit the school and initiate some school activities. During school activities like awards ceremonies, farewell functions and others the SGB would be given an opportunity or platform to encourage and motivate school community.

According to the respondents in School B, the SGB just goes to school to tackle issues. The members of SGB do not take any responsibility of motivating and supporting educators or learners in their school activities let alone to attend.

The respondents stated that their school held at least one SGB meeting once per term unless there was an emergency. The fourth one is the Annual General Meeting which is arranged towards the end of the year. In AGM it is where SGB and SMT give the parents all the reports, financial, academic and other events that had taken place during that current year. Year plan and review of some policies, budget for the following year.

Respondent in School B, was that the only way to get hold of parents is to call meeting towards the end of the term when learners' report are issued. That is when they would be able to arrange a short meeting with them to discuss only crucial issues. In most cases the SGB just rubberstamps the principal's decision because they fail to attend meetings when called for SGB meeting very few one or two would come hence most of decision are taken by the principal alone or sometimes involve SMT. The meeting would be regarded as AGM.

The SGB and the principal would exclude educators from making resolutions that include money issues of the school. Educators are left out with regards to making essential resolution like budget statement including financial year report. Sometimes the principal may come with a budget prepared without SGB having been involved in decision-making. The SGB do not play a significant role in drawing of budget and making of financial policy, they only present them to the AGM.

The SGB have no direct role in finances as they just sign cheques without asking questions. Actually the final say is always from the principal when coming to finance of the school not SGB even though she always say the final say is from SGB. The comment from treasurer was that they do not see any point of to draw up a budget together or making financial statement available to parents because they had little money only depending on Government allocation as they are no-fee school. The presenting and adoption of budget is done just for formality as if it is by all stakeholders.

The new education framework calls for participation of all partners particularly SGB in SBM in regular initiative and administration of schools. The principal as an ex-officio individual from SGB, however has the ultimate tasks of making decisions without any doubt that are taken and assignments are finished. The leadership style and management style in the two selected schools must run or change from being autocratic to bring democratic.

The two data collection methods showed in some cases generally that there is a problem in consultation in matter relating to the management of school for example decision-making in finances. There is a little consultation as even the SGB is not involved.

- Drawing up of some school policies was not formulated according to the outlined of SASA.
- Drawing of school budget.

The principal avoid consulting SMT, SGB and educators on management issues. Where the consultation was done it was very limited as this has been indicated by the respondents of SGBs, SMTs and educators in both schools as follows:

- SGB and educators are not aware of other policies in their school.
- SGB, SMT and educators also indicted that they know nothing about how some policies in their schools were developed and drawn.
- Some if not most were not adopted by parents it seems they were formulated in a hurry.
- SMTs and the SGBs were not involved in the development and drawing up of policies in their schools. School-based management is another way to maximise educators, SMTs and SGBs' responsibility as policy makers and the achievement of school policies implementation depends to a great extent in the active contribution of educators, SMT and SGB.

One respondent indicated this double administration and leadership conduct with respect to the part of principal, he is displaying different style of administration. Sometimes he is very democratic and he likes to involve all stakeholders once in a while he does things the way he likes and goes alone without consulting anyone. The way principals managed their schools differs from one school to the other. The SGBs and SMTs sometimes decide undemocratically and the educators complain to show that they are not happy with some of resolutions taken in their school.

Section 20 (g) of South African Schools Act No 84 of 1996 (DoE 1996) gives the SGB the rights and mandate to support the principal, educators and learners of the school in the performance of their leadership functions. SASA (DoE, 1996) also outlined that the SGB is supposed to be a school's main partner in leading and managing a school, that is, neither principal, SMTs nor SGBs can perform their functions without the support of the other. SGB in one of the selected schools only go to school when there is an issue to be solved.

The SGBs in their schools must played a part at all times in supporting educators to be involve in SBM. On the other hand, the SGBs must also played a big role in their schools in the participation of school activities and the managing of school, not act as problem-solving bodies. The SGBs must all the time fully participate in school-based management and this would improve the performance of the schools in Mafikeng Area Office.

#### **4.5 SUMMARY**

Chapter four interpret and analyse the two methods that were used in data collection from two selected schools involved in the investigation. The findings were given after the data was presented. This chapter prepared the investigation for another stage of the study,

where the researcher establishes whether or not the findings provided answers to the research question. Chapter five would give the researcher's recommendations and conclusion to this research.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The purpose of the research was to investigate the participation of SGBs in SBM in the Mafikeng Area Office. This research focused primarily on the governance of selected primary schools, one from rural area and one from township. In this research, school governance is regarded as the central area of school support.

#### 5.2 OVERVIEW OF THE STUDY

Chapter one gave the general foundation inspiration of study. The research question was: **To what extent do the school governing bodies participate in school-based management in Mafikeng Area Office?** The question was further broken down to objectives.

Chapter two gave a point by point writing audit on SGBs support in school based management in different parts of school based. Various aspects of SBM like theoretical framework, legislative basis of school governance in South Africa parental involvement, and school principal as a governor.

In chapter three the methodological establishing of the examination was given where the subjective research techniques were picked with a specific end goal to control the scientist on the way towards noting the exploration question. The interview method and document analysis were chosen as the exploration apparatus to be utilized as a part of gathering the subjective information through.

Chapter four concentrated on the analysis, research finding and interpretation of data that was collected. Data collected clearly indicated that SGB involvement and participation in education includes:

- Literature study findings;
- Presentation of findings;
- Focus group interview using semi-structure interviews.
- Document analysis; and
- Trying to find factors limiting SGBs participation in SBM.

Chapter five is the last segment of the examination venture where the examination is compressed, conclusions researched in this study are drawn and recommendations are

given. Rossman and Rallis (2017: 292) suggest that this chapter tells about what was done, why was it done and how the study was done. These are achieved by providing enough data in the body of the report to support your conclusions and interpretations.

### 5.3 SUMMARY OF THE RESEARCH

There are several summaries that can be drawn from this research in support of the participation of SGB in SBM. The literature review in this research has indicated among others, the factors influencing the participation of SGBs in SBM. Their roles and responsibilities and how they were established. The information were coded through investigation with a specific end goal to allow who to “speak for themselves”. A rich depiction of the information was given. The investigation and translation of information uncovered the accompanying:

- Decision-making in schools is still in the hands of principals;
- Educators are left out when it comes to making important decisions for instance school budget and they are only allowed to make minor decisions;
- SGBs do not play a significant role in SBM and participate effectively;
- Educators and SGB in some cases are not consulted in other matter relating to management for instance some school policies are only done by SMT and principal;
- SGB and educators have little knowledge of how some policies in their school were formulated or the existence; and
- Keeping record like minutes of SGB meetings.

In this examination the researcher sets out to answer the exploration question that was asked in chapter one. The research question was “How is participation of school governing bodies in school-based management in primary schools in Mafikeng area office?”. With a specific end goal to examine the issue all the more viably the issue was additionally separated into the accompanying sub-questions in chapter 1(1.2.1):

- What are the roles and responsibilities of SGBs in SBM?
- What strategies can be adopted to encourage effective participation of SGBs in SBM?
- How can SGBs achieve coherence with SMTs?
- What might be the factors that keep the successful participation of SGBs?

The main aim of today's education is to improve the learner's accomplishment and the nature of educating and learning. The SGB and SMT should ensure the meaningful involvement of all stakeholders in the school. However, in order for the SGB to achieve their main objective, there are a number of issues which should be addressed. The strong SGB and SMT partnership can be important in beginning and sustaining school reform efforts. SGBs and parents must be invited and encouraged to play a meaningful role and responsibilities in the school-based management and decision-making process of the school and must be viewed as equal partners. It is also essential for schools to invent in a long-term professional development strategy which supports the involvement of parents and the school

community as well as making time available for educators and SMT to meet and work with parents in supporting the children's education. SMT, educators and principals must reach out to parents to involve them in a planning and decision-making role.

#### **5.4 CONCLUSIONS REACHED IN THIS RESEARCH**

There are findings concerning the objectives of this research in chapter 1 see paragraph (1.3) which were to:

- Identify the roles and responsibilities of SGB in SBM.
- Determine the current strategies that can be adopted to encourage effective participation of SGBs in SBM.
- Determine how coherence of SGBs and SMTs can be achieved.
- Determine factors that are stumbling block for effective participation of SGBs in SBM.

##### **5.4.1 Identify the roles and responsibilities of SGBs in SBM.**

The findings on this objective revealed that:

- One of the obligations of SGB in SBM is to make sure that parents are participating in school processes. Because when children feel that educators and parents have shared values and objectives, they are less likely to reject school or learning
- Association requires a common feeling of reason, shared regard and the eagerness to arrange. Sharing between SMT, educators and SGBs play a central role in supporting children in their learning and teaching.
- When SGBs, SMTs and the principals work together, learners benefit from continuity between learning at school and at home
- The SGBs and SMTs partnership will fail if the participants cannot participate effectively in SBM.

##### **5.4.2 Determining the current strategies that can be adopted to encourage effective participation of SGBs in SBM.**

The findings on this objective revealed that:

- SGB and parents may be invited by the SMTs and educators to spend half day visiting classes, observing learner activities with the school.
- SGB and parents need to be informed about the progress of the learners. Academic report given to parents every term.
- Involvement of SGBs in decision-making or important plans of the school.
- The reports and information about school activities for example awards to parents to a certain level can improve communication between parents, SGB and school.
- It is clear from the writing survey that school need to employ various strategies to bring parents to school.

##### **5.4.3 Determining how coherence of SGBs and SMTs be achieve.**

The findings on this objective revealed that:

- The school climate should be conducive to involve SGBs in the instruction of their youngsters.
- SGBs and SMT should work together, involving parents and SGBs be allowed to participate in SBM.
- SMT and educators should made SGBs aware that language is not a boundary to take an interest fully in instruction of their youngsters and SBM.
- SMT and SGB must stick together and work closely , involvement of parents increases the child's motivation
- SGB and SMT should help parents to understand that children's achievement is influenced by their involvement.
- The principal, SMT and SGB should include all stakeholders in the development of school policies, development plan and school budget.

5.4.4 To determine factors that are stumbling block for effective participation of SGBs in SBM.

The findings on this objective revealed that:

- Non-English speaking parents may be unable to communicate their desires for their children's school or may be hesitant about using their limited English (4.3.4).
- In some schools, parents regard educators as experts. This may discourage SGB (parent components) and parents from interfering with educators, SMT and principals since education is viewed as the sole responsibilities of the school (4.3.1.4 question 10 respondent from rural school).
- The work schedule of SGBs and parents may make it impossible for parents and SGBs to be available for daytime classroom visit and conference.
- One school do not believe that guardians are fit the bill to choose what training in best for kids or to examine specialized issues of educational modules building and instructional methods.
- The level of education of certain members in SGB structure is more influential or SEM involvement than other members.
- The immediate effects of the absence of the necessary basic education is conspicuous in that, most SGB parents are not only ignorant of the role and responsibilities they need to play in the formal instruction of their kids , they have in most cases little or no time to spend with their children doing school work.

The training that the Department of Education offers to public school SGBs does not meet the challenges that SGBs face. The SGBs in rural school are disadvantaged in many ways for instance, they face problems such as illiteracy, poverty, no time off for attending meetings, absenteeism and other social factors that might affect their ability to govern. The

Department also lack the necessary means to capacitate SGBs. The participants also complained about the fact that policy documents printed in their own language do not always reach them and they are usually sent the English version, which they struggle to understand.

## **5.5 THE POWERS AND FUNCTIONS OF SGB**

It seems that the SGB in rural school is not acquainted with the stipulations of the legislation governing their functions. The results of this research prove that the rural SGB do not put the interest of the school first. The results of this research have showed that the educators and SMT particularly the principal are manipulating the SGB.

The participants in semi-structured interviews used in this research revealed that SGB in rural school defer to the recommendations and decisions made by the principal, SMT and educators because of their superior education and socio-economic backgrounds. For example, when an issue was raised by the principals or educators the expectation was that it had to be accepted, no matter what their opinions might be on the issues being discussed. However, during the interviews both the educators and the principals claimed that democratic participation took place in decision-making, despite documents analysis that proved the opposite. It showed that the service render by the SGBs of the selected schools in Mafikeng Area Office is inadequate. Consequently, this leads to the poor performance of rural SGBs and not participate effectively in SBM.

Another important aspect that emerged was the fact that the SGB in rural school showed a lack of commitment regarding the attendance of meetings. One of the cause for this lack of attendance can be found in their type of work. The results of the interviews revealed that rural parents cannot cope with the demands made on their concerning their participation in SBM and governance issues.

The SGB turn to surrender their roles and responsibilities to the educators, and the principals, whom they perceive to be better qualified to perform these roles and responsibilities for rein stance development of school policies, preparing school budget. This can be concluded with the interviews that educators and the principals on the SGBs of these selected schools abuse their powers and functions by dominating the SGB meeting.

## **5.6 OUT-DATED AND UNAVAILABLE RECORDS PERTAINING TO THE SELECTED SCHOOLS.**

Documents analysis was one of the data collected used in this research. Documents which were analysed:

- Minutes of SGB meetings from 2015 to 2017
- Finance policy
- Code of conduct for learners



The researcher found that the documents mentioned were either not kept up-to-date or unavailable at these selected schools.

There are many policies that the principal always refer to when issues are discussed during SGB meetings, which may serve to confuse the SGB the SGB members of the selected schools. The performance of these SGBs is affected negatively by the out-dated and

unavailable documents as well as the way documents and policies are utilised. Furthermore, this research revealed that SGBs lacked the necessary skills and knowledge, active participation in meetings and keeping records of resolutions taken. Consequently, all these factors affect the performance and participation of the SGBs in SBM of selected schools in Mafikeng Area Office.

## 5.7 RECOMMEDATIONS

The literature review on SBM and the investigation conducted in the two selected primary schools in Mafikeng Area Office concluded with the following recommendations. This section addresses the problem connected with the underperformance of schools in rural areas SGB. Recommendation were made with regard to how members can improve their performance. The fact that in rural areas SGB members find themselves isolated from the information that most township schools get, indicates that they need more training in the responsibilities that they must perform. The following are recommendation:

- School principals must be prepared keeping in mind the end goal to pick up a firm establishing in SBM this will urge them to have an uplifting attitude towards change and grasp it with the goal that they can urge instructors to become dynamic members in SBM.
- All SGB individuals need to experience serious preparations, to keep in mind the end goal to increase both scholarly and expert information on issues of administration.
- SMT individuals must be effectively engaged with urging educators to participate in SBM as opposed to enabling principals to single headedly.
- Administration and authority style of principals and SMTs must be such that they take into consideration successful support of SGB in SBM.
- In future policy formation educators together with other stakeholder in schools must be involved so that educators must make their input as they are devices of executing strategies and choices without making any significant commitment.
- Because of the poor attendance of SGB meeting by parents, the principal will have to carry the major responsibility for SGB with minimum input from parents. Inevitably, this negatively affects the way the school is governed. It is therefore recommended that minister should make legal provision for the granting of reasonable leave for the members of SGB in particular to attend meetings

The Department of Education should develop a comprehensive skills development programme, specifically designed for the illiterate SGB. The programme should include training in basic literacy and numeracy, budgeting and procumbent procedures, fund raising and the completion and maintenance of SGB records.

### 5.7.1 The powers and functions of the school governing bodies.

- There is a need to minimise and control the abuse of power on the SGB. In this regard, there is a need to minimise and control the abuse of power

on the governing bodies of these schools. The parent component of the SGBs should be empowered through training and dissemination of information so that they can stand up to the educators and the principal.

- SGBs are further advised to form “SGB forum” that will help to boost the morale of other weak SGB. The SGB forum will be to discuss common issues affect them will be to discuss common issues that affect them on a daily basis.
- Schools should value parents as important customers and partners.
- The parent component the SGBs should develop enough confidence so that they stop regarding the educators as the sole custodians of the truth and feel too intimidated to make any active contributions to the meetings or to oppose any proposed motions.

#### 5.7.2 Keeping records and updating the available records of the selected schools.

- It is suggested promote that the Department of Education ought to utilise the mass media to assist with the education of rural SGBs in terms of the interpretation of their roles and functions.
- Up-dated information is needed by these schools in the Department of Education must provide training on record keeping and the management of information.
- The SGBs should be given simplified versions of their roles and responsibilities translated into their mother tongue.

### 5.8 SUMMARY

This examination investigated the participation of the School Governing Body in two primary schools in Mafikeng Area Office. The qualitative study found that the SGBs needs assistance to be cable to perform their roles and responsibilities satisfactorily. The point of this examination was to explore the participation of SGBs in Mafikeng Area Office. This replied in chapter four when crude information was investigated. The exploration infers that the cooperation of SGB in SBM is constrained. This is upheld by the examination discoveries given above.

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## AAPENDIX A

### The purpose of this interview questions is to gather information of the participation of School Governing Bodies in School Based Management in Mafikeng Area Office.

#### SECTION A

Please answer the following interview questions as possible as you can to indicate the participation of School Governing Body in School Based Management in Mafikeng Area Office.

- 1.1) How is the working relationship between SGB and SMT?
- 1.2) Is the SGB and SMT work closely together towards common purpose of ensuring that there is teaching and learning in school?
- 1.3) Are the school policies and procedures clearly communicated and accessible to learners, educators, SMT and SGB?
- 1.4) Is the Code of conduct for learners developed, clear and implemented?
- 1.5) What is the involvement of the SGB in the development of school planning like the school Development plan?
- 1.6) What is the involvement of the SGB and SMT in making efforts to ensure that the school has sufficient human and material resources?
- 1.7) Does the principal consult with the SGB before finalising decisions and delegate effectively?
- 1.8) How often do SGB members visit the school, talk with educators and learners and observe some of the school's activities?
- 1.9) How often does the SGB hold meetings and do they keep record of the decisions taken during the meeting?
- 1.10) How does the SGB handle the financial policy and draw the budget which is adopted by parents at Annual General Meeting?

## SECTION B

The participation of School Governing Bodies in the School Based Management in Mafikeng Area Office.

### DOCUMENTATION

The following documents that are going to be requested for data collection are as follows:

<b>DOCUMENT</b>	<b>CHECKLIST</b>
1. School Finance policy	<ul style="list-style-type: none"><li>• How many signatures and how many bank accounts does the school have?</li><li>• Financial books are audited yearly</li><li>• If the policy is adopted and when?</li><li>• Is it in line with the South African Schools Act (SASA)?</li></ul>
2. Minutes of School Governing Body	<ul style="list-style-type: none"><li>• The number of SGB meetings from 2015 to 2017 held per year as outlined in South African Schools Act</li><li>• Resolutions recorded</li><li>• Subcommittees Resolution (e.g maintenance committee)</li></ul>
3. School Code of Conduct for learners	<ul style="list-style-type: none"><li>• Procedures for dealing with misconduct (e.g late coming, truancy and absenteeism)</li><li>• School rules</li></ul>



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**Institutional Research Ethics Regulatory Committee**

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Email: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

## ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HRREC) on 03/08/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

**Project title:** The participation of school governing bodies in School Based Management in Mafikeng Area Office

**Project Leader/Supervisor:** Dr JP Dhlamini

**Student:** JD Pilane

**Ethics number:**

N W U - 0 0 6 7 6 - 1 7 - A 9

Institution Project Number Year Status  
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

**Application Type:** Single Study

**Commencement date:** 2017-08-03

**Expiry date:** 2020-08-03

**Risk:**

NA

### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- HRREC can be contacted for further information via [Estie.Emtoch@nwu.ac.za](mailto:Estie.Emtoch@nwu.ac.za) or 018 289 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA

Digitally signed by  
Prof LA Du Plessis

Du Plessis

Date: 2017.09.07  
07:58:34 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)





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Montshioa  
2735

Education Leadership Development  
Tel: 018 3892500 (Secretary)  
Email: [eliza.senne@nwu.ac.za](mailto:eliza.senne@nwu.ac.za)

03 July 2017

Dear Sir/Madam

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Ms JD Pilane Student No: 16235940** is a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: **Participation of School Governing Bodies in School Based Management in Mafikeng Area Office.**

Permission is hereby kindly requested to enter <sup>Primary</sup> Secondary schools in Mafikeng Area Office to collect data from the principals, teachers and SGBs. Data collection will be by way of interviews and documents.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others. because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Dr JIP Dhlamini at 0183892079.

Herewith permission is kindly requested to perform this research in your Area Office. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof P N. Diko (Director)  
School for Education Leadership Development  
North-West University (Mafikeng Campus)  
Mmabatho

## APPENDIX D: LETTER TO INFORMED THE CONSENT

P.O.BOX 6388

MMABATHO

2735

16 OCTOBER 2017

ENQUIRES : J.D. PILANE  
TEL : 018 384 2236  
CELL : 083 499 1216

TO : MODIMOLA PRIMARY SCHOOL  
P.O.BOX 3684  
MMABATHO  
2735

EMIS NO : 600101259  
DATE : 16 OCTEBER 2017

DEAR SIR / MADAM

### REQUEST FOR PERMISSION TO INTERVIEW YOU:

I hereby apply for permission to interview you at your school. I am currently registered for a Med Degree in Education Management at North West University (Mafikeng Campus).

My research topic is: **The participation of school governing bodies in school based management in Mafikeng area.**

You are one of the selected participants of the school that will be interviewed. I supposed you could be rich with information that pertains to my study.

In line with accepted ethics I hereby undertake:

- To keep your name confidential at all times and your responses on transcription of the recorded tapes erase the recorded tape after I have transcribed all responses .
- To use your responses for research purpose only.
- To arrange to have interviewed you at a time that will be convenient to you

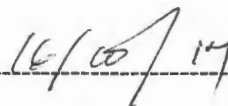
- To use your responses for research purpose only.
- To arrange to have interviewed you at a time that will be convenient to you
- To make interview results available to you on request and
- To allow you to withdraw from the research process any time you feel like doing so without being penalised as your participation is on a voluntary basis

I have also asked for permission to conduct this research from both the principal and Area Manager.

I would be grateful and thankful if you could grant me this permission.

Yours faithfully











## Education and Sport Development

Department of Education and Sport Development  
Departement van Onderwys en Sportontwikkeling  
Lefapha la Thuto le Tlhabololo ya Metshameko

**NORTH WEST PROVINCE**

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Thelesho Tawana and  
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e-mail: mmojafi@nwpg.gov.za

---

### OFFICE OF THE AREA MANAGER: MAHIKENG AREA OFFICE NGAKA MODIRI MOLEMA DISTRICT

---

Enquires : K.P Makabane

Tel : 018 348 2828

To : The Principal

Date : 17 October 2017

Dear Sir/ Madam


Ms J.D Pilane student no 16235940 is doing a research for her master's degree.

Kindly permit her to do her research in your school from 13H00.

This research should not compromise the teaching and learning time.

Hope you find this in order.

Yours Sincerely



---

Mr Boitumelo Itumeleng  
Acting Sub-District Manager





NORTH-WEST UNIVERSITY  
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MAFIKENG CAMPUS

Department of Academic Literacy

---

4<sup>th</sup> December 2017

Private Bag X2046

Mmabatho

2735

**CERTIFICATE OF EDITING A MINI-DISSERTATION**

TO WHOM IT MAY CONCERN

This serves to confirm that I have read and edited Ms Jeannete Dimakatso Pilane's mini-dissertation titled: **THE PARTICIPATION OF SCHOOL GOVERNING BODIES IN SCHOOL-BASED MANAGEMENT IN MAFIKENG AREA OFFICE**. The candidate corrected the language errors identified. The document is of an acceptable linguistic standard.

Thank you

Yours Faithfully

A handwritten signature in black ink, appearing to read 'J.R. Moletsane'.

.....  
J.R. Moletsane (Subject Head Academic Literacy)

Accr. No. 1002708

[joel.moletsane@nwu.ac.za](mailto:joel.moletsane@nwu.ac.za)