

**THE EFFECTIVENESS OF SCHOOL-BASED
MANAGEMENT:
A STUDY CONDUCTED IN THE MAFIKENG
AREA,
NORTH WEST PROVINCE.**

By

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DECLARATION

I, BashimaneMollootimile hereby declare that this study: The effectiveness of School-Based Management in the Mafikeng Area is my own work. Where reference has been made to the work of others, it has been appropriately acknowledged.



BashimaneMollootimile

(ii)

STATEMENT BY SUPERVISOR

This dissertation is submitted with my approval

Professor C van Wyk

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ABSTRACT

The purpose of this study was to look at the effectiveness of School-Based Management in schools in the Mafikeng Area Office. Various research reports have shown that a lot of work is still needed to thoroughly prepare SBM stakeholders in order to ensure that School-Based Management is user friendly to not just to a certain fraction of stakeholders in the school, but rather to all of them. The study unveiled that most of the stakeholders in the Mafikeng Area Office are still grappling to come to terms with SBM as they are facing issues and challenges that are school based such as shortages of resources and inadequate training. This study was designed as a qualitative exploratory survey. Data was collected by visiting schools and conducting interviews with SBM stakeholders. The findings indicated that stakeholders hold both negative and positive views about how School-Based Management operates at school level. In the light of the findings, recommendations were made to enhance the effectiveness of SBM in the Mafikeng Area Office.

KEY-WORDS: School-Based Management stakeholders; and the effectiveness of SBM.

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

School-Based Management (SBM), according to Caldwell (2005b: 1) aims at improving schools through the systemic 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 goal, policies, curriculum, standards and accountability. In terms of the report by the World Bank (2007:8), School Based Management devolves authority to the principal and teachers. School Based Management is seen as encouraging more planning on the side of the principal and the staff in a school. As for the principal, some of the benefits of the system include expenditure on personnel and curriculum and being accountable to the Department of Education. Full participation in decision-making processes motivates both the principals and the staff to perform better. The government on the other hand is obliged to make more resources available to align with the plans at school level. It is through the SBM system that principals, educators, learners and parents have greater freedom and responsibility for school decision-making about budgets, personnel and the curriculum in that they can create more effective learning environment for students (Ng & Chan, 2008:488).¹

The study looked at how principals, School Governing Bodies (SGBs) and other management staff undertake their functions since they have more control over the resources supplied to their schools. Restructuring and the trend towards SBM provides the context for the discussion to follow. In the 1980's and 1990's, there appeared to be an international trend in many developed countries in the world to decentralize education systems. It was realized that large, centralized bureaucracies were not nimble enough to respond to the rapidly changing economic realities (Ng & Chan, 2008:487-488). It is also clear, that since the late 1980's, the movement of SBM had some important trends in many countries, and some scholars have done important theoretical and empirical work to

build upon the link between SBM and school effectiveness in the past decade (Cheng & Mok, 2007: 522). A World Bank report (2007) indicated that developed countries such as New Zealand, Australia and Spain have experienced SBM reforms of the strongest type that helped them to achieve their goals. These countries have enjoyed, through the Self Management or School Based Management system, an improvement in the quality provisioning of education in response to globalization and growth of knowledge economy (Cheng & Mok, 2007:523).

SBM seems to increase a number of positive characteristics linked with school effectiveness. One of the significant positive things that came along with SBM is flexibility. According to Fullan and Watson (2000:456), flexibility or the capacity to change, is one of the features of SBM which facilitates quick and appropriate responses by service providers. As a result, flexibility is often seen as a possibility of generating innovation and creating a more rewarding work environment and a better motivated work environment. Fullan and Watson (2000:468) explain flexibility as focusing on developing strategic planning at school level, involving multiple groups in setting the school's goal, changing teachers' pedagogic practices, and building stronger relations between the school and parents as well as the surrounding community.

South Africa cannot be seen as being left behind in the trend to decentralize its education system. Bush and Gamage (2001:39) say that in countries such as Singapore and South Africa, there have been tentative moves towards decentralization. Botha (2006:3) acknowledges that globally, SBM is a widespread phenomenon in education and thus relevant for South African education. The former Education Minister, Pandor, according to Botha (2006:3), recently reassured the education fraternity of the government's commitment to the self management and the self-governance of South African schools. Mloi (2007: 466) confirms what Minister Pandor mentioned that SBM is now operational and that the approach to strategic management in South African schools gave added impetus by the shift to greater self-management and in particular, the acquisition of Section 21 status schools (Republic of South Africa 1996b) which gives more autonomy to the those schools obtaining this status.

In accordance with the Ministerial Task Team Report (Department of Education 1996:189), strategic management and planning feature as a prominent aspect of School Based Management and represent a radical cultural shift for schools that previously focused on short term tasks and adopted a culture of dependency. The major problem about a power shift is that it is not an easy task especially in a country like South Africa where there is a demand for relevant education (Mabasa and Themane 2002: 107). It is therefore, through SBM, that the Department of Education can redress this culture of dependency by enabling SBM stakeholders to think and act strategically, involve education stakeholders in planning and problem-solving techniques and ultimately reaching decisions under the guidance of departmental policy framework. The situation, as mentioned in the above sentence, was meant to recognize efforts made by stakeholder groups as contributing towards the effective smooth-running of schools.

Recent studies acknowledge the shift and broadening of the intents as well as the purpose of SBM system as a more effective way to manage school interaction and to improve instruction. Nevertheless, there is limited empirical evidence of this strategic approach being adopted in practice and there is evidence that many schools in the Mafikeng area are still battling to work towards quality education as a goal set by the Department of Education.

1.2 THEORETICAL FRAMEWORK

In broad terms, educational management theories are either bureaucratic or collegial in nature. In bureaucratic or 'top-down' theories the emphasis is on the official and structural elements of organizations. There is also a focus on pursuing institutional objectives through rational approaches (Bush, 2008:29). In South Africa, principals and teachers have consistently been at the receiving end of top-down management structures. They have worked in a regulated environment and have become accustomed to receiving direct instructions from departmental officials. According to the report by the Department of Education (1996:19) circuits and lower level structures have tended to function as administrative units only and have been unable to respond to community needs.

The collegial or so called 'bottom up' theories can on the other hand be seen as those theories which emphasize that power decision-making should be shared among some or all members of the organization. Collegial theories assume that organizations determine policy and make decisions through a process of discussion leading to consensus (Bush, 2008:52). At the spectrum of the policy and legislative initiative, as stated in the Task Team on Educational Management (Department of Education 1996: 29), the emphasis is also seen as a process of decentralizing decision making and the correct allocation of resources to school level. Therefore, democratization in the ways in which schools are governed and managed in South Africa remains crucial. This point of view is of critical importance for research on SBM. The researcher therefore based his decision for selecting a collegial-theoretical point of departure on the fact that self-management must be accompanied by an internal devolution of power within the school and within transformational leadership. This implies that a move to self-management of schools is based on the understanding that decisions should be made by those who best understand the needs of learners and the local community. Studies have also shown that self-management can lead to improved school effectiveness (Bush, 2008:29).

1.3 STATEMENT OF THE PROBLEM

According to Van Niekerk & Van Niekerk (2006:85) with reference to the Task Team on Education Management's (Department of Education 1996) report, most schools in South Africa have only a limited awareness of the potential for planning at school level and they generally lack an understanding about the skills required. Currently there is little research conducted to investigate the reasons behind the shortage of skills required at school level. Cheng & Cheung (2004:99) argue that the practical wisdom of competent School Based Management participants remains a largely untapped source of insight for the provisioning of quality education. The preceding argument provides a basis for the study to uncover the 'untapped source'. It also identifies, more specifically, the role and responsibilities of school governing bodies, principals, educators and learners with regard to SBM and whether they are working towards the goals set by the Department of Education.

Based on the above-mentioned challenges of SBM, the statement of the problem can be formulated as follows:

Is the SBM system effective in schools around the Mafikeng Area Office?

In the light of the above question, the researcher will attempt to discover the effectiveness of SBM at school level. To enhance this study, the researcher will begin by reflecting on the following research questions:

- What is the nature of and rationale for SBM?
- What are the roles of the different stakeholders in SBM?
- Do the SBM Stakeholders have the capacity to perform their duties effectively?

1.4 PURPOSE AND OBJECTIVES OF THE STUDY

This study investigated the effectiveness of School Based Management in Mafikeng. In order to achieve this, the following objectives have to be realized:

- To determine the nature and rationale of SBM in secondary schools;
- to critically discuss the roles of SBM Stakeholders; and
- to determine the impact of strategies of empowering SBM stakeholders;

1.5 SIGNIFICANCE OF THE STUDY

This study as mentioned investigates the effectiveness of SBM in schools around the area of Mafikeng. Therefore, scrutinizing information about SBM from other countries in terms of how they deal with SBM as a system in their respective schools will be of great

value in this research as well as for other role players within the education fraternity. A literature review, according to De Vos et al. (2009: 127), refers to a scrutiny of all relevant sources of information. Through reviewing the literature, the study will assist in terms of dealing with the different nature of SBM from different countries. Knowledge on how to approach problems relating to SBM from different countries will assist all stakeholders involved in South Africa, and in particular schools around Mafikeng by providing them with ideas of how to approach problems within different situations. All role players, including the Department of Education, as an employer, educators, principals, learners and School Governing Bodies need to act in unison towards the desired goal which is to oversee that the SBM system is implemented successfully. If this is done, gaps in knowledge might be bridged by articulating a broader understanding of what is happening at the grassroots level.

The study would also enable other stakeholders at the level of the Department of Education, such as curriculum developers, to plan around the outcome as this study will take various views into consideration. The output of the investigation would also assist to dispel any misunderstanding between stakeholders at school level thus, facilitating the process of realizing the desired result which is effective learning and teaching in schools.

1.6 DELIMITATIONS

The research was conducted at 4 secondary schools in the Mafikeng Area Office. A stratified random sample of 12 respondents was selected which comprised of SBM stakeholders at secondary as respondents to the questionnaire. The response of SBM stakeholders of secondary schools to the questionnaire assisted the researcher to determine the exact effectiveness of stakeholders in discharging their duties with specific focus on the SBM system.

1.7 RESEARCH DESIGN

The research design provided a composite plan of the study. There are two types of research approaches that can best be applied to collect information and analyze it, namely, qualitative and quantitative.

The main difference between these two research approaches in terms of functions is that quantitative research methods require that data should be collected and the output of the analyzed data be expressed through numbers while qualitative research method requires an original or natural display of information researched (McMillian & Schumacher, 2001:36). Based on this difference the investigation employed the qualitative research method. Furthermore, the qualitative research method was chosen because of its originality and naturalistic display. Qualitative research, according to Cresswell (2007:40), is based on the ontological assumption that the nature of reality is diverse and that reality has multiple facets. The researcher's choice of the qualitative research approach was also influenced by the following explanations as indicated by Cresswell (2007:40).

Thus, research:

- needs a complex, detailed understanding of the issue (referring to the topic under investigation) and talking directly to people, going to their homes or places of work;
- empowers individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants;
- wants to understand the contexts or settings in which participants in a study address problems or issues;
- can differentiate what people say from the context in which they say it – whether this context is their home, family or work; and
- helps explain the mechanism or linkages in causal theories or models by providing a general picture of trends, association, and relationships, but they do not tell us

(researchers) why people respond as they do, the context in which they respond, their deeper thoughts and behaviours that governed their responses.

1.7.1 Literature Review

An intensive review of literature related to the research topic was done. According to Mouton (2001:86), a literature review is the phase of the empirical investigation and consists of a systematically and critical analysis of the information obtained from primary and secondary sources. The latter includes books, policies by Department of Education, professional journals in education, dissertations and theses and educational magazines. These sources were consulted to acquire knowledge and information pertaining to SBM and the role of stakeholders in implementing SBM. A review of the literature according to Ary et al. (2006: 68-69), serves and provides the following purposes and important functions:

- defining the research problem;
- placing the study in contextual perspective;
- avoiding unnecessary and unintentional replication; and
- relating the findings to previous knowledge.

Linking to these purposes and functions a thorough literature review was undertaken to get more information and views of different authors related to the research problem.

1.7.2 Empirical investigation

1.7.2.1. Interviews

According to Ary et al. (2006: 480), an interview is a direct method of collecting information in a one-to-one situation as well as an interchanging of views between two or more people on a topic of mutual interest. The interchange is between an experienced participant and the researcher who have to obtain insight in order to provide findings to a research question.

Furthermore, the interview is a flexible tool for data collection because it allows the interviewer to make adjustments as the situation requires. It enables the interviewer and interviewees to discuss their interpretations of the worldview and how they regard the situation from their respective points of view.

The researcher used the semi-structured interviews to collect data because such interviews offer a versatile way of collecting data and can be used with all age groups. It allows the interviewer to probe with a view to clear up vague responses or to ask for elaboration in cases of incomplete responses.

According to Cohen et al. (2007:351), the purposes of the interview in the wider context of life are many, but three main purposes can be identified:

- to gather and evaluate data information that has direct bearing on the research objectives;
- to test hypotheses or suggest new ones; and
- to use information in collaboration with other methods to collect data.

In relation to the study, the researcher opted to use interviews to gather to gather and evaluate data that has direct bearing on the research questions.

1.7.2.2 Participant observation

According to McMillian and Schumacher (2001:40-41) observation is an interactive technique of participating to some degree in a naturally occurring situation over an extended time and 'writing' extensive field notes to describe what occurs. The researcher does not collect data to answer a specific hypothesis; but rather to explain responses inductively as derived from the field notes.

According to Cohen et al. (2007: 396) a distinctive feature of observation as a research data collection technique is that it offers the researcher the opportunity to gather 'live' data from

naturally occurring social situations. The researcher participates overtly or covertly in people's daily lives for an extended period of time, observing what happens, listening to what happens and to what is said as well as asking questions. In fact, it includes collecting whatever data are available to shed light on the issues concerned.

Observation according to Cohen et al. (2007:396) enables the researcher to gather data on:

- the physical setting (e.g. the physical environment and its organization);
- human setting (e.g. the organization of the people, the characteristics of the group or individual being observed); and
- programme setting (e.g. the resources and their organization).

The study was conducted in schools which as physical setting in which SBM stakeholders representing human setting interact through effective learning and teaching as the programme setting.

1.7.2.3 Analysis of documents

The term document according to Bogdian and Biklen (2007:64) refers to materials such as photographs, letters, clinical case records and diaries that can be used as supplementary information as part of an interpretive study whose main data source is observation and interviewing. Analysis of a 'document' according to Briggs and Coleman (2007:281), is a form of qualitative research that requires the researcher to locate, collect, interpret and analyze empirical data, and draw conclusions that either describe, interpret, or explain what has occurred. In terms of data collection, this involves transferring significant questions and insertions from documents to a field notebook for later analysis. The study considered the use of documents such as SGB minutes, departmental circulars and the SGB financial statements in collecting and analyzing the empirical data.



1.8 TRUSTWORTHINESS

Maree (2007:80) argues that it is generally accepted to engage multiple strategies of data collection in qualitative research. Therefore, such interviews should lead to trustworthiness. The latter will be achieved by ensuring that the validity and the reliability of data through mechanical recorded data, triangulations strategies and participant reviews. Trustworthiness is explained thoroughly and in more details in Chapter three.

1.9 CHAPTER DIVISION

The research project is structured as follow:-

Chapter 1

Covers and contains a historical background of SBM, the research problem, research aim and objectives, research design, significance and justification and limitations, chapter division and the summary of the chapter.

Chapter 2

Covers and contains a literature review on SBM, South African school legal framework, departmental intervention strategies and the summary of the chapter.

Chapter 3

Covers and contains the context, research method, research design, ethical considerations, validity and reliability of the study and the summary of the chapter.

Chapter 4

Covers and presents analysis and discussions of the collected data. The findings will be stated as part of the chapter summary.

Chapter 5

Covers and contains conclusions, recommendations and summary of the study.

1.10 SUMMARY

Chapter one presented the basic rationale for the study through an overview of the background, the purpose for an investigation of the effectiveness of SBM in selected Mafikeng schools, and what SBM stakeholders' expectations are to effectively discharge their roles and responsibilities. The chapter also emphasized the significance of the study in relation to the importance of how the SBM system is received in schools under scrutiny, whether are they properly followed, well interpreted and effectively executed by principals, teachers, school governing bodies and learners since its successful operation depends on them.

CHAPTER TWO

THEORETICAL REVIEW

2.1 INTRODUCTION

The previous chapter provided the orientation of the study. In this chapter the qualities of SBM and School effectiveness are examined. The relevant South African legislation related to stakeholder participation is explored to provide the legal context of SBM. The chapter further emphasized the significance of developing a greater understanding of the direct and more subtle ways in which SBM contributed towards the effectiveness of learning and teaching in schools. As a basis for this understanding, the following topics were discussed: definition of concepts, the nature of and rationale for a decentralized-school based management system, justification and key constraints of SBM, the roles and responsibilities of different stakeholders, the challenges faced by SBM Stakeholders and also capacitation of stakeholders as an intervention tool used by the Department of Education.

2.2 THE NATURE OF AND RATIONALE FOR DECENTRALISED - SCHOOL BASED MANAGEMENT SYSTEM

This section firstly consists of a definition of important concepts that are used in the study. This is followed by an explanation of the historical background of decentralized-school based management, justification and constraints related to SBM. The section concluded with a brief summary of all significant points that assisted in terms of weighing justification as against key constraints of SBM. The summary highlighted critical aspects for the attention of schools and interested stakeholders in the South African education system.

2.2.1 DEFINITION OF CONCEPTS

In this section, the most important concepts that are related to and used in the study will be defined and explained within the context of SBM.

2.2.1.1 Decentralization

Decentralization as one of the prominent concepts used in SBM has been defined differently by various authors but all these explanations leading to a common understanding of the need for active stakeholder participation in school matters. Decentralization can be associated with what Middlewood and Lumby (2007:47) considered as the growth of institutional (school) autonomy and planning resource management against greater central government prescription. Sayed (2002:36) views decentralization as dislocating the centre of authority from the hands of those who govern, distributing authority to the base of education organizations. It implies a dispersal of something aggregated or concentrated around a single point. The last and more comprehensive definition is provided by Karlosson (2000:74) who says that decentralization refers to the transfer of decision making power from the central or national authority to the local level.

Advocates for the decentralization of school governance see it as a very effective, appropriate and important form of governance across the world. They argue that this form of governance (decentralization), which is cooperative in its approach, has gained favour over the traditional centralized, authoritarian and non-participative approaches all over the world. In an attempt to narrow his perception of decentralization, Li (2010:07) argues that the power to decentralize at school level can be divided into two kinds: (1) the delegation of real powers to the principal in managing financial and human resources (this includes appointment and promotion of teachers, employment of substitute teachers and teachers' leave applications and almost fully decentralized budget) : and (2) legislation transferring significant powers to the community, for example, in the selection of the principal and in the adoption of the curriculum.

In terms of SBM, decentralization can be defined as empowering those at school level with decisions initially taken from the district education department offices. Decisions relate to how delegates, referring to parents, educators and learners, assist one another to ensure that quality education is provided at the level of school. These decisions are independently taken although their independence is restricted by a general accountable framework established by the department of education. In ensuring quality provisioning of education, all stakeholders must work harmoniously by taking collective decision that, in turn, ensure the smooth running of the school to yield positive results. In short, three concepts are interdependent to each other when applied within the SBM system:

2.2.1.2 Delegation

Delegation, as an aspect of SBM, usually refers to a group of people who represent a country, government, or organization (Macmillian English Dictionary, 2007: 389). In this study, it entails the transfer of decision making authority from higher to lower hierarchical units with the understanding that the authority can be withdrawn at the discretion of the delegating unit. Delegates who are stakeholders represented in the SGB, are given authority over essential aspects of education which includes among others, a stronger degree of decision making at the local level. According to Middlewood and Lumby (2007:212) delegation means that the responsibility for the direction, planning and purpose of the school is located with the head or principal, governors and senior staff as delegates of the central education office on the site.

2.2.1.3 Devolution

Devolution involves the transfer of powers from a superior to an inferior political authority (Borgdanor, 2001:2). Borgdanor (2001: 2) further defines devolution as consisting of three elements: the first element is the transfer to a subordinate elected body, on a geographical basis, of functions at present exercised by ministers and parliament (from the central office). The second element is when the subordinated elected body (or SGBs) acts independently without asking for permission and the third element is when the elected body accepts the

transfer of authority and far greater responsibility for its actions. Devolution is the process of taking power from a central authority or government and giving it to smaller and more local regions (Macmillan English Dictionary, 2007:404). Power is formally held at site or school levels through SGBs, which may choose to inform the central authority of their decisions, although the role of the centre is chiefly confined to collection of information of what is happening on the ground level.

2.2.1.4 Autonomy

According to De Groof (2000:ix), most international reports on education refers to the push towards greater autonomy as one of the three main trends in every modern educational policy alongside quality assurance and quality evaluation techniques and the need to devote attention to special – and – often disadvantaged – target groups. According to Scribner et al (2007:83) autonomy refers to the capacity of the parent learner and teacher to make decision that lead to action and change. In relation to SBM effectiveness, autonomy for SGBs is realized through management, administrative mechanism, management of personnel and pedagogical options which ought to set preconditions for an effective response to changing needs in terms of knowledge, skills and qualifications. In more common usage, the autonomy of a site predicts whether the SGB can make all significant decisions about employees, admission of learners, curriculum and all budgetary issues.

In summary, the concept of SBM has been used in conjunction with other interrelated concepts hence it is pragmatic in its approach.

According to Richardson (2007, 7) the interrelationship of SBM can be explained as follow:

- SBM as the form of decentralization that identifies the individual school as the primary unit of improvement that relies on the redistribution of decision-making authority; and
- SBM with devolution of power leads to more effective decision making by delegates resulting in increased autonomy, flexibility, productivity and accountability;

2.2.2 THE HISTORICAL BACKGROUND OF DECENTRALISED-SCHOOL BASED MANAGEMENT

In this section, the study unveiled the reasons for the creation and introduction of the SBM system, its impact in education at school level, that is, whether it yielded the desired goal or it had shortcomings in realizing effectiveness which it was initially designed for. This was done by examining how SBM was practiced in countries that started with it and what were the results thereof.

The philosophy of decentralized or democratic, participatory government is not new. The movement towards decentralized school governance is a global phenomenon. Since the turn of the new century, there have been drastic impacts from serious international competitions, economic globalization, advances in information technology and rapidly increasing local social-political demands on nearly every country in the world (Cheng & Mok: 2007:517). Facing up with these impacts and challenges, numerous education reforms have been initiated including the change to SBM. This is said to be one of the most important approaches to have improved school practices to meet the diverse expectations of stakeholders in a changing environment through autonomy and decentralization.

Since 1980, SBM practices have been widely implemented by many countries as a major means to enhance school effectiveness and ensure education quality (Li, 2010:7). Advocates of SBM consider decentralization, autonomy, and accountability to be critical elements for the improvement and effectiveness practiced by developed countries.

In the mid-1970s, the Australian systems of education moved towards decentralization and SBM as a major vehicle in introducing education reforms and since the 1990s, this has become a global phenomenon (Gammage, 2008:664). The preceding statement is supported by a report by the World Bank (2003) which states that increasing autonomy, devolving responsibility and encouraged responsiveness to local needs (all with the objective of raising performance levels) are the trend across all Organization of Economic Cooperation and

Development (OECD) countries. The previous statement is based on the OECD (2005) report on School Factors Related to Quality and Equity which made a conclusive statement that decentralization in a school system is a global phenomenon affecting both developed and developing countries. The report further states that most of the developed countries perform well in international student achievement tests that are provided to local authorities and schools with substantial autonomy in terms of adapting and implementing educational content and/or allocating and managing resources. In another report, OECD (2004:428) states that 14 out of 19 member countries had decentralized their education system between 1998 and 2003.

De Grauwe (2005:273) mentions that developed countries from the Anglo-Saxon world, namely, the United Kingdom, New Zealand, and several states in Australia and the United States, have undoubtedly been the first in which SBM occupied the policy agenda from the late 1970's onwards. This trend was followed in the early 1990's by other countries such as Hong Kong, Sri Lanka and Korea. In addition to that, Caldwell (2005:73) asserts that at the 2004 Asia Pacific Economic Cooperation, Chile, endorsed SBM as a strategy for educational reform. With the advent of the political revolution in Eastern Europe around the 1990's, a call for popular philosophy such as decentralization of the control of power paved the way for a need to change education policies to be accommodative to all stakeholders (De Grauwe, 2005:273). Bjork (2003:199) asserts that in recent years, international funding organizations have driven decentralization of education systems around the globe by making it a precondition for financial aid.

With the advent of democracy in 1994, there emerged an increased pressure for South Africa, as a developing nation, to introduce SBM reforms aimed at empowering principals, teachers, learners and parents and thereby enhancing their sense of ownership of the school. Traditionally in South Africa, school governance and management have been hierarchical and authoritarian in nature. The control and decision making powers have for so long been in the hands of the school principal with minimal participation from teachers, parents or learners (Lemmer, 2000:60). Henkin et al (2000:143) concur with Lemmer (2000:61) when they say that in South Africa neither parents nor educators have had much experience of participatory decision making in the past. Principals were generally considered to be the only people with

the knowledge and authority to make decisions. In contrast to the centralized, authoritarian and non-participative approach, is the decentralized, co-operative approach, which has gained increasing favours over many decades. In an attempt to redress this abnormality, the Department of Education, through its school policy document, (RSA 1996b: 9-10), states that post-apartheid South Africa has given School Governing Bodies, which is a collective body of representatives of all participants in the school, a great deal of authority. This includes determining the level of fees and the language of learning and teaching. Lemmer (2000:68) maintains that decentralization of education is often associated with democracy and greater civil participation. Botha's (2006:6) argument is also that with global trends in educational reform, local school communities have been given the opportunities to establish democratically elected SBM structures to assist schools in areas of management and governance. It is believed that the devolution of authority led to a much healthier and stronger working relationship between schools and communities and provided an alternative form of accountability to bureaucratic surveillance. As Henkin et al (2000:150) note, devolution of authority is supported by the belief that those persons who work closely with students are in the best position to make decision that are responsive to their needs.

Davies (2002:260) mentions that decentralized school governance is one practice of SBM which is democratic in governance based on the principles of representation, equity and participation. That means that structures of school governance are representative of the school community and those representatives are elected according to fair, just and free democratic procedures. Without a more democratic system of education, the development of a democratic society is unlikely to occur. Murphy (2006:73) suggests that a democratic education system implied listening to every learner, encouraging their participation and giving them more power and responsibility (i.e. greater democratization) and that these interventions led to a better functioning school. Edge (2000:326) defines school based governance as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority to the school level as the primary means through which improvements is stimulated and sustained. Thus, decentralized school governance rests on active participation of all stakeholders who have vest interest in the school. As a prerequisite to active participation, the school itself must be organized along democratic lines by creating the democratic structures that will allow stakeholders to take part actively in the affairs of the school.

Furthermore, school communities are encouraged to recognize the rights of all stakeholders to participate in the decision making process as this is one of their fundamental democratic rights. The above statement implies that parents, teaching and non teaching staff, the principal and learners should be involved in school governance. It is in the best interest of the whole school community to collaborate in order to make a significant contribution to the education of learners. The old proverb “unity is strength” emphasizes the power of working together. It also enables all stakeholders to develop a sense of ownership of the school and as such to take responsibility and accept accountability for what is happening at the school.

Also, active participation implies a pursuit of common goals and values which mitigate for a common, unique culture (Levine, 2005:16). Communities contribute to the development of schools and schools contribute to the development of communities. This two-way communication process between communities and schools is the best way to build disciplined teachers and learners and ensure safe, drug - and crime free communities. This view is also held by Henkin et al (2000:142) when they advocate that the relationship between parents and schools should change from a client type of a relationship to a partnership relationship.

According to Li (2010:3) the legal frameworks of education departments across world shows that parents are the most dominant and influential partners in education through school governance structures. Parental involvement is closely associated with positive experiences by children. Becoming involved in their children’s school activities, parents are likely to ensure that the values, the direction and the character of the community are established and maintained. This requires that parents should be involved in their children’s homework, meeting with their teachers and attending school functions and activities. The school managers and education departments realize and acknowledge parents as equal partners in the education of their children. This also enhanced better and participation for all stakeholders involved. Therefore, the level of participation of stakeholders in school governance, to a great extent determined the kind of working relationship and quality education offered. As a collective unit, SGBs need to be a critical component in the success of schools and this

became advantageous to all members and components within the school community to learn to work together to avoid tension and conflict.

Democratic school governance in South Africa emphasises that decision making at school level should be formulated on the basis of consultation, collaboration, co-operation, partnership and participation of stakeholders of governing bodies. Policies and actions are to be based on decisions and should not be arbitrary. All powers and rights should be adhered to and the rights of minorities should be preserved and respected (Richardson: 2007, 8). In a school situation, this means that powers and responsibilities are distributed more equally between all the stakeholders of the school, namely parents, learners and staff. Policies are formulated after intense deliberations, and all governors regardless of age, gender or race should share equal power, which is a way in which democracy manifests itself. The democratic transformation of education has further envisaged a key role for parents through representation within governing bodies as SBM stakeholders to oversee activities of their children.

De Grauwe (2000:271) looks at SBM as referring to a similar and increasing popular trend which involves allowing schools more autonomy in decision making on management. This includes the use of human, material and financial resources. Before the introduction of SBM in schools, the majority of South Africa parents had restricted decision making power that enable them to be actively involved in activities, management and governance affairs of their schools. It is through SBM that parental involvement has not only been made possible, but also that decision making impact is more visible in the physical resources and academic performance of their schools. SBM makes the school site the focal point of evaluation and provides further opportunities to meet educational needs of the learner at the site.

This section concentrated on the origin and the development of SBM which can be summarized as follows:

- The believe that education is inclusive for everyone;
- SBM is a common educational practice widely followed throughout the world especially in developed countries to deal with educational crises at school level;

- the believe that it is those at school level who should be empowered to take decisions pertaining to school matters; and
- the underlying message of SBM practice being one of expanded local control and influence and more accountability on the side of stakeholders (Richardson: 2007, 9).

2.2.3 JUSTIFICATION FOR SCHOOL BASED MANAGEMENT

There are a number of sound arguments to support the introduction of SBM. According to De Grauwe (2000:274), SBM promotes a participatory school environment and thereby allowing teachers and parents to make decisions about education democratically. There should be widespread participation in addressing issues of governance and policy making. In South Africa, school governance refers to the institutional structure that is entrusted with the authority to formulate and adopt school policy on a range of issues, such as school budgets and developmental priorities, the code of conduct for learners, the code of conduct for staff and parents, and broad goals on educational quality (Henkin et al, 2000:155). In terms of SBM, the school's goal and mission are developed and shared by all members who are willing and committed to realize them unlike before when the school's goal and mission were provided by senior management. In other words, with centralization of authority, decisions were made by administrative staff while with decentralization, teachers, parents and learners participate in decision making. Fung (2000:10) defines SBM as a strategy to disperse power through the school organization so that many stakeholders participate in decision-making. This in turn enables the SBM Stakeholders to develop a sense of ownership of the school and as such take responsibility for all the activities of the school.

With SBM, the school is a place for growth where staff members have opportunities to develop unlike before when the school was seen as a career place in which the staff members were employees whose stay depended on their usefulness. The school has become a primary means of stimulating and sustaining improvements (Mncube, 2009:84). The roles of educators have changed to become partners and active developers while those of the externally controlled educators are employees and passive executers (Cheng & Mok, 2007:520). Through SBM, educators may decide to develop professionally on an ongoing

basis with the aim to improve themselves as individuals. Professional development has a positive bearing towards school goals as it empowers those closest to the learners (educators) who in turn empower the learners and ultimately the community at large.

Dempster (2000:47) refers to SBM as the placement of the authority and responsibility necessary to carry out practical action with the people at the site closest to the action. Mncube (2009:84) argues that in New South Wales, which is a successful state in Australia practicing SBM, the needs of each school are determined at local level as each community (and therefore each school) has distinctive needs. With SBM, the key role of the school is to develop its learners, teachers, parents and the school itself (Cheng & Mok, 2007:520). According to Davies (2002:258) educators who work with parents in a particular community, understand their learners better, generate unique rather than routine solutions to classroom problems and is able to reach a shared understanding with parents and learners. The role of parents therefore involves partnerships and supporters, and they actively cooperate with the school. The school is empowered to use the resources, whether human, financial or physical, according to its needs, solve problems on time and find new resources for education. With the advent of the SBM system, the management and education are based on the school's own characteristics and needs unlike before the democratization of education in 1994 where the methods of management and education were determined by external factors. SBM intends to bring decision-making power closer to where problems are and, in turn, foster collaboration and collegiality among staff members because they have team spirit, cooperate openly, and share responsibility which in turn should enhance student learning.

Middlewood and Lumby (2007:9) consider SBM as a mechanism employed by the central office to make managers of schools and colleges to recognize the accountability of their vision. The Department of Education establishes plans and implements strategies that ensured that principals are accountable for school management. Since SBM is about empowering those closest to the schools to take decisions, the Department of Education uses an accountable framework as a mechanism for principals to account for their actions. SBM creates new roles and responsibilities for all the players in the system (De Grauwe, 2000:275). Giving schools and teachers greater authority implies that they can be held

directly accountable to parents and the community. Such accountability is expected to act as a tool for greater effectiveness.

In terms of mobilizing resources, SBM encourages stakeholders, such as educators and more especially parents, to be more eager to contribute to the funding of their schools since they have a voice in the organization and management of the school. The human resource justification is that traditional forms of school management often respond only to teacher's lower-level needs for comfort and safety (Li, 2010: 8). Thus, SBM can satisfy employees' higher-level needs for self-esteem and self-actualization and can have a positive impact on their motivation and capacity.

In the light of the above overview, SBM can be summarized as follow:

- The sharing of power by all stakeholders in a school to ensure that policies made at school are democratic by rational discourse and that all stakeholders are included in deliberations;
- a governance reform designed to shift the balance of authority from districts and the state to schools; and
- promoting of autonomy, flexibility and much needed responsiveness among staff members including the principal, parents and learners to transform the learning and teaching process that unfolds in the classroom.

2.2.4 KEY CONSTRAINTS TO SCHOOL BASED MANAGEMENT

There are a number of obstacles to the effective implementation of SBM. The context of countries such as Australia and the United Kingdom where SBM policies were first introduced is very different from that of most developing counties. Unlike in developed countries, Mncube (2009:85) states some boards members in developing countries are deprived to exercise their power as they do not participate fully to perform the duties assigned to them due to lack of necessary skills. In such situations the principal continues to

perform the functions supposed to be the responsibility of the SGB members and their role becomes that of rubber stamping decisions taken by the principal and a few SGB members (Mncube, 2009:85).

A related concern is the lack of transparency, especially in the administration or management of funds by school boards. As De Grauwe (2005:277) points out, recently completed research by the International Institute for Educational Planning (IIEP) on school functioning in West Africa shows that parents and teachers have nearly no knowledge of or control over the use of the fees which they pay for their children's schooling. Lack of knowledge and transparency by these communities in terms of how funds are utilized, may be one of the major reasons that accounts for the slow development of SBM in their schools.

One other concern related to SBM presented by Sayed (2002:36) deals with both the allocation and distribution of resources which involves education professionals and lay people who have their own views on school management and the way in which it should be organized. According to Li (2010:4), the interests of stakeholders are not always consistent at the school level and power struggles may ensue among parents and between parents and staff. Disagreements may ensue as a result of not having a common understanding with regard to issues of appointing staff, language policy and decisions on school fees within the school community.

According to Mabasa and Themane (2002:112), problems with stakeholder participation in school governance are by no means unique to developing countries like South Africa. According to Botha (2006:4), local school communities have been given the opportunities to establish democratically elected SBM structures to assist schools in areas of self-management and governance by the Department of Education. In comparison to an example of a School Governing Body in a developed country, such as the United Kingdom, these bodies are more effective because they are well-informed and they become actively involved in making important decisions that have an impact on the quality of education (Mabasa & Themane, 2002:112). Unfortunately, the intention by the government to allow schools to manage

themselves is hindered by the lack of knowledge and skills by parents who forms the majority of governing members.

As De Grauwe (2005:276) points out, the absence of an efficient and supportive state is risky not only for the individual schools but also for the SBM system as a whole, insofar as it is threatened by lack of knowledge and skills. The challenge is that SGB's in many South African schools have not been prepared for SBM reforms and even if preparation has been there, it proved to be insufficient for new SGB members to effectively discharge their duties. Sayed (2002:45) argues that changing policy intention does not immediately translate into changed practice. Democracy in school governance within the context of the policy of educational decentralization not only take more time, but requires more proactive action to support and capacitate the School Governing Bodies (and other stakeholders such as the community, staff and learners) to become vehicles of democracy.

The effectiveness of SBM depends greatly on the knowledge of and roles played by all stakeholders within the school as an organization. Due to powers associated with SBM, some parents tend to cross their boundaries by involving themselves in school management matters. It is often argued by advocates of SBM that in as much as the SBM empowers principals and teachers to manage schools, the involvement of parents in most instances jeopardizes autonomy of schools. According to Li (2010:9), teachers and administrators are often unwilling to discuss issues of the day-to-day running of the school with parents although they may enjoy the autonomy gained from the move towards SBM.

Most of the developing countries in the Sub-Saharan region, including South Africa, are characterized by weak governance structures that are unable to develop accountability frameworks expected to counterbalance school autonomy or to offer support to schools.

In summary, SBM and its practice at the level of school pose challenges. The challenges can be grouped as followed:

- Lack of knowledge by SBM stakeholders, especially parents that hampers school managers to actively get involve in robust discussions; and
- failure on the side of government to adequately prepare members of the governing bodies in time for their new roles within the school;

2.3 THE ROLE AND RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS IN SCHOOL BASED MANAGEMENT

This section brings into perspective the prescribed roles and responsibilities of different stakeholders when implementing an SBM system in schools. It has been indicated that the purpose of SBM is to explore how stakeholders interact within the school as a primary unit of improvement based on the redistribution of decision-making authority through which improvements in the schools are stimulated and sustained. It is believed that democratic devolution of power leads to more effective decision making resulting in increased autonomy, flexibility, productivity, and accountability (Gammage, 2008:665). Thus, the roles and responsibilities of the following stakeholders will be discussed:

- The Principal;
- educators; and
- School Governing Bodies.

2.3.1 The Principal

With the inception of SBM practices, the role of principals became even more complex than before as impassionate calls for school reform in the form of greater accountability and shared governance, parental choice and school safety increased within and outside schools (Levine, 2005). At school level, the principal is perceived as the key figure in fostering power

regarding decentralization. It also goes without saying that SBM has, in several cases, increased the administrative and managerial workload of principals to the detriment of their role as pedagogical leaders. Studies covering four OECD countries found that principals were troubled in all countries by an increase in the frequency with which they were confronted with decisions in recent years (Dempster 2000:51). This combination of a heavier workload and increased stress has led to scarcity of candidate principals in an increasing number of countries (Whitaker 2003, 42).

School principals have a responsibility of exercising leadership that promotes participation by all stakeholders of the school in order to promote democracy, which is one of the goals of education in South Africa (Department of Education, 2007). Principals also have to deal with competing demands of both human management and governance of schools. For example, Kruger (2003:210) explores the significant effect that principals can have on the efficiency and the success of the school, including transforming the schooling system and encouraging greater participation in SGB's. In terms of SBM, principals are expected to have expert knowledge to improve learner performance (Kent 2002:222). Fung (2004:32), points out that principals not only have increased responsibility and authority in school programmes, curriculum and personnel decisions (human resource management), but also have increased accountability for student and programme success.

In South Africa, principals are required by law, as part of their duties, to assist members of SGB's with their duties to become actively involved in governance issues by displaying leadership skill on top of the already demanding day-to-day tasks of administering and managing the school (RSA 1996b). This implies changing from the past autocratic tendency of unilateral decision making by principals to more democratic tendencies that is encouraged by active participation. In the South African context this would include complying with changing legislation, regulations and personnel administrative measures; establishing a culture of teaching and learning; improving and maintaining high educational standards; collaborating with parents; dealing with multicultural school populations; managing change and conflict; coping with limited resources; and ensuring more accountability to their respective communities (Mestry & Grobber 2004:17).

In order to ensure effectiveness in schools, the principal needs to involve each stakeholder in the decision making processes. In terms of the Employment of Educators Act (RSA 1998), the principal is responsible for the professional management of a public school. This includes communication with members of the school staff and the governing body and above all, to provide professional leadership within the school in maintaining an efficient and smooth running school. The principal needs to understand the reason for implementing SBM as a form of change in the school system and it is through democratic participation in which communication can make other stakeholders understand SBM and become part of it. An understanding of what make stakeholders resistant to system change can assist to identify strategies for providing support where needed, helping to build confidence, working together and sharing hopes and concerns. These are all recognized remedies for the difficulties of change (Department of Education, 2007:174). Furthermore, principals have to manage schools in a process of shared, collaborative educational thinking and leadership (Grogan & Andrews 2002:246) in order for staff members to feel valued, respected and empowered (Hammersley-Fletcher & Brundrett 2005:60). Wilmore (2000:342) points out that it is wrong to presume that school staff, and especially principals, are always ready and willing to undertake reform. If this is properly done, other stakeholders will feel more positive towards school leaders and more committed to the school goals and objectives.

To summarize, the focus of this section was to explore the role of school principals in an SBM school system and the following issues were scrutinized:

- The role to and the extent to which all SBM stakeholders participate in the SGB;
- the role to which transformation in schools is taking place, which is, changing from the past autocratic tendencies to more democratic ones as to encourage participation by all SBM stakeholders; and
- the role in exercising leadership which leads to quality education for learners.

2.3.2 Educators

Human resource provisioning is one of the critical elements for effective SBM. According to Botha (2006:08), resources are needed in order to translate ideas and decisions of those in powerful positions into meaningful actions, that is, actions aimed at organizational improvement. Botha (2006) further argues that, while it is the responsibility of the state to give schools power to make decisions, power in the form of tangible resources will not bring about improvements. Educators, as one of the equally important stakeholders in the school, need capacity in the form of resources to utilize this power.

At this stage it is also important to emphasize that certain pre-conditions, such as the ability of all stakeholders in a school to make decisions about resources (including human resources) and the ability to draw on the professional capacities of the staff must be met if SBM is to be feasible. De Grauwe (2005:281) indicates that in Korea, recruitment patterns (of educators) have been changed in order to attract younger candidates who are willing to learn and develop themselves so as to be up to standard with their counterparts around the world. De Grauwe (2005:281) also gave an example of Malaysia as another SBM practicing country in which staff members are given training including mentoring by practicing head-teachers before they occupy their posts. Schools need to have a minimum of resources and competent teachers in order to assist them to implement SBM system successfully and ultimately compete in the global economy.

Some aspects of school culture, such as shared vision and values, strong collaboration and teamwork, and student-centered style are, according to Li (2010:11), conducive to the effective implementation of SBM. According to Scribner et al (2007:71), many schools in countries practicing SBM such as Australia and the United Kingdom have experimented with distributed leadership by organizing teachers into teams that identify and solve predefined problems. Teachers in the above-mentioned countries also form teams that find and solve indeterminate problems. For example, the implementation of SBM could create competition for power and resources between principals and teachers or among teachers and then cause potential conflicts among key school stakeholders (Li, 2010:14). Other examples of common

conflicts that emerge in schools relate to allocation of work by the principals to teachers which in many instances frustrate and frighten teachers and fail to empower and involve them in decisions about important school policies. The success of SBM depends heavily on teachers and any problem encountered by them is likely to derail progress in the effective implementation of SBM. Teacher teams have emerged as a popular school improvement strategy for developed states (Scribner et al, 2007:71). This practice of collaboration for the purpose of making educational decision embraces the realignment of roles and relationships of school community members. Scribner et al (2007) argue that where teachers work in self-managing teams to develop goals, curricular, instructional strategies, budgets and staff development programmes, students often achieve at higher levels. Advocates of distributed leadership suggest that many instances of collaboration have become structural mechanisms of control through which the efforts of teachers are more tightly coupled to standardized performance expectations. In teacher meetings, for example, because there is no strict agenda and no obvious solution, individual teachers may be surprised by their collaborators and group interaction can result in the emergence of creative solution (Sawyer, 2006:255). In self-managing teams, multiple leaders and a dynamic pattern of shared team leadership evolves and this collaborative action is informal, emergent and dynamic (Belasen, 2000:259,262).

According to Botha (2006:4) the immense decline in teaching and learning standards in South Africa during the past three decades has prompted the government to come up with legislation such as the Employment of Educators Act (RSA 1998). The main aim of the Act as stated in its introductory paragraph is to enable the South African education system to compete in an increasingly global economy and also to prepare both educators and learners for new or changing environments, more specifically, SBM reforms. This is in line with the mission in the corporate plan of the Department of Education (2007) which is to ensure that all South Africans receive flexible life-long learning education and training of high quality. Thus, the role of an SBM educator has changed from a narrow perspective of managing the classroom to a wider and a broader outside-the-classroom involvement in assisting to work with others towards the attainment of the school's vision and mission. Through the implementation of SBM, educators are asked to assume leadership roles in staff development, mentoring and curriculum development, and to become key partners in school and staff supervision and evaluation.

Briggs and Wohlstetter (2003:356) argue that researchers have determined that the effectiveness of SBM is largely dependent on where the locus of authority lies - administrators, school professionals or members of the community. It is only through empowerment and accountability that the authority mentioned in the preceding statement can be fully exercised by educators by effectively applying their knowledge to influence decisions by participating in planning, developing, monitoring and improving instructional programs within the school.

In summary, the researcher concludes this section by stating the following:

- Educators' participation has proven to be one of an indispensable aspect of SBM that is required and sometimes to be used as a determiner of whether SBM in school is effective or not;
- successful implementation of SBM by educators has a bearing on what is happening in a classroom in terms of provisioning of quality education; and
- the involvement of educators in decision making processes creates a positive working environment that contributes immensely to positive results in a school.

2.3.3 School Governing Body

Edge (2000), as quoted by Mncube (2009: 84), defines school-level governance as a radical form of decentralization. According to Richardson (2007:9), the creation of a school-site council that consists of the principal, teachers, parents and community members to develop and implement site-based management plans for the school is of great assistance in fast tracking and ensuring the effective implementation of SBM. It is through the introduction of SBM that the role of parental involvement has been receiving greater interest in schools (Li, 2010:3). Mncube (2009:84) argues that parental involvement has been associated with a

variety of positive academic outcomes including higher grade points averages, lower dropout rates, less retention and special education placements and an increased achievement in reading. Parents are now participating in school matters more than previously because they want their children to have access to quality education. This is probably due to the fact that most parents are better educated than their parents. Becoming involved in their children's school activities, as required by the SBM system, parents are likely to ensure that the values, the direction and the character of the community are established and maintained. This requires parents to be involved in their children's homework, meeting with educators and attending school functions and activities. Therefore, they became more aware of the benefits that can be gained from education and wanting to have a say on what learning experiences schools should offer to their children.

According to Sayed (2002: 40), the increasing demand for democratic transformation in education and in the society at large coupled with the demands of SBM prescripts through the functions of the School Governing Body have further envisaged a key role for parents in the schooling activities of their children. Middlewood and Lumby (2007:122) argue that governors are accountable to parents through their annual report and meetings with parents, providing reports of school's physical resources and academic performance of their school including comments on the work of the governing body. It is therefore evident that their involvement has advantages in maximizing school resources and developing a school culture of learning and teaching.

In South Africa, SGBs have been given powers to plan for the future of their schools, decide on policies, decentralizing funds and monitoring the progress of the school as provided by Section 20 and 21 of the SASA (RSA, 1996a; Botha 2006:5). They are bounded by this Act to exercise these powers in a responsible manner as they carry out their functions in schools. Section 21 of the SASA (RSA, 1996a) also makes provision for the conferring of additional powers if SBM structures demonstrate expertise and competence. These sections ratify what the Education Minister has reassured - the education fraternity of the government's commitment to the self-management and the self-governance of South African schools (Botha 2006:5).

Botha (2006) further argues that the two sections, that is Section 20 and 21 of the SASSA (RSA 1996a), enable the process of decentralization of decision making power to the schools and School Governing Bodies as well as the allocation of resources at school level based on the principle of shared leadership. In an effort to encourage underperforming schools to uplift their performance, SBM stakeholders that show competence in the performance of their duties are given more powers, while those who perform poorly either forfeit their powers or have their powers reduced (Botha 2006:11). This is done to counterbalance the autonomy of the schools with the development of a framework for accountability which is intended to ensure that stakeholders act in a responsible and accountable manner.

This section acknowledges the role of parents in the schooling system by the SBM system and can be summarized as follow:

- Through democratic transformation of education, South African parents are involved in the governance affairs of their schools and this is made possible by SASSA, Section 84 of 1996;
- the impact of the role of governing bodies is visible in the physical and academic performance of schools;
- it is important to note that the role of parents has advantages in maximizing school resources and developing school culture of learning and teaching; and
- lastly, it is also important to acknowledge that there is still a long way to go for governing body members especially from previously disadvantaged communities to take their rightful places in the governance of their schools.

2.4 THE DEVELOPMENT OF SGB MEMBERS IN SBM SKILLS

In this section the development SGB members on SBM skills will be discussed. This information is presented in three sections, namely:

- The importance of developing SGB members;
- contents of development programme; and

- funding of programmes.

2.4.1 The importance of developing SGB members

According to Marishane (2003:12) the state, as obliged by the SASA (RSA, 1996a), has an important role to play in capacity building for efficient resource utilization in the school. In South Africa the government recognized that many SGBs, especially those in the rural and less advantaged urban areas, do not have the required skills and experience to exercise their new powers and may have difficulty fulfilling their functions. Many principals have been appointed at a stage that the demands of the roles were different and they might find themselves in trouble because of the role change. Relevant training may assist them somewhat, although there is no guarantee that it might benefit all of them to such an extent that they feel sufficiently empowered. To deal with this issue, the South African Schools Act (RSA 1996, Section 19), which represents a sophisticated form of SBM, obliges provincial governments to provide training for governing bodies. According to Botha (2006:11), training of members on SBM structures can also be regarded as an important capacity building responsibility of the state. In responding to this call, the state, as obliged by SASA (RSA, 1996a), in conjunction with professional institutions, established training programmes to empower principals. One of the well known programmes is the ACE (Advance Certificate in Education) in School Leadership. This programme is aimed at empowering school leaders to lead and manage schools effectively in a time of great change (Department of Education, 2007:iv). SASA (RSA, 1996a) holds the state accountable for the implementation of and success of the government's policy in developing the capacity of SGBs to govern. Principals' strategic and long-term leadership roles are also reflected in terms of the attention given in an ongoing manner to the training, development and empowerment educators. According to Van Niekerk and Van Niekerk (2006:94) it is logical that if members of staff are not properly trained to fulfill their new roles, they should not be entrusted to do SBM tasks. Empowerment of staff implies that once trained and developed to a level of competency, they are provided an opportunity to make a contribution towards the vision by implementing their new competencies to the advantage of the school.

Training is necessary because school governors have diverse backgrounds and for this reason

have little or no experience in managing an organization such as a school (Mestry & Grobler: 2004:12). The importance of training is further emphasized by Mestry and Grobler (2004) who maintain that the process of decentralization and co-operative school governance requires intensive training and re-training in the way schools need to operate. Training programmes are necessary to inform all stakeholders of their powers and functions and to ensure that school officials do not restrict or inhibit others from exercising their powers and functions. Botha (2006:8) also identifies provision of essential resources such as information and funding as critical elements for self-development of members of SBM structures.

Effective development programmes need to be developed to critically look into access to relevant information that will assist stakeholders to be equipped with necessary skills and knowledge on how to handle school finances and other aspects such as information and school funding which should be effectively utilized to develop and support education provision through a structured community participation approach. Resource provisioning is one of the critical elements for effective SBM. SGB members also need resources such as budget information in order to make informed decisions about the finances of the school.

2.4.2 Contents of development programme

Information is an important tool needed by SBM stakeholders such as the SGB's for its support of the school management, educators and learners. Information can be provided in the form of documents which concentrates on the legislative framework under which the SGB's emanated and draws legal parameters under which they should function. Mabasa and Themane (2002:112) mention the White Paper Two document as an example of a legislative document which concentrates on issues of organization, governance and funding of schools. Sharing information, however, does not necessarily result in automatic empowerment. According to Botha (2006:9), it is the nature of information disseminated and the way this information is used in the organization that counts. Mncube (2009:92) mentions cases of serious misconduct by learners as the most common example in which the majority of governors felt that they followed procedures but that the Provincial Department disapproved of their recommendations and eventually expelled a learner in this case. It is for this reason that school governors need easier access to information that will enable them to plan and to make informed decisions on all matters affecting effective school management. Karlosson

(2002:70) suggests a number of basic principles in dealing with easy access. Firstly, making the training manual more practical for governors and, secondly, to provide backup material for reference purposes.

The provision of information is also very important in terms of equipping SGB members with the necessary knowledge that should assist them in dealing with issues relating to developing the school policy as required by legislation. A policy is defined as a guideline to parties affected by the policy (Goniwe, 2005:53). Examples of policies that SGBs should develop for their schools are provided in the discussion and include: Admissions, Language, Religious observance, Code of Conduct for learners, HIV and AIDS, Finance, Safety and Sports. The SGBs are also tasked to draw up their school policies.

SGB members should also be trained on meeting procedures in order to make meaningful contributions in a proper manner. They should be trained on how to handle disciplinary issues and still be covered by legislation governing the schools.

In-service courses should also be developed by the Department of Education in collaboration with educational training institutions. Collaboration, empowerment, co-operation and consultation facilitate transference of essential skills and knowledge of implementing SBM in schools among staff members. In so doing, basic educational values, such as the quality of the learning experience of children, the promotion of academic excellence and preparing learners for after school life, are likely to be instilled during teacher training. For its part, according to Botha (2006:12), the state should create a viable environment for effective SBM and should couple this with capacity building to empower the SBM structures, which in turn disperses power by delegating some responsibilities to school-based sub-committees or task teams.

2.4.3 Funding of programmes

Another critical element for development of members of SBM structures is funding and dealing with finances. The majority of governors grapple with ways of managing school

finances that ensures that the school has the money or funds and other resources that it needs to reach its development goals and vision. The importance of this resource is reflected in the proposed amendments to the National Norms and Standards for School Funding, Notice 2363 of 1998 (RSA, 1998a) which state that:

Government sees the school allocation as a key means of empowering school communities, and realizing democracy at the level of the school. It is important for the local level to participate in decision-making relating to what non-personnel make as inputs to purchase for particular schools. For this reason, government supports the gradual transfer to the school level of decision-making powers relating to the school's allocation. This must obviously occur in a controlled manner, in accordance with the important Sections 19 to 22 of the SASA, and in such a way that public funds are not squandered and spent in a manner that fully supports the national curriculum. The preceding statement is important in reflecting the efforts taken by the Department of Education on how serious they consider decision-making on funding matters as a means of empowering SGBs as stakeholders in the SBM system. Lack of skills in decentralizing available funds has prompted the department to create a training programme dealing specifically with addressing such an area of concern in order to involve other stakeholders in financial decision making.

Establishing sound procedures for ensuring school accountability for financial resources and authority have also increased the involvement of parents and other local people in school affairs. When parents and community members are involved in planning for and using school grants, a process of social auditing ensures transparency and accountability in the use of funds. Because parents and school staff are likely to be unaccustomed to the task of procuring goods and services or to keeping accounts, they need to receive training to ensure accountability for the school funds that they are managing. SGBs records of financial statements such as school fund register, payments cash - and receipt book and also forms such as voucher form and bank statement for financial management which are kept at schools should be available to SGB members in the form of training manual. This will assist them to account on how the allocated money is spent.

In summary, in this section two important aspects for SGB members were discussed, namely, information and funding. Advocates of SBM believe that training of newly elected SGB members should be equipped with knowledge and skills on how to control school funds.

The focus of this section was based on the following:

- That the department of education is obliged by law to assist schools to develop their internal capacity for continuous development;
- that the school will develop SBM structures and conditions for collaborative work among stakeholders for easy transfer of SBM skills; and
- that training and development programmes and in-service training are some of measures through which SBM skills can be attained

2.5 SUMMARY

In this chapter the focus was placed on the discussion of SBM in schools and its effectiveness in practice. The chapter examined how SBM was practiced in developed countries such as Australia, the USA and New Zealand because of their successful story on SBM system. Specific reference was made on the nature of and rationale for decentralizing SBM. In discussing SBM and its effectiveness, various sections of legislation on school governance, such as the South African School Act 84 (1996) were emphasized. Special mention was also made of Sections 20 and 21 that deal with the core of SBM which is the devolution of decision making powers to school. The Educators Employment Act 76 of 1998, assisted to explain how stakeholders, such as principals and educators as part of a decision making body, put in place those decisions in practice. The discussion in Chapter two also acknowledges a numbers of challenges and positive results that accompanied SBM and further identifies strategy, namely, training as mechanism employed by the state to deal with challenges that may hinder progress in achieving effectiveness in SBM practice.

CHAPTER THREE

EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The previous chapter focused on a literature review on the effectiveness of SBM in schools. The main purpose of this chapter is to explain the rationale for the research design and methodology. In assisting to explain the research design and method, the chapter will clarify the approach to the study, that is, the research design. The study can be conducted either through qualitative or quantitative research design or a combination of the two. The research strategy to be employed will be specified. The research methods such as the instruments used to collect data, population and sampling, data collection procedures and data analysis procedures will be discussed and explained. Ethical issues as well as the trustworthiness aspects such as validity and reliability will also be discussed.

3.2 THE RESEARCH DESIGN

There are a number of explanations of research design as provided by different writers and they have one thing in common which is the plan or procedure on how to conduct the study. Bogdan and Biklen (2007:54) refer to the research design as the researcher's plan on how to proceed with the study to gain an understanding of some group or some phenomenon in its natural setting. According to McMillian and Schummacher (2001:30) a research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. Mouton (2001:55) refers to research design as a plan or blueprint on how you intend conducting the research. McMillian and Schumacher (2001:599) define it as the plan that describes the condition and procedure for collecting and analyzing data to be used to answer the research question. Saunders, Lewis and Thornhill

(2000:89) also define research design as a complete and accurate configuration of a research. According to Saunders et al (2000:89), a research design describes the kind of evidence to be collected by the researcher and also state where this evidence will be collected from and how such evidence will be interpreted in order to present good answers to the pre-determined research questions. Saunders et al (2000:92) indicate that it is important that the researcher outlines a clear strategy on how he or she will answer the research question or questions. Research design, therefore is concern with making the problem or the research question researchable by setting up the study in such a way that it will be able to yield answers to the research question.

The research design of this study is basic interpretive. Ary et al. (2006:463) state that an interpretative study uses qualitative data collected through a variety of techniques, involving interviews, observations and review of documents. The interpretative study also provides rich descriptive accounts targeted to understand a phenomenon, process or a particular point of view from the perspective of those involved. The central purpose of basic interpretative study is to understand the world or an experience of another.

In chapter one the reasons for selecting a qualitative research approach were provided. The study lends itself to a qualitative type of study because of variables in the SBM system, its implementation process such as readiness of stakeholders, in other words how they respond to their duties as required by the SBM prescripts, how capacitation assisted them in dealing with problems encountered during the implementation stage and also the availability of resources in order to ensure effectiveness in schools. The qualitative approach provided a detailed, close-up lens into the participant's workplace and point-of-view. It also allowed the researcher to observe people in their own territory and interact with them in their own language and on their own terms by employing data collection techniques such as participant observation and interviews.

According to Leedy and Ormrod (2001:147) qualitative research encompasses several approaches to research that are in some respects quite different from one another. Yet, all qualitative approaches have two things in common: Firstly, they focus on phenomena that

occur in natural settings, that is, in the real world. Secondly, they involve studying phenomena in their complexity. Whilst many authors differ on the definition of qualitative research, they agree on the purpose of qualitative research. Babbie and Mouton (2004:278) state that qualitative research focuses on studying human action in its natural context and through the perspective of the stakeholders themselves. Leedy and Ormrod (2001) also say that qualitative research requires considerable preparation and training, observation techniques, interview strategies and other data collection methods are likely to be necessary to answer the research problem. Furthermore, Babbie and Mouton (2004:271) mention two aspects related to qualitative research as, one, to describe and understand human attitudes, behaviour and culture, secondly, that in order to achieve what is mentioned, the research need to be set in a so called, “natural setting” instead of in an artificial setting as applied by quantitative researchers. The inquiry holds certain principles and aims to contribute to a theory as carefully and accurately as possible to develop knowledge for and of society. For this study, the ultimate goal is to discover general principles or interpretations of the behaviour that SBM Stakeholders can use to explain, predict, and control events in schools.

3.3 RESEARCH STRATEGY

According to Hussey and Hussey (2002:65) a case study is an extensive examination of a single instance of a phenomenon of interest and is an example of a phenomenological methodology. Hussey and Hussey (2002:66) further argue that case studies are often described as exploratory research and used in areas where existing theory is used to understand and explain what is happening. With a case study, the researcher simple wants to know what is going on and thus, no hypothesis is tested. The researcher wants to ascertain the variables for a particular area of study. An exploratory study takes a very broad look at the phenomenon under study. The purpose of a case study is to gather information and then to describe the method to be used. Bromley (in Maree, 2007:5) refers to a case study as a systemic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. From an interpretivist perspective, the typical characteristic of case studies is that they strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study. Case studies, according to Maree (2007:75), offer a

multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors and the interaction between them.

The study intends to explore the nature of SBM and its intended results would be matched with a description of what is occurring at school level. SBM participants, such as parents, educators, learners and principals become units of analysis to study and understand the effectiveness of SBM. Their interaction at school is fundamental to understand SBM as a system that is being examined. Through the case study method, the researcher will make use of multiple sources and techniques such as interviews, observations, and if needed, documentation reviews.

3.4 Research methodology

The ideas that are mentioned in the paragraphs above will be applied as follows in the rest of this chapter: Firstly, the population and sampling process that was followed will be outlined and secondly, the methods of data collection and analysis will be explained.

3.4.1 Population and sampling

The first step in the design is to choose the population that would participate in the study. According to Ary et al (2009, 350), factors such as expenses, time, size and accessibility must be taken into consideration when determining the population for the study. McMillian and Schummacher (2001:169) regard a population as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which researchers intends to generalize the result of the research. Even if it were possible, it is not necessary to collect data from everyone in a population in order to get valid findings.

The population for this study is selected secondary schools in the Mafikeng Area Office. The Mafikeng Area Office is located in the Ngaka Modiri Molema District of the North West province. The infrastructure of these schools consists mainly of classrooms, laboratories and a library. The majority of educators in this area live in Mafikeng and Mmabatho which hosts the capital of the North West province and the head office of the Department of Education. Thus, travelling to and from schools is accessible to educators since schools are near to their residential areas.

In qualitative research, sampling is generally based on a non-probability and purposive sampling rather than on probability sampling (Struwig & Stead, 2001: 146). According to Leedy and Ormrod (2001:219), in purposive sampling, people or other units are chosen for a particular purpose. According to Ary et al. (2006:472) purposeful sampling, in contrast to probabilistic sampling, seeks to select information-rich cases which can be studied in depth. The researcher used purposeful sampling to select four schools. He selected the schools that are within the Mafikeng area. In each school, he used purposeful sampling to select a representation of three SGB members consisting also of the principal, a parent and an educator to provide information for the research. In total, 12 SBM stakeholders were selected.

The choice of the four secondary schools from the Mafikeng Area is based on the fact that the researcher is living in the area and he once worked in one of the schools. The other reason is that the schools are evenly spread and easily accessible. Another reason is that all schools are expected to practice SBM. In the view of the fact that the SGBs comprise of representative of all SBM stakeholders who are required to lead the school in terms of ensuring the effectiveness of SBM, they will be in a better position to provide rich information in relation to the research questions.

3.4.2 Data collection

Data collection methods refer to the techniques for physically obtaining data to be analyzed in a research study (Johnson & Christensen, 2008:201). According to Struwig and Stead (2001: 36) three data gathering techniques dominate in qualitative inquiry: Participant observation, interviewing and document collection. Ideally, the qualitative researcher draws a combination of techniques to collect research data rather than a single technique since the more sources tapped for understanding, the more reliable the findings. For the purpose of this study, participant observation, interviewing and analysis of written documents were therefore used as data collection methods.

3.4.2.1 Participant observation

According to Mouton (2001:148) participant observation studies are usually qualitative in nature because they aim to provide an in-depth description of a group of people or community. Such descriptions are embedded in the life-worlds of the participants being studied and produce deeper perspectives of the stakeholders and their practices. McMillian and Schumacher (2001:437) view participant observation as a combination of particular data collection strategies: limited participation, field observation, and artifact collection. Limited participation according to McMillian and Schumacher (2001:437) is necessary to obtain acceptance of the researcher's presence even though she or he is unobtrusive while field observation is the researcher's technique of directly observing and recording without interaction

In participant observation, it is the aim of the researcher to observe events while causing little disruption as possible in the social situation. The researcher will not apply participant observation due to the technical aspect related to it. The researcher considered whether it will be practically possible to convene SGB meeting purely to observe SBM participants in meeting and whether everyone in the meeting will be comfortable with the presence of the researcher in such a meeting. As mentioned in previous paragraphs, the study targets four

secondary schools and the opportunities of been inside and outside the meetings recording by making use of field note will not be possible for a day.

3.4.2.2 Pilot interviews

Pilot interviews were conducted prior to the actual individual interview sessions to evaluate the questions in the interview guide. Evaluation of the questions for the interviews was based on the suggestions made by Pole and Lampard (2002: 135 – 136) as follow:

- Are questions asked clearly, specified and unambiguous?
- Are questions asked in a linear and incremental manner so that questions follow a logical order?
- Do the questions asked provide latitude for a range of different views?
- Were any questions inappropriate from an SBM perspective?
- Does the interview come to a conclusion by allowing any loose ends to be tied up?
- How effective and unobtrusive is the recording process?
- How much time is required to answer questions with sufficient room for conversation?

Based on the comments and suggestions provided by interviewees in the pilot interviews, some of the questions on the interview schedule were rephrased.

3.4.2.3 Interviews

According to Shaffer (2005: 242) interviews are the most commonly used qualitative data collection method on the subject's opinions, beliefs and feelings about the situation. Shaffer (2005: 243) explains interviews as a question-and-answer method of collecting information in a one-on-one situation and an interchange of views between two or more people on a topic of

mutual interest. The interchange is between the experienced participants in order to provide findings to a research question.

Briggs and Coleman (2007: 208) view an interview as a preferred tactic to explore people's views and report findings as near as reasonable in their own words. McMillian and Schumacher (2001: 443) view the qualitative in-depth interview as an open-response question to obtain data of participants – how individuals conceive their world and how they explain or make sense of the important events in their lives. Interviews may be the primary data collection strategy or a natural outgrowth of observation strategies. Interviews provide information that cannot be obtained through observation, or can be used to verify the observation.

Saunders et al (2003: 246) state that there are three forms of interviews: Structured, semi-structured and unstructured. Saunders et al (2003: 246) explain each form as follows:

Structured interviews use questionnaires based on predetermined and standardized or identical set of questions. The researcher reads out each question and then records the response on a standardized schedule while there is social interaction between the researcher and the respondent. Unstructured interviews are more informal and therefore there are no predetermined questions to work through in this situation. In semi-structured interviews, the researcher will have a list of themes and questions to be covered, although these may vary from interview to interview. This means that the interviewer may omit some questions in particular interviews, given the specific organizational context that is encountered in relation to the topic.

Semi-structured interviews are more flexible than structured interviews because the interviewer asks certain major questions to all participants, but each time the sequence can be altered in order to anticipate questions. Semi-structured interviews were selected for this study and conducted with representatives of SBM stakeholders in the SGB. The participants were interviewed during and after school hours depending on their availability. Each interview lasted for 30 minutes and was recorded for analysis. The participants were

encouraged to speak about their own experiences of how they relate to each other at school. Occasional questions were asked for clarification. After participants had raised issues of concern, questions from the interview schedule were asked.

3.4.2.4. Documents analysis

Document analysis according to Briggs and Coleman (2007:281) is a form of qualitative research that requires the researcher to locate, collect, collate, interpret, analyze empirical data, and draw conclusions that either describes, interpret or explain what has occurred. In terms of data collection, this involves transferring significant quotations from documents to a field notebook. The term *documents* according to Ary et al (2009:482) refer to a wide range of written, physical and visual material, including what other authors may term artifacts. According to McMillan and Schumacher (2001:451) artifacts are tangible manifestations that describe people's experiences, knowledge, actions and values in the form of personal documents (such as diaries and letters), official documents (such as memos, minutes, working documents and proposals) and objects (such as symbols and values). Documentary analysis allows for sufficient data to be collected for researchers to be able to:

- Identify the significant features of a particular event;
- establish a plausible interpretation and explanations of data;
- test for the credibility and validity of these interpretations; and
- construct an argument based on these interpretations.

For the purpose of this study, the following mandatory school governance and management documents related to SBM system were scrutinized and analyzed at research sites during the onsite observation visits. These secondary data sources, according to the Education Labour Relations' Council (ELRC) Collective Agreement No. 8 of (2003), are used to gain a better understanding of the participants' needs and include:

- Reports generated by the principal and the head of department in observing other fellow educators through their developmental teams in the classroom situation;
- information contained in the personal growth plan of IQMS documents of participants. The identified areas of improvement gave direction with regard to the professional development needs of the participants.
- Minutes of staff meetings that the principal had with fellow staff members. These minutes represented the entire staff and will assist the researcher to gain information on whether decisions are made collectively or whether the principal imposed decisions instead of democratizing meetings;
- minutes of SGB meetings;
- SBG annual reports clearly reflecting learner contributions in SGB meetings;
- news clippings and transcripts of proceedings at school meetings;
- field notes kept by the researcher of his observations of the participants during the interviews. The field notes kept on the participants' reactions and body language gave an indication of the participant's true feelings and supported the data collected during the interview.

3.4.3 Data Analysis Procedure

According to Smit (2002: 66) data analysis in qualitative research is an ongoing, emerging and iterative or non-linear process. Data analysis means a process of systematically searching and arranging the interview transcripts, field notes and other materials that the researcher accumulated to present the findings. The significant task in data analysis involves the process of analyzing words, sentences and paragraphs into manageable units, coding and searching for patterns. This is done to interpret and theorize such data in terms of the participants' definition of the situation, by noting patterns, themes, categories and regularities. In short, qualitative research analysis, according to Smit (2002:66), is guided by the following aspects:

- The researcher will reflect continuously on impressions, relationships and connections while collecting the data. The search for similarities, differences, categories, themes, concepts and ideas forms part of the continuous process;

- an analysis commences with reading all the data and then dividing the data into smaller more meaningful units;
- data segments or units are organized into a system that is predominantly derived from the data, which implies that the analysis is inductive;
- the researcher uses comparisons to build and refine categories, to define conceptual similarities, and to discover patterns;
- categories are flexible and may be modified during the analysis;
- most importantly, the analysis should truly reflect the respondents' perceptions; and
- the result of an analysis is a kind of higher-order synthesis in the form of a descriptive picture, patterns or themes, or emerging or substantive theory.

These aspects enable the researcher to focus and shape the research study as it proceeds. It also enables the researcher to develop a successively deeper understanding of their research topic and to guide each round of data collection.

3.4.3.1 Summarizing data

The researcher is investigating the effectiveness of SBM in secondary schools: he then coded the data into categories of research questions as follows:

- What is the nature of and rationale for decentralizing SBM in schools?
- What are the roles and responsibilities of different stakeholders in SBM?
- Do the SBM stakeholders have the capacity to perform their duties?
- What is the impact of the SBM system in secondary schools in the Mafikeng Area Office?
- What are the alternative strategies of SBM system in the Mafikeng Area Office?

3.4.4 Ethical issues

According to Mouton (2006: 238,239), the ethics of science concerns what is wrong and what is right in the conduct of research and that in the search for truth, the researcher's conduct must conform to generally accepted norms and values. As this study is conducted in one of the spheres of human life, the researcher's conduct before, during and after conducting the research is of critical importance to the credibility of the study.

Leedy and Ormrod (2001: 107) say that within certain disciplines, for example, education, the use of human subjects in research is quite common. Whenever humans are the focus of investigation, the researcher must look closely at the ethical implications of the proposal. Thus, most ethical issues in research fall into the following categories:-

- Informed consent

Qualitative research necessitates obtaining the consent and the cooperation of the subjects who are to assist in the investigation providing that there are proficient research facilities (Cohen et al., 2007: 52). Informed consent according to McMillian and Schummacher (2001: 421) is regarded as a dialogue and procedure in which individuals choose whether to participate after being informed of the purpose of the study and facts that would influence their decisions. Leedy and Ormrod (2001:107) argue that research participants should be told the nature of the study to be conducted and be given the choice of either participating or not. Informed consent is a means to encourage free choice of participation. Furthermore, research participants should be told that, if they agree to participate, they have the right to withdraw from the study at any time. Any participation in a study should be strictly voluntary.

Permission has been sought from the secondary schools so as to ensure that there is minimum disruption within these institutions. Permission has also been requested from the Mafikeng Area Office to visit the participants at their respective institutions. In this regard there were

no problems in accessing the informants as schools permission was granted from the Area Office manager (See Appendix C). The researcher introduced himself to the participants during each interview and further tried to create a friendly atmosphere during the introductions between the participant and the researcher.

- Right to privacy

During data collection, qualitative researchers came into contact with participants who share information and their knowledge of the subject for study. Hegeland (2005:258) argues that during this period the researcher learns intimate knowledge that the participant or participants give in confidentiality. Helgeland (2005:258) further argues that the researcher has a moral obligation towards the participants with regard to information given. Interviewees were assured of confidentiality and anonymity of information. The principal means of ensuring anonymity is by not recording names of the participants or any other personal means of identification. The information they supplied was used for the sole purpose of the study and no one else not associated with this study had access to the raw data as supplied by the informants.

In this study, the researcher gave stakeholders who participated in this study full assurance of confidentiality and anonymity. No personal identifiable information such as gender, race and location of the participants was divulge or specific schools identified by name.

- Honesty with professional colleagues

The researcher has the ethical responsibility of ensuring that the whole research project unfolds in an ethically correct manner. The researcher therefore ensured that the analysis of data and the results of the study were reported correctly. Therefore, a high level of competency and skills were considered in undertaking this study. The researcher had to involve professional responsible, mature and skilled participants in the research. Leedy and Ormrod (2001:108) indicate that researchers must report their findings in a complete and

honest fashion, without misrepresenting what they have done or intentionally misleading others as to the nature of their findings. Under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly 'noble' that conclusion may be.

The researcher is, by profession, an educator who has successfully passed his Masters Degree in Education Management coursework modules with the North West University. It is on the basis of the above that the researcher will at all time uphold the principles of honesty and professional relationship when conducting the study.

- Trustworthiness and validity

Trustworthiness is mentioned by Muchinsky (2006: 21) as the credibility of the research findings. It includes the research design, carrying out and reporting in order to make the results credible. Validity on the other hand, questions how research findings correlate with reality. In qualitative research, credibility involves establishing credibility of the results from the perspective of the participants in the research. This qualifies the purpose of qualitative research through the eyes of the participants (Muchinsky, 2006: 21). Two aspects of trustworthiness are dealt with in the study, namely, validity and reliability.

According to McMillian and Schummacher (2001: 407) the validity of qualitative research rests primarily within the honesty, depth, richness and scope of data collection, and data analysis techniques. It means, if the above processes are adhered to from the beginning of the study, validity will be enhanced. McMillian and Schummacher (2001: 407-410) mention strategies to enhance the validity qualitative research as participant review, mechanically recorded data, persistent filed work, participant verbatim language, multiple researchers, member checking, low-inference descriptors, and triangulation. For this study, the researcher used the following strategies to enhance validity:

In terms of mechanically recorded data, the researcher used a digital and video camera to enhance the validity of the information by providing accurate and relatively complete records. The main interview and other scenes were also recorded. In terms of low-inference descriptors, concrete, precise descriptions from filed notes and interview elaborations were used as hallmarks of this study to identify patterns in data. It means that during the interviews, descriptions will be literal and important terms are those used and understood by the participants. This ensured accuracy between the meanings of the interviewees and the researcher's perceptions of those meanings. For participant review, the researcher asked the participants to review and verify what was said, heard and seen during the interviews, observations and analysis of documents. The participants were further asked to modify some of the information or interpretation of the transcript. Then, the data obtained from each school was analyzed for a comprehensive integration of the findings. Lastly, triangulation which according to Babbie and Mouton (2001:275), involves using more than one research method or data collection technique such as writing notes, member checking, peer review, and audit trial in order to reach a more complete, holistic and contextual understanding of the phenomenon. For this study, verbal clarifications was triangulated by written references and data collection methods (interviewing, and analysis of documents) were used. This reliance on collaboration amongst different methods served to enhance the validity of this study.

The second aspect of trustworthiness discussed is reliability. According to Mynhardt, (2002:63) the achievement of reliability involves ascertaining whether the results are consistent with the data and that the same results be obtained should the study be replicated. Reliability in qualitative research is regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of the coverage of the investigation process. Reliability in qualitative research requires and embraces the truth and neutrality of the setting been observed. Reliability was insured in the study by conducting the same interview with the participants. The researcher also made use of multiple data collection and data analyses methods to record the actual, natural, and comprehensive meaning of settings and eliminate any researcher bias thereby assuring that the findings are more accurate and reliable.

3.5 SUMMARY

The chapter focuses on the empirical investigation. The chapter presented a detailed description of the research design and methodology which includes and states the context of the study as follows:

- In terms of a research plan, the researcher opted for qualitative research approach because of its practicality and flexibility on the research site;
- as for the research strategy, a case study was chosen because the researcher does not investigate the hypothesis but rather, the general understanding of what is happening in a particular situation, i.e., in secondary schools in which SBM as a system is being practiced;
- with regard to the method of conducting the study, the population was identified as secondary schools in the Mafikeng Area and purposive sampling was chosen because of the specific information needed; and
- measures to account and ensure reliability and validity, ethical aspects in which permission was sought from both schools participating and the Area Office of the Department of Education, data collection procedures, e.g., interviews and observations, data analysis procedures which is interpretative in nature, were taken into account.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

In chapter three the research design and method were discussed and a literature review was incorporated. In this chapter, data obtained from audiotapes of interviews and transcripts, were presented and analyzed, with the emphasis on establishing meaning as constructed according to the given description of phenomenological research (Maykut & Morehouse in Mynhardt, 2002:45). This chapter provided the reader with experiences of SBM participants, namely, the principal, staff and parents whose roles and responsibilities are to ensure the effective implementation of School Based Management in their respective schools. The intention is to reflect on the perceptions of SBM stakeholders and to explain and give meaning to their viewpoints.

The findings of the study on the effectiveness of SBM in schools will unfold in this chapter. The data was analyzed in terms of the purpose of the investigation and include the three research questions that guided the study. The researcher reported only on what was deemed significant within the purpose and objectives of the study as mentioned in paragraph 1.4.

4.2 ANALYSIS OF DATA

Analyzing qualitative data was discussed at length in Chapter three, paragraph 3.4.3 which included the analyses of sections by categorizing and coding its segments, and relating the codes or categories to one another. Data analyses were conducted at the same time with data collection, data interpretation and the narrative report. It was mentioned in Chapter three that the participants qualified to be included in the study in terms of the purpose of the investigation. The intention was to select experienced participants who were all active SBM stakeholders in schools. The sample size was limited to schools that function in the Mafikeng Area Office. Three SBM participants per school were interviewed. The participants consisted

of some parents, principals and staff members. In total 12 participants were selected. They are referred to as Participant A, B, C, D, E, F, G, H, I, J, K and L because of the reasons as provided in paragraph 3.4.4 under subheading 'Right to privacy'.

In Appendix A, the interview schedule is provided (see p 96). Appendix B (see p 97) consists of an example of an interview that was conducted with one of the participants. As mentioned, the researcher therefore minimized data collected through interviews and analyzes documents to patterns and categories in line with the three research questions namely:

- What is the nature and rationale for SBM?
- What are the roles of the different SBM stakeholders in school?
- Do the SBM Stakeholders have the capacity to perform their duties effectively?

4.3 RESEARCH FINDINGS

The researcher went through the responses and summarized the findings per group of participants interviewed. The groups included categories and subcategories of the participants' experiences during the implementation of SBM and concentrated on their involvement in operational plans, the clarification of their most important roles and how they are involved in the personal development and the development of others.

4.3.1 The nature and rationale for SBM in schools

In terms of the nature and rationale for SBM, three distinguishable, but interconnected themes were identified namely, explaining the concept SBM, the justification of SBM, and explaining SBM within the school set up.

The idea with the first theme was to establish the views of the participants on matters such as the understanding of the concept SBM and how it is perceived and applied in the field of education. Apart from defining the concept in a theoretical sense, participants were also required to provide an example of a related act or legislation that they know or have been involved in the formulation thereof. As another means to tap into participants' understanding of the concept SBM, they were requested to mention other concepts related to SBM.

The second theme dealt with justification of SBM. Participants had to indicate whether SBM is related and applicable to particular aspects of school life. It should be indicated that the importance of having SBM in schools could be associated with problem areas in the school. In this theme the researcher also dealt with the advantages of SBM in the school context by asking the participants to give the importance of SBM in a school and how SBM can contribute to school effectiveness. The importance of and purpose of SBM is closely related. In this regard participants were requested to give common features of SBM.

The third theme dealt with a brief outline description of an SBM school which is of great significance in understanding how SBM is operating in schools. Participants were asked to indicate different ways in which SBM can assist stakeholders to make the school productive. The idea with this question was to establish if SBM support the smooth running of the school.

The findings from the responses on these themes are presented as follow:

During the interviews participants explained their understanding of the concept SBM and indicated that SBM form the basis of effective school management. One participant indicated that SBM implies that *the power and responsibilities should be distributed among all stakeholders in the school*. As such, SBM can be seen as a policy applied in school and therefore it should always be closely linked to accountability.

When asked to provide an example of legislation closely linked to SBM, it was the South African School Act, Act 84 of 1996. Participant A said, "*I know the SASA 84, with its section*

21, which empowers stakeholders in schools to take decisions in matters relating to the school. It is through this Act that we, as a school, have the right to use resources for our educational innovation and improvement in a changing environment". Another aspect that was mentioned with regard to the explanation of the concept SBM is that SBM enables stakeholders to optimally respond immediately without seeking external directives from the district office to the needs of the school. The following quote is self explanatory: "*With SBM, schools are at liberty to independently use resources according to their needs and solve problems in time...*" Another participant indicated: "*It is unlike before when, in order to solve problems in time or find new resources in the school, one had to look up to the government*". As mentioned earlier in the review of literature (see par. 2.2.2), SBM makes the school site the focal point of evaluation and places the burden of educational needs of the learner, at the site. SBM allows stakeholders to take decisions and is guided by what is happening at school level. This justifies the need for decentralization of decision making power within the school because the closer school governance is to stakeholders; the more likely it is to be responsive to their demands and interests.

The above aspect already introduces the discussion to the issue of justification, which is, whether SBM is of assistance to the school situation or not. Many of the participants are in agreement that SBM can be seen as guidelines that indicate how stakeholders should manage the school. It is through the consultative meetings that SBM stakeholders are able to determine the needs of the school. The direction-giving aspect of SBM practice is explained by a participant when she stated, "*... and it is through such meetings that schools set clear stakeholder-focused strategic directions and develops action plans to support its directions. In other words, in any meeting conducted by SBM stakeholders, decisions taken must be collective, cohesive and must show determination*". Another participant mentioned that SBMs main purpose is "*to transfer decision-making power to stakeholders at school level*". Yet another one commented that "*decisions are based on the believe that giving stakeholders authority would mean holding them directly accountable for their actions and such accountability is expected to act as a tool for greater effectiveness*".

The participant further provided an example on how the decision making process can assist stakeholders to control the school more effectively. The example relate to a situation in which

a conflict arises between a teacher and a learner. The participant explained that in this case, *“the SBM system, through its functions in a school, should provide a platform for finding a representative decision”*. The teacher and learner’s fate was decided after each and every one of them has been given a hearing to present their case as they are all represented in the SGB which is a collective unit of all stakeholders in a school. What this example illustrates is that SBM with its characteristics in a school set up is a very important instrument for solving the day-to-day problems.

4.3.2 What are the roles of the different SBM stakeholders in school?

With regard to the analysis of the responses on the second category that dealt with the roles of the different SBM stakeholders in the school, it must be emphasized that the focus is on how they discharge their functions in terms of SBM prescripts. The question focused on the role caters for stakeholders’ functions and their interaction in terms of reaching decisions that have an influence on the way they discharge their duties in school. The following themes have been designed for the analysis purpose: Firstly, to establish an opinion on the composition of the SBG and secondly, identifying stakeholders and then establishing their roles within the school in terms of SBM practice, provisioning of information and also with regard to content knowledge of legislative documents.

The first idea with theme one was to establish whether the composition of the SGB is reflective of all stakeholders in the school as required by SBM prescripts. There is a general perception that the role of learners as one of the stakeholders in the school is insignificant and therefore they (the learners) need not to be represented in the SGB. In order to ensure satisfactory stakeholder participation, the SBM system dictates that all stakeholders, including learners, must take part in decision making processes so as to ensure the smooth running of the school. The above situation therefore calls for the necessity to establish an opinion on the composition of stakeholders within the SGB. This assisted in as far as information is made available for SBM stakeholders to engage in consultative decision making meetings.

With regard to the second theme on the involvement of the stakeholders and their roles, the researcher firstly tried to identify stakeholders and then established their roles within the school in terms of SBM practice. An attempt was also made to determine how stakeholders relate to each other in terms of undertaking their duties at school.

The third theme deals with the issue of understanding legislative documents that are meant to assist SBM stakeholders to do their work productively. With this theme, an attempt was made to determine who is responsible to avail such documents so that SBM stakeholders can read and apply the knowledge acquired in a school situation.

The findings on the responses about these themes are as follows:

A detailed study of the responses revealed that all participants were aware of the common features of the governing body which comprised of the principal in his or her official capacity, representatives of educators; non-teaching staff; parents and learners, in case of secondary schools. One of the participants emphasized that, *“it is unlike before...the new policy (most likely referring to SBM) requires broad and democratic participation by parents, teachers and learners in the life of the school through the medium of the SGB”*. Another participant had the following to say, *“The SGB, as a decision-making body, must be representative of all members of the different groups in our school - such as the principal as an ex-officio, professional educators, learners, parents and other members of the school community”*. The two participants dispelled the insignificant role of the learners as they suggest that role of the learners in so far as the composition of the SGB is concern is imperative.

In replying to the theme on the role of SBM stakeholders in so far as decision making processes are concerned, the data revealed that most participants raised conflicting views in terms of their interest at school level. It goes without saying that SBM requires the community to have a say on the school finances. Stakeholders from the professional staff seem to experience difficulty in accepting community involvement in school finances. One

participant interviewed seemed to have been frustrated by the manner in which he had to follow a procedure in order to have an educational school tour to be funded. This is what Participant G had to say, “*My plan of a school trip has failed because the principal presented it to the parents who disapproved it as they felt that it was just a waste of money regardless of how much effort was made to explain the importance of it to them*”. Another area of concern with regard to the relationship between stakeholders and human resources as it had an adverse impact on the collegial relationships necessary for a quality school. Participant E had the following to say about the situation in their school, “*The principal still shows favoritism as he together with the SGB recommended one of the teacher who has less experience in teaching to head our department*”. These two examples clearly show that decision-making authority possessed by other SBM stakeholders can turn out to be the main source of tension underlying school governance behaviour. The situation above is in contrast to what the SBM stand for (see par 2.3.2), in which it is stated that SBM practice encourages collaboration for the purpose of making educational decisions embrace the realignment of the roles and relationships of school community members.

The majority of participants seem to agree that the provisioning of information was done timeously for all stakeholders to have enough time to peruse in preparation for stakeholders meeting. During the interview, Participant J had the following to say: “*Information is supplied to members in the written form before any discussion is started. Each stakeholder is supplied with full details, whether it be with views of parents, learners or teachers. I think the school SGB has an excellent opportunity to read through these, well beforehand and talk to other people, with the learners, teachers and parents before the actual decision is made*”.

In responding to the theme relating to identifying stakeholders and then establish their role within the school in terms of SBM practice, these are how participants responded:

Participant A: “*Principals guide members of the SGB to act according to the Act and encourage them to conduct meetings properly*”. Participant C: “*The principal is a link between all stakeholders of the school, and he further said, he (the principal) is in charge of the day-to-day management of the school and the implementation of policy and curriculum, it is therefore imperative that he reports on these matters and has a say in decision taken in the*

SGB meeting". These two quotes clearly support what other researchers have found in the literature view which is that since the introduction of the SBM, principals are experiencing a role that is increasing in complexity (see par. 2.3.1). It is further clear that at the level of school, the principal play a crucial role in decision making and that the principal in particular act as custodian of such decisions taken on behalf of the school.

In terms of the role of parents as SGB members it became clear that respondents had different perceptions of the roles of parents in SBM. One of the participants stated that *the role of parents have changed from being passive to that of being active participants in the educational well-being of their children*". The participant further said *"parent as SGB members play a role of support and monitoring and they can hold the principal accountable for poor performance of the school"*. One participant seemed to have a problem with the understanding of the operation of the parents in school when he said: *"In most cases, I only see parents in our school when we invite them, apart from that, they seem to be remotely placed far away from the school"*. One other participant had the following to say, *"Parents as SGB members are the eyes of the community, they are responsible to ensure that the school's finances and human resources are adequately utilized"*. Surely parents are fully involved in a number of school activities as required by law (see par. 2.3.4).

With regard to the role of the staff, the majority of participants indicated that the SBM created a school environment in which educators are fully involved in decision making processes that enable effective learning and teaching in the school. The study revealed that most participants appreciated their roles as made possible by SBM as the staff is no longer confined within the classroom but also in terms of interacting with the community to a blueprint for the overall development of the school. This is how one of the participants responded: *"educators are now directly involved in deciding the direction that the school wants to take. Remember, the teachers are the cornerstone of this school because whatever decisions taken, they are the first people to see to it that those decisions are converted into real practical terms. Their involvement is indispensable in so far as the implementation process is concern and even beyond that"*. The preceding comment clearly shows how the role of teachers has changed with this new system of education. The involvement of teachers, as reflected in the study of literature (see par. 2.3.2) in decision making processes is of

critical importance to the school and it is mainly motivated on the basis of the so called idea of ownership.

The last theme in this category relate to content knowledge of legislative documents guiding operations at school level. One participant said: *“Good policies remain policies that are good on paper but if they do not enjoy effective practice, it means there remains a problem”*. Other participants indicated that *“the main problem that they (referring to stakeholders) experience in this regard is that changes are not easily accepted and that those who are playing a crucial role in the implementation of SBM do not understand the system themselves”*. The SBM was specifically mentioned as a comprehensive and complicated change that took place in the field of education and as one participant indicated, *“the government experiences problems when it comes to new systems of education that had to be implemented, for example, SBM...people who are facilitating this new system sometimes do not have clear information and even workshop materials given to them seems difficult for them to comprehend”*. Another participant said, *“...sometimes when you read a legislative document you find that it speaks volumes but if it is not cascaded down to stakeholders effectively, they do not find it user friendly and it becomes difficult to implement”*. The views above clearly shows that much work still needs to be done to assist stakeholders in terms of synthesizing the content of the various policy documents aiming at assisting them with operational issues at school level.

4.3.3 Do the SBM Stakeholders have the capacity to perform their duties effectively?

The third category concentrates on the responses that deal with identifying and addressing shortcomings on how stakeholders conduct their activities at school. It must be stated that the focus is on the formulation of the operational system with clear guidelines on what is expected of SBM stakeholders. The idea with this category is therefore not to emphasize the functions as such but rather to establish what influence do stakeholders have on operational matters of the school. The following themes have been designed for analysis purposes, identifying problems and possible reasons that hinder stakeholders to execute their roles

effectively and suggestion on possible improvement strategies and ways and means through which improvement can be attained.

The first theme of this category focuses on the problems and reasons that obstruct stakeholders from executing their roles effectively. The study revealed that stakeholders seemed to have a problem with the understanding of operational plans within the school. This raises the question of who should participate in decision-making and how. The problem according to one participant is that “*some decisions are left to the professional staff and some to parents*” citing lack of academic knowledge on the side of parents. Sometimes decisions on crucial aspects of the school such as deciding “*on issues of disciplinary action to be taken against a learner*” get a lot of influence from the staff and the situation as it presents itself, leaves parents with no option but to become spectators because of “*their inability to scrutinize and interpret documents dealing with discipline accurately*” according to Participant K. This is clearly in contrast to equal participation of stakeholders as one group wants to have a dominant voice over the other. Another revelation from one of the participants is the reluctance on the side of stakeholders to work as a team. One participant had the following to say, “*Division and factionalism is a problem...*” and its cause was related to “*favoritism from the School Management Team*” which include the principal. Once again, this is against what SBM stand for, which is fostering collaboration and collegiality among staff members. SBM also means sharing in the responsibility of running the school. According to one participant, their principal is faced with “*a mammoth task of running the school alone*” instead of practicing what he called “*distributed leadership*”. The situation as reflected above shows that the school does not promotes a participatory school environment in which a platform is created for everyone to grow.

In as far as the second theme on the improvement of SBM stakeholders is concerned, a sound programme for parents, teachers and principals is critical to ensure the successful implementation of SBM since many of them are likely to lack the skills necessary to carry out their new responsibilities (see par. 2.2.4) from the literature review. The principal’s role demands that focused attention be given in an ongoing manner to the training and development of other stakeholders since as one participant put it, “*training and development*

is an investment for tomorrow". No principal can manage strategically and implement strategies to attain the vision of the school without the assistance of other stakeholders.

The study revealed that most participants are of the view that training and development assisted parents to deal with their plight of not being able to participate optimally in the affairs of the school. One participant said, "... *I think there can be a much better performance of all stakeholders if we are taken for training*". Another participant said, "*I am new in the SGB and still need time to familiarize myself with the language that is used in meetings*". Surely the situation as explained above calls for a need for preparation of new SGB members in the form of training. As Participant G put it, SGBs can function well "*if only each and every one of us knows what he is doing*".

In terms of teachers, data revealed that most of the participants held an idea that teachers were to be empowered through teamwork. This sentiment is shared by proponents of SBM in the study of literature (see paragraphs two and three of 2.3.2). Proponents of SBM suggest that the benefits of teamwork should be familiar to anyone interested in SBM related concepts such as cooperation, empowerment, collaboration and consultation. Two participants, Participants B and D emphasized the importance of consultation. As Participant B put it, "*I've got an idea I have to sell it so that it can be supported in the SGB meeting*". Participant D warned that unless you consulted, "*you will be seen as a dictator...you will lose support*".

Another dimension of team work is reflected through the distribution of leadership role. Participant E told of how he used delegation tasks to "*build on teacher's strength*". For Participant C, distributing leadership assisted to prepare teachers when they "*apply for higher positions*". For what is mentioned by Participant E and C to happen, the principal must create an environment for the empowerment of SBM stakeholders and it has to begin with him.

In responding to the third theme dealing with suggestions on how improvement can be achieved, participants agreed that information is significant in the sense that it is a prolific

source of power for people and underlies the importance of informed decision making to school operating in a decentralized manner. This is how one participant said, “*sometimes we, as parents, have no knowledge of what is needed of us and as a result we are not afforded opportunities to take informed decision on school matters*”. No matter how good decisions taken are, it will not make a difference if people cannot understand them. During the interrogations with stakeholders, the researcher realized that schools are very dependent on departmental circulars and documents for correct information which are distributed to all stakeholders then discussed at school level.

The study revealed also that participants felt strongly that funding plays a crucial role in terms of improvements. Successful training of SGBs, based on the needs of their members, is believed to be a prerequisite for effective, decentralized and cooperative school based governance. Since some parents who are new in the SGB are unlikely to be used to the task of acquiring goods and services or to keeping accounts, they need to receive training to ensure their accountability for the school funds that they are managing. Knowledge of administering funds can be of benefit to stakeholders as they will know proper decision making channels to “*acquire specialist services that will assist them in the empowerment of other stakeholders*”. After all, as one participant put it, “*all members of the SGB are taken to meetings for inductions purposes before they resume their duties*”.

4.4 CONCLUSION

This chapter outlined the findings of the empirical investigation conducted to determine the effectiveness of SBM in schools in the Mafikeng Area Office. The analysis was done in terms of the following themes that were designed in accordance with the three research questions.

- explaining the concept *SBM* and its justification,
- explaining SBM within the school set up,
- to establish an opinion on the composition of the SBG,
- the role in so far as decision making processes are concern,
- the role in so far as the provisioning of information is concern,

- the role as to individual and others stakeholders are concerned,
- the role with regard to content knowledge of legislative documents are concerned.
- identifying problems and possible reasons that hinder stakeholders to execute their roles effectively,
- suggestion on possible improvement strategies, and lastly; and
- ways and means through which improvement can be attained.

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND SUMMARY

5.1 INTRODUCTION

The previous chapter presented and discussed research data from qualitative research in line with the research questions. This chapter, through its integrated findings in relation to research questions, will offer insight into the effectiveness of SBM in schools in the Mafikeng Area Office. The chapter will also present recommendations to interested parties, in particular, SBM stakeholders in schools. The recommendations will be based on the conclusions and be made with views from the literature review, as well as viewpoints of participants and the researcher.

5.2 CONCLUSIONS

This study indicates the effectiveness of SBM in schools. As not much research has been done locally on the effectiveness of SBM in schools, this study provides valuable insight into the needs of SBM stakeholders, as well as guidelines for improving the effectiveness of SBM.

5.2.1 Conclusions from the literature

- The review of literature has shown that the outcome of schooling and learner performance as output, depend on the management and governance all stakeholders in schools and their efforts that promotes learning and teaching in schools. The understanding of SBM as a system and its practices are therefore significant to providing quality education and learner performance hence the need to investigate how SBM contributes towards the effectiveness of learning and teaching in schools (section 2.1).
- The inputs that exist at school as shown by the literature and the empirical evidence are the available resources, material, and support given to the school. These inputs are reflected by respondents as challenges and ways through which the roles of stakeholders could be improved (section 2.2.4). Furthermore, the literature review has shown that the way the resources are used to meet the educational needs of the learners, the level of support given, and the culture of the school and the community, have a great bearing on learner performance (section 2.2.3).
- It is essential that the SGB in particular realize that the SBM can only be effective if an open and transparent process of implementation is followed. All stakeholders should be consulted about their needs and how these needs can be best met during decision making consultative gatherings (section 2.2.3).
- In section 2.4.1 the literature has also shown that the key indicator of effective school is the leader who ensures that equitable opportunities for other stakeholders to learn and provide continuous improvement.
- It has been shown that distributed leadership in a school is the key to school improvement and learner performance (section 2.3.1). A school principal according to the literature review should possess people skills to integrate different personalities of all stakeholders to work as a team; to provide coaching skills at the workplace and skills to plan and manage resources.
- Another important point to keep in mind about SBM is that it addresses educational and societal problems at the local or grass roots level and it has close relevance to the context so that it can be understood by all stakeholders (section 2.2.3).

- If the information about the content of SBM is communicated properly to stakeholders it can lead to a better understanding and interpretation of the system and in turn can lead to its effective implementation (section 2.4.1).
- The literature review section 2.2.3 shows successful schools in developed countries to have adopted SBM system to deal with activities at school level.
- Section 2.4.1 of the literature review shows how to turn around poor performing school stressed capacity building as the willingness of the school to diagnose problems, develop improvement strategies that impact on the sustainability of improvement strategies in the long run.
- The characteristics of successful SBM schools among others, mention the positive character traits among stakeholders, the spirit of teamwork / collaboration, and distributed leadership as key indicators for effective SBM (section 2.3.2).

5.2.2 Conclusions from the empirical investigation

5.2.2.1 What is the nature and rationale for SBM?

The findings of this research question indicate that stakeholders consider SBM as an important aspect in the life of the school and concurred that learning and teaching take place effectively and efficiently under decentralized system of power at schools. Stakeholders consider SBM as enabling the creation and maintenance of a conflict-free, normal teaching and learning atmosphere through which decisions are taken and implemented by all stakeholders. Interviewed stakeholders hinted that SBM provided a platform through which lasting solution are found for the smooth running of the school (section 4.3.1)

5.2.2.2 What are the roles of the different SBM stakeholders in school?

With regard to the roles of the different stakeholders, participants consider SBM as a system that ensures that interaction among stakeholders at schools runs smoothly. Since the focus is more on the development of education, the system becomes responsive to the diverse needs of the entire school community. This includes the following:

- That appropriate support is provided to stakeholders as they perform their tasks.
- Stakeholders have to follow SBM prescripts to make the school functional and productive (section 4.3).
- SBM form the basis of an effective school and as such can be seen as basic practice of a school which should be closely linked to accountability (section 4.3).
- SBM is based on the premise that stakeholders might not trample on the right of others as they execute their duties (section 4.3).

5.2.2.3 Do the SBM Stakeholders have the capacity to perform their duties effectively?

The last research question dealt with empowerment and development of stakeholders who experience difficulties to execute their duties according to the demands of SBM. The study shows that parents within the SGBs are the ones mostly affected by this new system as their role within the school has been strengthened by SASA, 84 (RSA, 1996a). The study shows that some parents are not conversant with their respective roles within the SGB and find it difficult to make inputs during meetings. The study also revealed that lack of preparedness especially to new SGB members hamper their work. As a remedy for the situation reflected in the above paragraph, participants revealed that training programmes have been established as intervention strategies to equip stakeholders on knowledge areas such as working with finances and also familiarizing them with specialized language used in SGB meetings.

5.3 RECOMMENDATIONS

The findings of this study suggest that SBM stakeholders need to seriously take into account SBM prescripts and practices in order to increase job satisfaction and commitment if they want to improve the quality of teaching and learning. Based on the findings above, this study proposes the following recommendations:

- As has been established, the current educational dispensation requires stakeholders to lead the process of decentralization of decision making power. Some of the

stakeholders, especially, the parent SGB members are not adequately familiar with the legislation that guide operations at school level. It is therefore imperative for individual SBM stakeholders to make efforts to study the legislative documents that contain the current thinking and practices. SBM stakeholders should acquaint themselves with such legal documents in order to establish and maintain well informed decisions within the school.

- The officials from the Department of Education from the national office, provincial, district and area offices must be deployed throughout the country and North West in particular where the study was conducted to make sure that stakeholders comply with the prescripts and practices of SBM. They should ensure that the entire school community is familiar with them.
- The introduction of an SBM system intends to create a conducive learning and teaching environment. In terms of the findings, knowledge of what each and every stakeholder is essential to ensure the smooth operation of activities at school. Stakeholders are therefore expected to be on the lookout for anything that impedes learning and teaching in their schools and to take appropriate actions as required.
- System change in education as indicated in the findings is in many occasions accompanied with challenges. Changes in the knowledge base and implementation stages pose challenges for stakeholders. The situation calls for a need for stakeholders to receive constant guidance and training on governance issues, leadership skills and team effectiveness.
- In terms of findings, all stakeholders must participate in the operational activities of the school as required by the SBM since this can assist them in taking ownership of the school. It is therefore important that the role of the principal as an overseer becomes vigilant and be found to be a coordinator to optimally involve all key stakeholders in a process of decision making and implementation.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

The study recommend that future research be made on planning strategies that can enhance the interest of stakeholders in introducing and implementing new education systems at school

level. If there are no proper plans in place for schools, stakeholders' behavioral patterns and attitude may have a negative bearing in the implementation stage of such system.

It is also imperative to conduct further research on the induction programme of newly elected stakeholders such as SGB members in SBM system.

5.5 LIMITATIONS OF THIS STUDY

This study indicates two main limitations: Firstly, the same data collection instrument was used across the board for all participants, regardless of their position. Therefore, no indication was given of the relationship between the problems and needs experienced and the position of stakeholders.

Secondly, this study was confined to twelve participants in four schools. The findings presented in this study are based on the empirical study. The study covered only aspects of education that have a bearing to the topic, which is, the effectiveness of School Based-Management in schools around the Mafikeng Area Office.

5.6 SUMMARY

In Chapter One the researcher captured the orientation of the present study by indicating the historical perspective of SBM. It also indicates SBM as a new and a widely used system of education with the purpose to rehabilitate education at school level. The background of the problem was also discussed, that is, the South African education prior to the dawn of democracy which was characterized by crisis and thus a call for drastic reforms started to emerge. Changes came as a result of the introduction of SBM in schools where the process and functioning of all stakeholders involved decisions to take the lead in all activities that take place in a school.

In order to solve the research problem, the collegial theory of educational management was chosen as theoretical basis, while the research problem statement, research questions and objectives, ethical considerations and the significance of the study were also discussed. A qualitative research methodology was followed and a case study was conducted with twelve SBM stakeholders in four schools. For the purpose of this study, purposeful sampling was used together with semi-structured personal interview as the main form of data collection. Lastly, the researcher outlines chapter division of the intended report.

In chapter two, the literature review conducted on the nature of and rationale for SBM was explained. Specific reference was made on the justification and restrictions of SBM the role of stakeholders in the formulation and implementation of decisions taken at school in consideration with South African education legislation. It is a well researched fact that SBM stakeholders are confronted with many problems on decision making and implementation thereof. Important definitions used in this study were selected and defined in section 2.2.1. The concepts decentralization, devolution delegation and autonomy were interpreted in this study in broad terms and later within the school set up in order to accommodate the multifaceted process of SBM resulting from the participation and involvement stakeholders (section 2.2.1). The literature review also focused on the role of different SBM stakeholders, namely, the principal, educators and SGBs (section 2.3), together with the development of them (section 2.4). The chapter ended with a summary in section 2.5.

In Chapter three, the qualitative research is described in detail (section 3.2). The case study was conducted on a sample entity of the population (section 3.2.1), the importance, trustworthiness and validity in qualitative research were indicated as well as the achievements thereof were addressed in section 3.4.4. The chosen method of data collection was semi-structured individual interviews, conducted with twelve SBM stakeholders. Ethical measures were described with specific reference to informed consent, protection from harm, right to privacy and honesty with professional colleagues (section 3.3.4). Data collection mainly took place by means of semi-structured interview (section 3.4.2.3. paragraph four). The interviews

took place over a period of three to four weeks with twelve individuals taken from a larger population.

Chapter four presents the presentation and interpretation of data. The code descriptors used for analyzing the data are explained in section 4.2. The data collected from the interview together with the reflections made by the researcher is categorized according to the three research questions namely:

- What is the nature and rationale for SBM?
- What are the roles of the different SBM stakeholders in school?
- Do the SBM Stakeholders have the capacity to perform their duties effectively?

A discussion in section 4.3 with regard to the first category dealt with the nature and rationale for SBM in schools, three distinguishable but interconnected themes were identified, namely, explaining the concept SBM, the justification of SBM, and explaining SBM within the school set up. With regard to the analysis of the responses on the second category that dealt with the roles of the different SBM stakeholders in the school, it must be emphasized that the focus is on how they discharge their functions in terms of SBM prescripts. The third category concentrates on the responses that deal with identifying and addressing shortcomings on how stakeholders conduct their activities at school.

Chapter five presented conclusion and recommendations based on the research findings. The last section of this chapter provides a summary of the research.

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APPENDIX A

INTERVIEW SCHEDULE

A. What is the nature and rationale for SBM?

- How do you understand the concept “School Based Management”?
- In your view, do you think it was necessary to introduce SBM in schools?
- Mention an Act passed by the government within the schooling system that promotes SBM in schools?
- Give at least two other concepts that can explain the importance of SBM in your school.
- Briefly outline your understanding of SBM in a school.

B. What are the roles of the different SBM stakeholders in school:-

- What is your opinion on the current composition of the SGB as a collective body of all SBM stakeholders in your school?
- in so far as decision making processes are concern in your school?
- in the provisioning of information for decision making?
- as it pertain to your individual post in the school?
- in so far as others apart from yourself are concerned?
- with regard to content knowledge of legislative documents guiding operations at school level?

C. Do SBM stakeholders have the capacity to do their work?

- What problems do they encounter in executing their duties?
- What might be the possible reasons for the above-mentioned position?
- What would you suggest as improving the capacitation of SBM stakeholders in your school?
- In your own opinion, how can the above-suggested improvements be achieved?

APPENDIX B: EXAMPLE OF INTERVIEW CONDUCTED

A. What is the nature and rationale for SBM?

- **How do you understand the concept “School Based Management”?**

The concept SBM means that the schools are no longer depended on the department of education to take decisions on their behalf. The department of education has empowered schools to make decision on what affect them on a daily basis. Schools can only be held accountable to the department for their decisions and actions taken.

- **In your view, do you think it was necessary to introduce SBM in schools?**

*It was long overdue that the government start to realise that SBM is the only solution to the many problems that existed in our education system. SBM has come as a life saver to the many problems that existed in school especially township schools were black learners found. **Still need to be beefed up***

- **Mention an Act passed by the government within the schooling system that promotes SBM in schools?**

Without any doubt, the South African School Act (SASA) 84 is the one that promotes SBM. This Act encourages the formation of different committees that are recognised in the school such as the SGB to run the affairs of the school. There are two sections of this Act, section 20 and 21 which give power to schools to decide their fate.

- **Give at least two other concepts that can explain the importance of SBM in your school.**

I would say decentralisation and devolution. By decentralisation, we mean dispersing power which was initially centralised from above to where it is needed, in schools and devolution encourages the distribution of power at school level.

- **Briefly outline your understanding of SBM in a school.**

SBM is more democratic, thereby allowing everyone in the school to air their view in terms of how it is supposed to be run. This is of great assistance because

problems within the school get quick solutions. With SBM, decisions are taken collectively by all stakeholders in the school. All decision taken are guided by an accountable framework developed by the department of education. SBM is caring and supporting for everyone in the school. It is engaging parents and the community at large in the education of a child.

B. What are the roles of the different SBM stakeholders in school:-

- **Your opinion with regard to the current composition of the SGB as a collective body of all SBM stakeholders in your school.**

There were no problems whatsoever. In fact, it was an advantage to be represented by parents, teachers, learners and co-opted members of the school community. Each group had something to offer because of its background. This enable the governing body to operate and decide on which direction should the school takes.

- **in so far as decision making processes are concern in your school?**

Of course yes, almost everyone in the school is involved. Nine out of ten people in our school put their opinion quite forcefully and honestly about the issue that is on the table. We tend to take those opinions and we come to a consensus decision about what to do.

- **in the provisioning of information for decision making?**

Information is supplied to members in the written form before any discussion is started. Each governing body meeting is supplied with details, whether it be with views of learners, views of teachers and or views of parents. I think the SGB has the opportunity to read through these beforehand and talk to other stakeholders affected before the actual decision is taken. If anybody feels that there was not sufficient information then the decision making process is set aside until such a time that information is available.

- **as it pertains to your individual post in the school?**

I am an Educator by position at school. I see my role broadly within the spectrum of the school. There is this general belief that the place of a teacher is in the

classroom. I do not see myself like that. I believe that I can make a meaningful contribution to an overall development of our school by participating in and outside the classroom activities of the school. I see myself as a member of a team that seeks to achieve a certain goal in life.

- **in so far as others apart from yourself are concerned.**

Let me start with the SGB. I think its role is the general policy making and it is the body that is finally responsible to what happens in the school. The SGB does not become involved in the daily operation of the school or the implementation of its policies or decisions taken. It creates the policies and it is then very interested in the accountability, but it does not involve itself in the implementation. With regard to the principal, he is seen as the essential part to the functioning of the SGB. The principal is the manager of the school, and is always on the spot. He informs all other stakeholders of the school of the issues and needs of the school and also coordinates meetings of the SGB. He has a responsibility to keep parents informed of all what is happening in the school and decisions taken in SGB meetings.

- **with regard to content knowledge of legislative documents guiding operations at school level?**

Well, content knowledge of legislative documents at school level poses as a challenge, especially to some SGB members. I think it is just a few of the SGB members who take efforts to acquaint themselves with the content of such documents. Some do not even have them regardless of the fact that they have been made available to them hence they encounter problems in comprehending the content of these documents as this situation becomes noticeable during meetings.

C. Do SBM stakeholders have the capacity to do their work?

- **What problems do SBM stakeholders encounter in executing their duties?**

Not all members within the SGB have enjoyed the same level of education and that on its own causes differences and contradictions in the acceptance of policies and decisions taken on school governance by different stakeholders. Sometime the

issue of not familiarising the broader membership of the school such as the staff and learners on what to expect hinders with the execution stage.

- **What might be the possible reasons for the above-mentioned position?**

The differences and contradictions are caused by the different interpretations and illiteracy on the part of some of the members especially the parents.

- **What would you suggest as improving the capacitation of SBM stakeholders in your school?**

Members of the SBM need to be given enough training of high standard for them to be able to carry out their functions. As one director-general of the department of labour once said, 'Training and development is like an investment for tomorrow'. For schools to be productive, they firstly need to engage in some sought of training so as to equip stakeholders with the necessary skill and knowledge to perform their duties effectively.

- **In your own opinion, how can the above-suggested improvements be achieved?**

The training of members of SBM structure can be an important capacity building responsibility of the school in consultation with the government. Schools can organise induction programmes and ask the department to cover the costs.

APPENDIX C: LETTERS TO ASK PERMISSION TO CONDUCT INTERVIEW



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Education

School of Postgraduate Studies

11 October 2011

TO WHOM IT MAY CONCERN

This is to certify that **Mr Bashimane Mollootimile, Student No.16286987** is a Masters (MEd) student in Education Management at the North West University, Mafikeng Campus.

Mr Mollootimile needs to collect data for his research from various secondary schools in Mafikeng (Area Project office) of the North West Province.

I therefore request that he be given the necessary assistance in this regard.

A handwritten signature in black ink, appearing to read 'R. DeBeita', written over a printed name.

PROF. R. DEBEITA

DIRECTOR: SCHOOL OF POSTGRADUATE STUDIES



Mosikare Secondary School

Private Bag X 2207

Mafikeng

10 October 2011

The APO Manager

Mafikeng Area Office

Mafikeng

Dear Sir / Madam

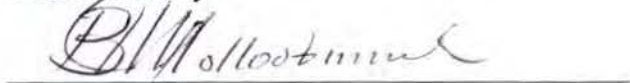
Re: Permission to do research in schools in the Mafikeng Area Office

This serves to inform you that I am doing Masters in Education Management with the University of North West (Mafikeng Campus). I therefore request that I be granted permission to do interview with stakeholders in schools such as the principal, educators and parents from the SGB to gather information with regard to the following topic:

The Effectiveness of School-Based Management in schools around the Mafikeng Area Office.

I hope my request will receive your favourable consideration.

Yours sincerely



Bashimane Mollootimile



education and training

Lefapha la Thuto le Katiso
Departement van Onderwys en Opleiding
Department of Education and Training
NORTH WEST PROVINCE

corner Thelesho Tawana and
Modiri Molema Road
Mmabatho
Tel.: (018) 384-1788
Tel.: (018) 384-6007
Tel.: (018) 384-6008
e-mail: mkokong@nwpp.gov.za

OFFICE OF THE AREA MANAGER: MAFIKENG AREA OFFICE NGAKA MODIRI MOLEMA DISTRICT

Enquiries : Kokong NM
Cell No. : 083 632 6928
Date : 15 November 2011

TO WHOM IT MAY CONCERN

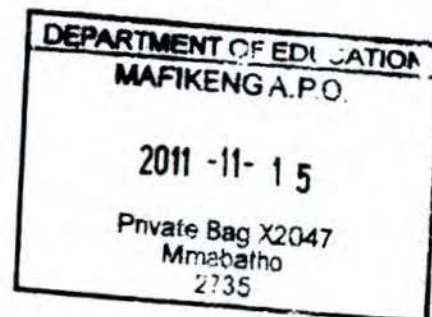
Permission is herewith granted to Mr Bashimane Mollootimile – student no.: 16286987 to conduct research at Mahikeng Area Office Schools in the North West Province.

Disturbing lessons and teaching time must be totally avoided. A copy of the research findings should be made available to the Area Office and all those schools.

Wishing you well in your study.

NM Kokong
Mahikeng Area Office

2011/11/14



Mosikare Secondary School

Private Bag X 2207

Mafikeng

10 October 2011

For the attention of: The Principal

Educators

Parent SGB members

Dear Sir / Madam

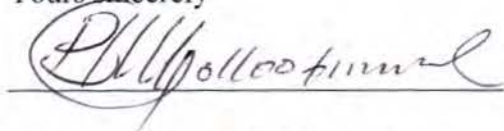
Re: PARTICIPATION IN RESEARCH STUDY

Fully aware of and with respect to your tight schedule, I confidently request your participation in a research study.

The research deals with the Effectiveness of School-Based Management in schools around the Mafikeng Area Office. The outcome of the research has in its sight on innovative guidelines for SBM stakeholders that will provide effective leadership and guidance with regard to SBM as a system and in practice.

I will take at most 25-30 minutes of your precious time to complete an interview. Your unanimous response will be held in strictest confidence. Your cooperation is highly appreciated and is regarded as a valuable contribution for generating new knowledge in relation to SBM practice in schools.

Yours sincerely



Bashimane Mollootimile (Mr)

M. Ed. Student: North West University: Mafikeng Campus.