

**GOVERNANCE EFFECTIVENESS AT
KEDIEMETSE PUBLIC SCHOOL (1994-1999)**

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HONS B.A.**

**Mini-dissertation submitted in partial fulfilment of
the requirements for the degree of Master Artium in
Public Management and Governance at the
Potchefstroomse Universiteit vir Christelike Hoër
Onderwys.**

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**POTCHEFSTROOM
2001**

TABLE OF CONTENTS

	Page number
CHAPTER 1: INTRODUCTION	1
1.1 ORIENTATION AND PROBLEM STATEMENT	1
1.2 THE PROBLEM STATEMENT	3
1.3 OBJECTIVES OF THE STUDY	3
1.4 LEADING THEORETICAL ARGUMENT	4
1.5 LITERATURE AND METHODOLOGY	4
1.5.1 Data bases consulted	4
1.6 DIVISION OF CHAPTERS	5
CHAPTER 2: ANALYSIS OF SCHOOL GOVERNANCE AND GOVERNING IN SOUTH AFRICA	6
2.1 INTRODUCTION	6
2.2 INTRODUCTION OF THE SCHOOL GOVERNANCE SYSTEM SINCE 1995	8
2.3 ANALYSIS OF THE TERM "SCHOOL GOVERNANCE"	9
2.3.1 The nature of a governing body	10
2.3.2 General purpose of a governing body	10
2.3.3 Definition of a governing body	10
2.4 GOVERNMENT POLICIES REGARDING SCHOOL GOVERNING BODIES	11
2.4.1 Act 108 of 1996	12
2.4.2 The White Papers on governance and management (Notice no. 1229 of 1995 and 130 of 1996)	12
2.4.3 South African Schools Act, Act 84 of 1996	15
2.5 STRUCTURE OF A GOVERNING BODY (SASA, SECTION 23)	16
2.5.1 Who are the members of the governing body?	16

2.5.2	The constitution of a governing body	18
2.6	FUNCTIONS OF A GOVERNING BODY	18
2.6.1	Compulsory functions	18
2.6.2	Allocated functions	19
2.6.3	Refusal by the Head of Department (HOD) to allocate functions	20
2.6.4	Appeal to Member of Executive Council (MEC)	20
2.6.5	MEC's permission	20
2.6.6	Withdrawal of functions from governing bodies	20
2.6.7	Failure by a governing body to perform its functions	20
2.7	DUTIES PERFORMED BY THE PRINCIPAL AND HIS/HER MANAGEMENT TEAM AND THE GOVERNING BODY	21
2.8	SUMMARY	23
	CHAPTER 3: GOVERNANCE AT KEDIEMETSE PUBLIC SCHOOL	24
3.1	INTRODUCTION	24
3.2	HISTORY OF KEDIEMETSE PUBLIC SCHOOL GOVERNING BODY	25
3.3	PRESENT KEDIEMETSE SCHOOL GOVERNING BODY	26
3.3.1	The constitution of the school	27
3.3.2	Name and legal person	27
3.3.3	Preamble	27
3.3.4	Vision	28
3.3.5	Mission	28
3.3.6	Principles	29
3.3.7	Objectives and powers of the Kediemetse School Governing Body (KSGB)	30
3.3.8	Membership	31
3.3.9	Conditions of membership	32

3.3.10	Terms of office	32
3.3.11	Determination of funds	33
3.3.12	Establishment and procedures with regard to funds	34
3.3.13	Record-keeping of funds	35
3.3.14	Administration	35
3.3.15	Removal /suspension from the KSGB	40
3.3.16	Amendments	40
3.4	CODE OF CONDUCT	41
3.5	RIGHTS AND RESPONSIBILITIES OF PARENTS	42
3.6	UNDERSTANDING PLANNING, MANAGEMENT, MOTIVATION, CONTROLLING AND LEADERSHIP	44
3.6.1	Planning	45
3.6.2	Organising	46
3.6.3	Communication	47
3.6.4	Motivation	48
3.6.5	Leadership	48
3.7	SUMMARY	50
	CHAPTER 4: EMPIRICAL STUDY: ANALYSIS AND INTER- PRETATION OF RESULTS:	52
4.1	INTRODUCTION	52
4.2	AIMS OF THE RESEARCH	52
4.3	HYPOTHESIS	53
4.4	THE RELATIONSHIP BETWEEN VARIOUS ROLE PLAYERS	44
4.5	POPULATION AND SAMPLE	56
4.6	MEASUREMENT OF RESPONSES	57
4.7	ANALYSIS AND INTERPRETATION OF RESULTS	58
4.7.1	Section A (See questionnaire in Appendix A)	58

4.7.2	Section B	59
4.7.3	Section C	61
4.8	SUMMARY	66
CHAPTER 5 :CONCLUSION AND RECOMMENDATIONS		68
5.1	INTRODUCTION	68
5.2	SUMMARY OF LITERATURE STUDY	69
5.3	REALISATION OF THE OBJECTIVES OF THE STUDY	71
5.4	TESTING THE HYPOTHESIS	72
5.5	RECOMMENDATIONS	72
5.6	CONCLUSION	74
BIBLIOGRAPHY		76
TABLES		
<i>Table 4.1:</i>	<i>Questionnaires distributed amongst role players</i>	57
<i>Table 5.1:</i>	<i>Problems, recommendations and people involved</i>	73
FIGURES		
<i>Figure 3.1:</i>	<i>The path-goal framework (Griffin; 1984: 430)</i>	50
<i>Figure 4.1:</i>	<i>Relationships between various role players and their specified duties</i>	54
<i>Figure 4.2:</i>	<i>Total Quality School Model (Arcaro, 1998: 10)</i>	56
<i>Figure.5.1:</i>	<i>Principle of Quality Education (Daugherty. 1996:84)</i>	74
GRAPHS		
<i>Graph 4.1:</i>	<i>Literacy among Parents and School Governing Body members</i>	58
<i>Graph 4.2:</i>	<i>Attitudes towards governing bodies and role played by the department</i>	61
ANNEXURE A		

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to:

- First and foremost, to God Almighty, who endowed me with the ability, motivation and sustenance to complete this research.
- Prof. W. J. van Wyk, my most esteemed supervisor, for his constant guidance, motivation, support, formative criticism, language editing and assistance. Without you, I could not have completed this study. May the Lord bless and keep you.
- Mr. J Mweli, assistant director of School Governance, North-West Province, for giving me access to any governance material at his disposal.
- Mrs J.M. Coetzee, secretary of the Department of Public Administration and Management at the PU for CHE, for going out of her way to assist me in the completion of this study. May God bless you.
- The inspectorate and principal of Kediemetse Public School, for giving me permission to conduct the research at the school.
- My children, Thabo and Keamogetswe, for their love and understanding at those times when they had to do without the attention of their father.
- My loving wife Ntombifuthi, without whose love, support and encouragement I could not have completed this task.

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ABSTRACT

The Department of Education is regarded as one of the most important departments in government structure. This Department prepares future generations for life and for the future well-being of the country. Like any other department, the Department of Education has a lot to offer to the community in the way of educational services. These services are stipulated in the South African Constitution (SA, 1996). It is therefore expected that the Department of Education will deliver quality educational services to the community. The only way to reach this goal is if the Department has the necessary resources and quality governance at its disposal.

Although the Government spends a lot on education, it is unfortunately a fact that there is still a lack of service delivery on the side of school governance. School governance is seen by many as the backbone of community involvement in the day to day running of the school as well as direct participation in the education of their children. School governance, although intended to deliver effective service to the school and the community in particular, often has its negative side. This could be in the form of interference from the part of the community in the management of the school, or the creation of a low level of morale among teachers and some parents.

The Department of Education has introduced the new governing body system as proposed by the South African Schools Act (Act 84 of 1996) after recommendation by the Hunter Commission. The implementation of this system was not as easy as it was thought to be, and created confusion amongst parents, teachers and school governing body members. To establish what these problems exactly entail, a study was conducted at Kediemetse Public School. For this study, it was important to have a knowledge of:

- The attitudes of different school communities towards school governance;
- the satisfaction/dissatisfaction of different role players and their participation/involvement in governance matters; and
- whether satisfactory arrangements exist to accommodate various role players/school communities with regard to governance issues.

It is the intention of this study to determine these aspects at Kediemetse Public School.

OPSOMMING

Die Departement van Onderwys word beskou as een van die belangrikste departemente in die Regering. Hierdie Departement berei die volgende geslagte voor vir die lewe en vir die welsyn van die hele land. Soos enige ander departement, het die Departement van Onderwys baie om aan die gemeenskap te bied. Hierdie dienste word ook voorgeskryf in die Grondwet van die Republiek van Suid-Afrika (SA, 1996). Dit word daarom verwag dat dié Departement kwaliteit opvoedkundige dienste aan die gemeenskap sal lewer. Die enigste manier om hierdie doel te bereik, is indien die Departement oor die nodige bronne en hoë kwaliteit bestuur beskik.

Hoewel die Regering baie aan onderwys bestee, is dit ongelukkig so dat daar 'n gebrek aan dienslewering van die kant van skoolbestuur is. Skoolbestuur word deur baie beskou as die ruggraat van gemeenskapbetrokkenheid by die dag tot dag bestuur van die skool en die direkte betrokkenheid by die opvoeding van hul kinders. Skoolbestuur, hoewel bestem om doeltreffende diens aan die skool en die gemeenskap in die besonder te lewer, het egter dikwels 'n negatiewe sy. Dit kan wees in die vorm van inmenging van die kant van die gemeenskap in die bestuur van die skool of die skeep van 'n lae moraal onder onderwysers en sommige ouers.

Die Departement van Onderwys het die nuwe skoolbestuurstelsel ingevoer soos voorgeskryf deur die Suid-Afrikaanse Skolewet (Wet 84 van 1996) in ooreenstemming met die aanbeveling van die Hunter Kommissie. Die implementering van hierdie stelsel was nie so maklik as wat daar gemeen is dit sou wees nie. Dit het ook baie verwarring by ouers, onderwysers en lede van skole se bestuursliggame geskep. Om vas te stel wat dié probleme presies behels, is 'n studie by Kediemetse Public School onderneem. Vir hierdie studie was dit belangrik om inligting van die volgende sake te hê:

- Die houdings van verskillende skoolgemeenskappe teenoor skoolbestuur;
- die tevredenheid/ontevredenheid van verskillende rolspelers en hul deelneming/betrokkenheid by skoolbeheeraangeleenthede; en
- watter bestaande reëlings daar is om verskillende rolspelers/skoolgemeenskappe tevrede te stel wat betref skoolbestuur.

Dit is die doel van hierdie studie om hierdie aspekte by Kediemetse Public School te ondersoek.

CHAPTER 1

INTRODUCTION

1.1 ORIENTATION AND PROBLEM STATEMENT

Events in history have led to black education in this country to become destabilised, ineffective and disorganised. This was true years of the struggle, but more so after the 1976 Soweto uprising, when African students demonstrated against the apartheid government and its educational system. Since 1994 the Mass Democratic Movement (MDM) has mobilised secondary school students to render the country ungovernable. These events led to what Chisholm and Vally (1996:1) described as the “collapse of education, management and administration in schools”.

Various sporadic efforts have been made to salvage the management, effectiveness and continuity of black education. The formation of the Parents, Teacher, Pupils Association (PPTA) in the mid 1980's is such an example. This association was formed with the assistance of the so called National Education Crisis Committee (NECC) and the aim was to provide what was called “people's education” (North-West, 1997:1). According to the PPTA and the NECC “people's education” means a “new system” of schooling as opposed to the apartheid education system. Supporters of the struggle within the ranks of the educational system enjoyed tremendous support and popularity. The objective was to bring about change and change was understood to be “people's education” (North-West, 1997:3). This credo was accompanied by another credo, i.e. “no education without liberation”. Political liberation was achieved but by and largely at the expense of education and the continuity of educational management. In fact, the struggle and liberation dominated the scene.

Soon after 1994 the new Department of Education appointed the Hunter Commission to analyse the situation and in 1996 instituting a new education policy (Education White Paper 2 in 1996). Soon afterwards the new Education act , the South African Schools Act (84 of 1996) was promulgated.

According to the South African Schools Act of 1996, section 20.1(a). all governing bodies of schools should have a common set of functions, the main function being to restore a culture of learning and teaching. Schools should also be entitled to negotiate with the provincial education departments for additional functions and negotiable

powers. SASA (1996), *inter alia*, makes provision for improved management and governance in schools to promote democratic principles like transparency in education (SASA (1996), section 16 and North-West Province Education Department, 1997:4); for the full participation of stakeholders in the education of their children by decentralizing decision making to school level. SASA (1996), section 20 and Department of Education, 1996 (b): 18).

As required by the South African Schools Act (1996), Kediemetse Public School (KPS) was one of the first schools to institute a democratic school governing body on 17 July 1997. The motivation was to enhance the quality of education for all learners within the parameters of policy established by the national and provincial departments of education in terms of their legal responsibilities and competencies. In general, these functions and duties relate to school policy, school development, school administration, school funds and assets, school budgets and the appointment of personnel and educators at schools. SASA (1996), (section 20).

However, there are various indications that the School Governing Body (SGB) at Kediemetse Public School is not functioning efficiently. The SGB does not hold regular meetings. Meetings are held in a haphazard way, while members perceive a specific matter to be of great importance. Members seem to be indifferent and do not appear to be available regarding the day to day administration and management of school affairs. Parents are generally not well (if at all) informed of developments taking place at school and many parents are left frustrated and disillusioned. Decisions taken by members of the SGB are not respected, and it also seems that instructions from the national and provincial educational authorities are not really taken seriously by members of the SGB. In other instances some instructions are not even put into practise by members, whereby the SGB tends to lose credibility and legitimacy among parents and with the Provincial Government .

Another serious problem appears to be that most decisions regarding effective governance of the school are been taken between the principal and the chairperson, which leaves the other members of the SGB as tokens of governance. Consultation with the SGB is not practised at all, and some of the decisions taken between the principal and the chairperson of the SGB are highly biased. Although it was observed that some of the members of the SGB are dissatisfied, none of them was up to now been prepared to question the procedures followed. It appears as if general members

of the SGB are (for various reasons) feeling inferior regarding school management affairs. The majority of the SGB members are semi-illiterate.

Workshops regularly conducted by the North-West Provincial Department of Education with the intention to improve the capacity of school governing bodies do not appear to be of any real help to the SGB of the Kediemetse Public School because only the chairperson attends and no feedback is given. Some members of the SGB do not attend SGB meetings regularly, which may be due to several factors. No disciplinary measures have been taken against such members (as prescribed by law), and the SGB seems to isolate itself from other schools' governing bodies.

1.2 THE PROBLEM STATEMENT

Notwithstanding a new educational policy and the implementation of the Schools Act of 1996 to enhance the effectiveness of school management via school governing bodies, governance at the Kediemetse Public School remained ineffective on various counts. This has led to the following questions:

1. What are the theoretical requirements for governance effectiveness in relation to school governing bodies ?
2. Which policies and statutory rules were formulated by the government (since 1994) to establish and enhance the governance and governance-effectiveness of public schools ?
3. Is the Kediemetse Public School's governing body performing its governance duties as required by policy and the Schools Act of 1996 ?
4. Which factors are causing ineffectiveness of governance at Kediemetse Public School ?

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To establish the basic theoretical requirements pertaining to governance effectiveness regarding school governing bodies.
2. To analyse the policies and statutory rules formulated by government since 1994 to establish and enhance governance-effectiveness of public schools ?
3. To establish whether the Kediemetse Public School's governing body performs its

governance duties as required by policy and the Schools Act of 1996 ? and

4. To determine and analyse the factors that cause governance ineffectiveness at the Kediemetse Public School.

1.4 LEADING THEORETICAL ARGUMENT

- The Kediemetse Public School's governing body is not performing effectively as far as governance is concerned.
- There is a difference of opinion between governing body members, teachers and parents regarding the successful management of the school governing body.

1.5 LITERATURE AND METHODOLOGY

The theoretical as well as the historical part of the study will consist of a literature study. The methods of analysis and synthesis will be used as well as questionnaires. Questionnaires will be issued to randomly selected stakeholders represented on the SGB.

It is expected that due to the problem of illiteracy and even suspicion, structured interviews will also be necessary to obtain the views of stakeholders as to governance effectiveness of the Kediemetse Public School's governing body. This will be done also to check data obtained by way of questionnaires. It is foreseen that interviews may not be without difficulties. The intention is to hold structured interviews with a balanced set of representatives of each stakeholder group. The balance will have to reflect the general variety of opinions and interests on the SGB.

The library search indicated that there are ample publications available of publications available on "effectiveness" and "governance" in general but nothing on the Kediemetse Public School and governance by its SGB.

1.5.1 Data bases consulted

- Nexus Data Base (HSRC),
- The catalogue of books
- Index to South African Periodicals

1.6 DIVISION OF CHAPTERS

Chapter 1: Introduction.

Chapter 2: Analysis of school governance and governing in South Africa

Chapter 3: Governance at Kediemetse Public School

Chapter 4: Empirical study: Analysis and interpretation of results.

Chapter 5: Conclusion and Recommendations.

CHAPTER 2

ANALYSIS OF SCHOOL GOVERNANCE AND GOVERNING IN SOUTH AFRICA

2.1 INTRODUCTION

The last fifty years of education in this country have been faced with conflict in the maintenance of a proper learning environment for black people. The period from the passing of the Black Education Act (Act 47 of 1953) to the 1976 Soweto uprisings remains the most important period in the history of black education in this country. During this period politicians began using the disruption of black education as a means of achieving their political objectives. Black students were used to fight the apartheid government. During the period continuing up to the 1980s, pupils and students devoted their time to the struggle and liberation of political bondage, rather than education. Worst of all, politicians used this situation to benefit themselves, with the result that the education system in the country collapsed (Chisholm & Motala, 1995).

From the mid-1980s and largely associated with the National Education Co-ordinating (formerly crisis) Committee, there has been a growth of alternative school level governance structures, known as the Parent-Teachers'-Student Associations (PTSA). These associations were from the beginning seen as part of a campaign to develop a new and democratic system of education that would empower all participants in the educational process. It was also seen to provide an institutional framework in which all could participate in overcoming the educational crisis. It was based on the recognition that the crisis could not be adequately addressed without the participation of all affected parties. In addition, the establishment of these associations was seen as an integral part of the liberation movements aimed at establishing a democratic system in South Africa (Chishom & Motala, 1995:23).

PTSAs were established in many schools, especially at African schools, but also at a number of schools for Coloureds and Indians. These organisations faced great difficulties in functioning for a number of reasons, including hostilities from the then authorities, lack of clarity on their role, inadequate skills and knowledge to fulfil their

functions competently. Nonetheless, PTAs have continued to exist and have played an important role, particularly in crisis management and conflict resolutions in schools during the difficult past decades. Widespread support for the PTAs under the new conditions has continued. The principle on which these associations were based (participation of parents, teachers, learners at high schools in school governance structures with significant powers) has been accepted as government policy in the two White Papers on education (SA, 1995).

This chapter will concentrate on the enormity of the task of education reconstruction through governing bodies. Such reconstruction provides an opportunity to do things anew, to find truly transformatory solutions. The solution is not a panic-driven return to the external semblance of order. The safety of authoritarians and rote learning provided the opportunity to develop new conceptions of discipline, commitment and accountability that are consistent with the new democracy. We cannot return to the past situation in schools, particularly the black education system. The previous era in education was hampered by among others minimal levels of resource provision, the inculcation of unquestioning conformity-produced classroom practices and a culture of learning and teaching characterised by rote learning and uncritical regurgitation. It was also characterised by autocratic management, low levels of staffing, shortages of classrooms and inadequately trained governing bodies and school principals (Pager,1996:34).

In contrast to this, school governance should consist of an alternative vision of education underpinned by values and principles that are in line with a truly democratic South Africa. The aim of this new culture of learning and teaching should be to foster creative, critical, independent thinkers, with skills and competencies that are transferable and attitudes and values that are compatible with the ongoing transformation of society (Pager, 1996:34).

A comprehensive review of the situation is hereby provided by Jansen (1995):

- That understanding quality in education requires understanding the process of learning, teaching, testing, managing and resourcing.
- Drawing deliberately on insider perspectives of what happens in schools.

- And that homogenizing solutions are inappropriate in dealing with complexities, highly unpredictable character and uniqueness of individual schools and particular contexts.

2.2 INTRODUCTION OF THE SCHOOL GOVERNANCE SYSTEM SINCE 1995

The Committee to Review School Organisation, Governance and Funding established by the former Minister of Education, Prof Sibusiso Bengu in 1995, laid the basis of the South African Schools Act, No 84 of 1996 (SASA, 1996) with its provision for the establishment of governing bodies at every school in South Africa. This was the results of the coincidence of two traditions – first from the democratic movement and secondly with less democratic credentials.

The first tradition was the Parent-Teachers'-Student Association-movement (PTSA). This originated in the mid-1980s and associated largely with the democratic movement and particularly with the National Education Crisis (Co-ordinating) Committee (NECC). At the time when mass resistance to the apartheid government was widespread and growing, schools became centers of resistance and this resulted in many class boycotts and frequent disruptions of schooling. The fear that this could have dire consequences for the education of large numbers of youth and unwillingness to expect students to submit to state authority, led to the formation of this NECC to try to restore education back to normality. The first objective of this committee was to call for the formation of PTSAs in secondary schools (and the Parent-Teachers' Association (PTA)) in primary schools). The purpose was to bring together the major local stakeholders to participate in the running of schools to ensure that the schools continued to operate and that their function as sites of the struggle was changed. By 1994, the NECC estimated that 2500 PTSA/PTAs had been formed across the country, albeit under difficult and hostile conditions (North-West, 1997:1-2).

Things became difficult for many of these associations. Their job descriptions were not well explained, making it difficult for them to start playing their role as leaders, especially when the authorities gave no co-operation and becoming hostile to them. Accordingly, they remained unskilled and no knowledge to fulfil their duties with commitment and dedication (North-West, 1997: 5).

By the time it was dissolved in 1995, the NECC had begun to engage in a massive campaign to develop skills and capacities of the existing PTSA/PSAs through workshops and written manuals. Its demise therefore left a vacuum in the co-ordination of the struggle for school democracy. This was not the case with many of the former model C schools (white schools), which developed the South African Federation of State Aided Schools (SAFSAS). These schools were well organised and an effective voice of all parents. Because of lack of progressive parent organisation, SAFSAS has often been the only body speaking for parents. It was thus imperative that a more representative governing body or organisation be established (Department of Education, 1996(a):2).

2.3 ANALYSIS OF THE TERM "SCHOOL GOVERNANCE"

School governance, which is a governing body's function, means determining the policy and rules by which a school is to be organised and managed. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (SASA, Section 28.2).

In the Education White Paper (1) on education (SA, 1995) the Ministry of Education announced that the decision-making authorities of schools in the public sector would be shared among parents, teachers, the community (government and civil society) and the learners, in ways that would support the core values of democracy. A school governance structure responsible for decision-making should involve all stakeholders in active and responsible roles, encourage tolerance, rational discussions and collective decision-making. National and provincial government should allow for the fact that such capacities may be underdeveloped in many communities and therefore need to be built.

Governance as part of public policy had to be purposive and goal orientated rather than random and accidental. This means that as public policy, governance has to have predetermined objectives and aimed at a particular goal. Governance does not just happen. There are results intended to be achieved by governance functions and services (Anderson, 1994:2-5).

The implication of public policies is that they consist of courses of actions. A public policy is not only about decisions to enact law, but also includes subsequent

decisions relating to its enforcement and implementation. A governance policy has to be clear on not to govern, but also indicate what is to govern, how the implementation should take place, when should the process start and end, when, how and who is to evaluate the process. Governance will only become a policy when all these matters are addressed (Anderson, 1984:3; Hanekom, 1987:8).

Lastly, public policies are based on law and authority. They have authoritative, legally coercive qualities that organisations do not have. Decisions of the Department of Education on governance, are binding and to be complied to by members of the community as well as officials, within jurisdiction (Anderson, 1984:3 : Hanekom, 1987:8).

2.3.1 The nature of a governing body 3

A governing body is a statutory body of people that is elected to govern a school. This means a governing body is set up by an Act of Parliament, in particular the Schools Act (Act 84 of 1996). The school governors, i.e. the people serving on a governing body, represent the school community.

2.3.2 General purpose of a governing body (u)

The general purpose of a governing body is to perform its functions efficiently in terms of the South African Schools Act (Act 84 of 1996) on behalf of the school and for the benefit of the school community. A governing body is therefore placed in a position of trust towards a school. In other words, to act in good faith, to carry out all its duties and functions on behalf of a school and be accountable for its actions. All school governors must know what their duties are and how these duties fit in with the duties of the principal (Department of Education, 1996(a):14).

2.3.3 Definition of a governing body (2)

According to the White Paper (2) on education (SA, 1996:17) the term “governing body” is used uniformly to describe the body that is entrusted with the responsibility and authority to formulate and adopt policy for each public school in terms of national policy and provincial education regulations. The governing body will be responsible for the governance of the school, that is, determining the policy and rules whereby the

school is organised, managed and administrated. The principal is responsible for the professional management of the school, that is the day to day management of the teaching and learning activities. Co-operative governance is essential for the successful functioning of the school. This means all the stakeholders, namely parents, educators, learners as well as national and provincial legislators, must co-operate and accept responsibility to ensure that a culture of teaching and learning is fostered in every school. The governing body should promote the best interests of the school by developing the school to its fullest potential through the provision of quality education. It is encouraged to acquaint its members with other legislation that have an impact on the provision of education (Department of Education, 1996 (a): 15).

2.4 GOVERNMENT POLICIES REGARDING SCHOOL GOVERNING BODIES

One of the major activities that dominated the work of the National Department of Education in 1996 was the continuation of the process leading to the passage of the South African Schools Act of that year. The process was initiated by the former Minister of Education, Prof Sebusiso Bengu in March 1995 with the appointment of the Committee to Review the Organisation, Governance and Funding of Schools (Hunter Commission, as it came to be known). From the report of the Review Committee a Draft White Paper on the organisation, governance and funding of schools was published in the Government Gazette on 24 November 1995 for public information and comment (Department of Education, 1996(c):18). After extensive consultation, a revised draft was presented to the Cabinet in early 1996. This draft was adopted and published as White Paper 2 on 14 February 1996.

From the outset, it had been the Minister's intention to submit to Parliament a Bill to provide a uniform system for the organisation, governance and funding of schools and to repeal all discriminatory and other laws relating to schools that had been inherited from the former apartheid government and homelands (Department of Education, 1996(c):18). The draft South African Schools Bill was published in the Government Gazette of 24 April 1996. A memorandum prepared by the Department of Education on a draft school finance policy was published simultaneously with the draft South African Schools Bill for comment and for the consultations that were to follow (Department of Education, 1996(c):18). Section 247 of the Interim Constitution (Act

No 2000 of 1993) required the Minister of Education to enter into *bona fide* negotiations with governing bodies, management councils and other bodies of a similar nature before he could alter the rights, powers and functions of such bodies. At that time these bodies had the responsibility of governing schools. This was to serve as the basis on which the Minister of Education embarked on nation-wide consultation regarding the South African Schools Bill (Department of Education, 1996(c):19). The process involved the Department of Education in one of the widest and most comprehensive public consultations that the Government has ever entered into since 1994.

The Bill was debated and passed by Parliament, signed into law by the State President and published in the Government Gazette on 15 November 1996 as the South African Schools Act (Act No 84 of 1996). The Act went into effect on 1 January 1997 and provided for:

- Compulsory education to be introduced by requiring that every parent who is responsible for a learner should cause such a learner to attend school from the first day of the year in which the learner attains the age of seven years until the last day of the school year in which a learner reaches the age of fifteen years or the ninth grade, whichever occurs first;
- Two categories of schools - public schools and independent schools - and the establishment and maintenance of public schools on private property;
- Conditions of admission of learners to public schools;
- Governance and management of public schools, the election of governing bodies and their functions; and
- Funding of public schools (Department of Education, 1996(c):22).

The passage of the Act brought clarity to a very difficult field. The result is a sound and secure basis for the collaborative development of the school education system in the country.

2.4.1 Legislation on governing bodies (Act 108 of 1996)

Policies regarding governance are rooted in the Constitution (Constitution of the Republic of South Africa as adopted by the Constitutional Assembly on 8 May 1996 and as amended on 11 October 1996). The Constitution determines that school governance procedures shall satisfy fundamental rights of equity, including non-discrimination, equal access and fair administration. There are requirements for the protection of language, cultural and religious rights. There are also requirements for *bona fide* negotiations in the transitional stage and for an equitable basis for funding of schools (SA, 1995:53). The Constitution (1996) also sets bases on which the national and provincial governments should act in the field of school education. It vests the national and provincial governments with general powers to legislate, but then places certain limits on these powers. These limits can be divided into three broad categories: limits imposed by the Bill of Rights; limits relating to the division of powers between national and provincial government; and limits set by the transitional provision of the Constitution. Section 28 of the Constitution (1996) states that a child's best interest is of paramount importance in every matter concerning a child. This means the governance of the school by the governing body must at all times be in the interest of the learners.

The Bill of Rights in the Constitution (1996) protects every person's fundamental human rights. Therefore, each governing body, in dealing with learners, parents, educators and all others involved in school education, must always respect these rights. Section 29 of the Constitution (1996) protects a right to education, stating that "Everyone has the right to basic education". Section 30 of the Constitution (1996) protects the right to language and culture with section 32 protecting the right to information.

The Constitution (1996) therefore provides for governing bodies with powers to run the schools by law and responsibly in accordance to the Bill of Rights.

2.4.2 The White Papers on governance and management (Notice no. 1229 of 1995 and 130 of 1996)

When defining the concept governance and management, it is stated that school governance, as regards the governing body's function, means determining the policy and rules by which a school is to be organised and managed. This includes ensuring

that such rules and policies are carried out effectively in terms of the law and the budget of the school. Professional management, on the other hand, refers to day to day administration and organising of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It also includes the organisation of all the activities that support teaching and learning (Department of Education, 1996 (b), 1996: 24).

The two White Papers (1 and 2) recognise that parents, teachers and the community or citizens represented by the State and in civil society, all have important roles in the education of South Africa's young people as do the learners themselves. It seeks a framework for the governance of schools characterised by a sharing of educational authority amongst all races that will support the core values of democracy (SA, 1995:51). These values require a balance between, on the one hand education that enables the child to identify with those attitudes, values and beliefs that enrich the lives of families and communities and on the other hand, one which predisposes children to accept a way of life that is consistent with the rights and responsibilities of citizenship.

If such a balance were to be achieved, schools have to recognise the importance of promoting the development of the ability to deliberate rationally and to participate in communal decisions. This essential tolerance should be reflected in school governance structures. The frameworks for governing bodies must be patently non-discriminatory and foster deliberative choice. The recommendations for the governance of schools according to the White Paper (2)(SA, 1995) recognise that education is a shared responsibility of schools, parents, learners (in secondary schools) and members of the community. Parents and guardians have both the right and the responsibility to participate in the education of their children through the governing body. Other members of the community can offer experience and expertise of great benefit to learners. Students themselves have valuable knowledge of their school. Teachers bring specialised skills and their sense of vocation (SA, 1995:51). This makes governing bodies a key role player in the education process.

While the first White Paper (SA, 1995) drew attention to the priority of management development, especially with a view to enabling school management to cope effectively with the changes through which the system of education is passing, it did

not indicate how this should be done. The manner in which the Hunter Commission recognised the interdependence of management for school principals and district education officials and capacity building for school governing body members was therefore particularly welcomed. The proposed provincial capacity building units provided the seed of an idea that some provinces may already have developed in different ways. The experience of provincialisation thus far demonstrates the importance of co-ordination across provinces, in which the National Education Department plays a facilitating role (White Paper 2, 1995:30).

These White Papers (SA, 1995) laid the foundation for the Department of Education to seriously consider the question of equity in education.

2.4.3 South African Schools Act, Act 84 of 1996

As mentioned before, South Africa has a long history of various forms of unfair discrimination in education. One of the basic aims of the School Act (Act 84 of 1996) was to change this and reverse the results of unfair discrimination that may still be present in the school system.

The South African School Act served, *inter alia*, to create the necessary organisational structures in the wake of discredited structures. In view of this, the report recommends (Dept of Education 1996:42) that educational departments should critically review their organisational structures from time to time and should take appropriate steps to remedy problems which may arise. The report also points to the urgent need to review and improve regulations, policies and procedures so as to clarify the roles and responsibilities of various people and groups in the education system and particularly at schools (Van der Westhuizen & Mosoge, 1998:49).

This Act aimed at the creation and management of a new national school system. This system must, as far as possible, give every one an equal opportunity to develop his or her talents. In such a new system there can obviously be no place for racism, sexism or intolerance. Another area which, according to the Act that needs urgent attention is the development of a quality assurance system. This would help in delegating duties and the decentralisation of authority throughout the system and should also form a legal basis of protecting the system's coherence and duality (Van der Westhuizen & Mosoge, 1998:49).

Since good education is the first step in the elimination of poverty, the Schools Act (1996) recognises this. This Act also recognises that there are many cultures and languages in this country, it therefore aimed to create a system in which various cultures and languages are respected, protected and advanced. An important aspect of the Schools Act (1996) is the principle that there must be partnership between all stakeholders who have interest in education. These stakeholders are the state, parents, educators other members in the school environment, special education bodies and the private sector.

The Schools Act (1996) deals with the following aspects:

- (a) The place of the governing body in the governance of the school;
- (b) the nature and functions of the governing body;
- (c) the money and other property of the school;
- (d) the admission of learners to the school;
- (e) language and religious policies of the school; and
- (f) school discipline.

2.5 STRUCTURE OF A GOVERNING BODY (SASA, SECTION 23) (ξ)

2.5.1 Who are the members of the governing body?

The governing body of a public school comprises three groups of people:

- (a) Members that are elected;
- (b) the school principal; and
- (c) members that are co-opted but not elected. These are people from the community that are invited by a governing body to assist to fulfil its functions. Each of these categories will be discussed briefly.

2.5.1.1 Elected members

The members that are elected consist of:

- (1) Parents of learners at the school, excluding parents employed at that school;
- (2) educators (teachers) at that school;
- (3) members of staff at the school that are not educators (administrative staff); and
- (4) learners at the school who are in grade 8 or a higher grade.

2.5.1.2 Co-opted members

In addition to those members that are elected or voted onto a governing body, a governing body may also ask other members of the community to become members. Such members are called co-opted members (SASA, Section 23.5). Co-opted members are there to assist a governing body with its functions, but they do not have the right to vote. If a school is situated on private property, its governing body may also co-opt the owner of such property, or a representative of the owner (SASA, Section 23.7).

2.5.1.3 Parents form a majority on a governing body

Section 23,9 of the Schools Act (1996) states that there shall be one more parent on a governing body than the combined total of the other members with voting rights. In other words, the number of parents on a governing body must be one more than half of all the members that may vote. Only a parent that is not employed at the school may be the chairperson of a governing body. All the members of a governing body may vote, except co-opted members (SASA, Section 23.8).

2.5.1.4 Office-bearers of a governing body

Members of an elected governing body should among themselves, elect office-bearers. The office-bearers must include a chairperson, a treasurer (to manage financial matters) and a secretary. A governing body may choose whether to have additional office-bearers, such as a vice-chairperson or a vice-secretary (SASA, Section 29). This body is also allowed to set up committees, such as an executive committee, finance committee, fundraising committee and other committees, depending on the needs of the school (SASA, Section 30).

2.5.2 The constitution of a governing body

A constitution is a document with important, basic and fundamental principles and rules. It forms a basis on which a body such as a governing body must act. Every governing body must adopt, act and function in terms of its constitution, not neglecting to obey the rules and principles of its constitution. The governing body and its constitution must be subject to the Constitution of the Republic of South Africa (1996), the Schools Act (Act 84 of 1996) and any applicable law of a province (SASA, Section 18).

2.6 FUNCTIONS OF A GOVERNING BODY

The powers, functions and duties of governing bodies are grouped according to a list of managerial duties. These functions and duties have to be carried out by all governing bodies as well as a list of tasks that may be given to governing bodies that have the ability or means to fulfil the tasks. The list of compulsory tasks and allocated functions are listed in sections 20 and 21 of the Schools Act (Act 84 1996).

2.6.1 Compulsory functions

The Schools Act (Act 84 1996) stipulates that a governing body shall:

- Promote the best interest of the school and ensure its development;
- adopt a constitution;
- adopt the mission statement of the school, which is a brief document setting out the goals of the school, based on shared values and beliefs;
- adopt a code of conduct for learners at the school;
- assist the principal, educators, and other staff in performing their professional functions;
- decide on school times, which must be consistent with the conditions of employment of the staff;

- administer and manage the school's property, buildings and grounds, including hostels;
- encourage parents, learners, educators and other staff at the school to offer voluntary services to the school;
- make recommendations to the Head of Department (HOD), which is the Deputy Director General (DDG) of educators and non-educators;
- at the request of the HOD and under fair conditions, allow the school facilities to be used for educational programmes not offered by the school;
- carry out all the other functions given to governing bodies by the Schools Act;
- carry out functions that are set out by the Member of the Executive Council (MEC) in the Provincial Gazette; and finally
- the governing body may join a voluntary association representing governing bodies of public schools (SASA, Section 20 and North-West, 1997:21-25).

2.6.2 Allocated functions

There are a number of other functions that may be given to a governing body to carry out. If a governing body wants to be responsible for these additional functions, it must apply to the HOD. He/she may allocate these functions in writing to the governing body if he/ she is satisfied that the governing body is able to perform these functions. Any of the following functions could be allocated:

- To maintain and improve the school's property, buildings and grounds;
- to determine the extramural activities curriculum of the school and choice of subject options according to provincial curriculum policy;
- to buy textbooks, educational material or equipment for the school; and
- to pay for the services of the school (SASA, Section 21 and North West, 1997;25).

2.6.3 Refusal by the HOD to allocate functions

The HOD may refuse an application of a governing body to be allocated these functions only if the governing body does not have the capacity or ability to carry them out. The decision of the HOD must be given in writing to the governing body and the HOD must also provide reasons for the decision.

2.6.4 Appeal to MEC

If any person should be unhappy or disagrees with the HOD's decision not to allocate functions to a governing body, he or she may approach the MEC and request for the decision to be changed (SASA, Section 21).

2.6.5 MEC's permission

The MEC also has the power to allow some governing bodies to exercise one or more functions without having to apply to the HOD if he or she is satisfied that a governing body is capable of performing the functions and there is good reason for doing so (SASA, Section 21, 1996).

2.6.6 Withdrawal of functions from governing bodies

The HOD may take away a function of a governing body. He/she may only do so if he/she has informed the governing body of his/her intention to do so. The reason for this action should be provided, giving the governing body a reasonable opportunity to make representations to him/her and giving proper attention to such representation. In urgent cases the HOD may withdraw a function of a governing body without first contacting the governing body (SASA, Section 21, 1996).

2.6.7 Failure by a governing body to perform its functions

If a governing body, for some reason, fails to perform its functions, the HOD must appoint a sufficient number of people to perform these functions. Such people may not be appointed for longer than three months. This period could, however be extended by further periods of up to three months, on condition that the total period may not exceed one year. Within a year of the first appointment mentioned in this

paragraph, the HOD must ensure that a new governing body is elected (SASA, Section 25, 1996).

2.7 DUTIES PERFORMED BY THE PRINCIPAL AND HIS/HER MANAGEMENT TEAM AND THE GOVERNING BODY

^{NB}
 An analysis of some working definitions of the concept “governance” helps to clarify the role of governing bodies. The function of governing bodies is to govern, by which is meant policy determination, in which the democratic participation of the school is essential. The primary task of the school leadership on the other hand, is management. This means the day to day organisation of teaching and learning and activities that support teaching and learning, These spheres overlap, and the distinctions in the roles between principals and their staff, district education authorities and school governing bodies need to be agreed with provincial education departments. According to the second White Paper on education (SA, 1995), this would permit considerable diversity in governance and management roles, depending on the circumstances of each school within national and provincial policies. The following diagram differentiates the duties of the principal, his/her management team and governing body.

PRINCIPAL PROFESSIONAL MANAGEMENT (UNDER AUTHORITY OF HEAD OF DEPARTMENT)

Performs and carries out professional (management) functions.
 Day to day administration and organisation of teaching and learning at the school.
 Performs the departmental responsibilities prescribed by the law.
 Organises all activities which support teaching and learning.
 Manages staff and finances.
 Decide on the intra-mural curriculum.

GOVERNING BODY GOVERNANCE

Promotes the best interests of the of the school.
 Ensures the development of school by providing (high standard) education for all learners at the school.
 Adopts (accepts) a constitution.
 Develops the mission statement of the school, which refers to what the school wants to achieve.

Which is all activities to assist with teaching and learning during school hours.

Decides on textbooks, educational materials and equipment to be bought.

Adopts the code of conduct that with refers to rules of behaviour for the learners at the school.

Supports principal, educators and other staff in carrying out their professional functions.

Decides on school times, taking into account the employment provisions of staff members.

Manages and maintains school property, buildings and grounds.

Encourages parents, learners, educators and other staff to work willingly for the school.

Recommends and advises HOD on the appointment of educators and non-educators.

Decides on extramural curriculum, i.e. after school hours.

Decides on choice of subjects according to the provincial curriculum policy.

Buys textbooks, educational materials or equipment for the school.

Tries to add funds supplied by the State to improve the quality of education in the school.

Start and administer a school fund.

Opens and maintains a bank account for the school.

Approves an annual budget, that is planning the school finances for the next year.

Submits budgets to parents.

Ensures that school fees are collected according to decisions made by stakeholders.

Keeps financial records of the school.
Meets with or consult parents learners and educators where required by the State.

School governance is about the promotion of the values of critical thinking, self-discipline, empowerment, respect for the dignity of others, and the commitment to lifelong learning - a different culture of learning needing to be born. This will require substantial and systematic alteration of the patterns and practices of learning and teaching in black schools. This is what is referred to as the transformation of education. This transformation is fundamental to the achievement of economic and social goals (Department of Education, 1996 (b):20).

2.8 SUMMARY

What is inescapable is that all stakeholders in school governance operating through associations or federations at local, provincial and national levels should assume greater importance, not just in school governance, but in education policy-making in general if the past were to be left behind and stability were to be obtained. Individual governing bodies could not hope to be authentically involved in these processes without proper management, understanding and support. Added to this is a need for appropriate resources, training and professional development. Therefore, it is vital that an association or federation representing the majority of democratic governing bodies be formed to foster collective involvement in educational policy at all levels.

The Ministry of Education recognises that it will be the duty of public school governing bodies to enhance the quality of educational provision in their schools by all means within their power. The Ministry of Education is committed to local initiative in school governance as a means to enhance the effectiveness of schools, and must in principle support and encourage governing bodies wishing to improve teaching conditions or enrich the curriculum in their schools. The Ministry of Education has the responsibility to provide an enabling legislative or regulatory environment within which this can happen.

CHAPTER 3

GOVERNANCE AT KEDIEMETSE PUBLIC SCHOOL

3.1 INTRODUCTION

While the sample of Kediemetse Public School is small and may not provide a sufficient base on which to derive general principles, the commonalities amongst schools are striking and seem to resonate with the experience of many. Despite these commonalities, the analysis shows that these problems cannot be reduced to single causes or single solutions. What is most needed is a highly textured situation by situation consideration of each context which must bring all stakeholders together, both in exploring the manifestations and the underlying causes of difficulties and more importantly in the finding of solutions in which the role to be played by each stake holder is crucial. For instance people who value acquiring new skills select challenging tasks that will enable them to reach their desired goals (Feather, 1998: 381).

Effective management is thus crucial. The manager or principal should be alert to potentially critical problems and should be given guidelines on how to address these problems properly. Management addresses aspects such as administrating and planning. It addresses these basic questions: Where are we now? Where do we want to be? How can we get there from here? At top management level, a problem occurs when the organisation's goals are not being met. At middle and lower levels, a problem occurs when the objective for which the manager is responsible, is not being met. These may be departmental objectives, production standards, or other performance indicators (Byars, et al., 1992:459).

When practising administration, leadership and management, the manager must balance two major concerns: stability and objective realisation. To maintain stability, the manager or principal must be sure that the organisation is operating within its established boundaries or constraints. The boundaries or constraints are determined by among others policies, budgets, ethics and laws. The second concern, namely objective realisation, requires constant monitoring to ensure that sufficient progress is being made towards established objectives.

A manager or principal may become over-worried about one concern at the expense of another. Most common is a manager or principal who becomes preoccupied with the stability of the school and neglects goals. This manager or a principal is over-concerned with day to day rules and policies and forgets about his or her goals. This might cause him to lose sight of goals and have short-lived success (Byars, et al., 1992:460).

The process of control, leadership and management has three basic requirements: Establish standards, monitor results and compare to standards and correct deviations. The first, that is setting the standards, comes from the planning process, while the other two, which is monitoring and correcting are unique to the control, leadership and management process. All three are essential to having effective governance. That can point to the necessity to capitalize on strengths in the setting of goals and objectives, so too can we stress the need to recognize and consider organisational weaknesses (Elkins, 1980: 101).

3.2 HISTORY OF KEDIEMETSE PUBLIC SCHOOL GOVERNING BODY

According to the principal of Kediemetse Public School, Mr. N.A. Mosa (2000) the school was built in 1980. It is a typical black school, which is outwardly gaunt and prison-like, but with imaginative light classrooms, giving it a cheerful atmosphere. The accommodation consists of 22 classrooms, a small staff room, a principal's office and two ablution blocks, one for boys and one for girls. There is no playground, library or storeroom.

The school has 27 educators, including the principal, two deputy principals and five head of departments. There are also three non-teaching staff, consisting of a clerk, a gardener and a cleaner. The number of learners has increased significantly over the years, particularly because of the high influx of people from Lesotho to South Africa. The present enrollment of learners at the school (August 2000) is 1250, which makes the educator-learner ratio to be 50 learners per educator when the principal and deputy principals are excluded.

The parents consist of mainly black people, mostly poor and, living in squatter-like areas. Over the last few years the school has become more popular and overcrowded, partly because of good academic results. Some learners come from nearby urban and farming areas.

The school is in many ways well supported by the local parents. A Parent-Teachers' Association (PTA) was established by the former head sixteen years ago (1984) and operates in good spirit, although in a fairly conventional way. It seems, however, that the members of the PTA do not fully understand their functions, powers and responsibilities. This has the potential of undermining the administration and the smooth running of the school. The level of discipline, relations with the community, synergy between management, educators, parents and relations with the structures of the Department of Education, leave room for improvement. This was clearly demonstrated in 1988 during the appointment of the present principal, when most PTA members were not informed of the Department of Education rules, procedures and criteria for selecting a suitable candidate. According to a personal interview with the former governing body chairperson Mr. Nkatlo (2000), they finally ended up playing a passive role.

Tension also exists among the different members of the PTA. Parents have expressed the view that some members of management and a educator component resent them because of their alleged "watchdog" role. Accusations around the domination of some members of management, such as the principal over educators, seem to be a constant problem. Issues around the accountability of the representatives on the PTAs also came to the fore and other members feel neglected and disillusioned. All this appeared from a personal interview with the principal (2000).

3.3 PRESENT KEDIEMETSE SCHOOL GOVERNING BODY

This governing body was formed and democratically elected as required by the South African Schools Act (Act 84 of 1996) on 17 July 1997. The motivation was to enhance the quality of education for all learners within the parameters of policy established by the National and Provincial Departments of Education in terms of their legal responsibilities and competencies. Section 2 of the Schools Act (Act 84 of 1996) applies to school education in the Republic of South Africa.

The Kediemetse Public School Governing Body compiled a constitution for the body.

3.3.1 The constitution of the school

Section 18 of the South African Schools Act (Act 84 of 1996) states that, subject to this Act and any other provincial law, the governing body of a public school must function in terms of a constitution. The constitution should comply with the minimum requirements determined by the Member of the Executive Council, by notice in the Provincial Gazette. The governing body of the school must submit a copy of its constitution to the Head of the Provincial Department of Education within 90 days.

Section 18.2 of the Schools Act, Act 84 of 1996 further explains that this constitution must provide for:

- A meeting of the governing body at least once every school term;
- meetings of the governing body with parents, learners, educators and other staff at the school respectively once a year;
- recording and keeping of minutes of governing body meetings;
- making available such minutes for inspection by the Head of Department; and
- rendering a report on its activities to parents, learners, educators and other staff of the school at least once a year.

The constitution of the governing body discusses the name of the body, its preamble and vision and mission statements, as well as principles, objectives and powers. Each of the aspects will be discussed in the next section.

3.3.2 Name and legal person

The governing body shall be statutory body known as Kediemetse Public School Governing Body (KSGB), which as a “juristic person” is legally capable to perform its functions in terms of the Schools Act (Act 84 of 1996, Section 15).

3.3.3 Preamble

Although the Act does not say anything on this aspect, it is the duty of the particular governing body to state categorically and clearly their commitment as far as their work is concerned. The Kediemetse Public School Governing Body determined the preamble as follows:

Members of the KSGBody should:

- Recognise that education is a fundamental right;
- acknowledge that the attitude, self-discipline, ideals and conduct of the stakeholders determine the quality of education;
- commit itself to do all within its powers in the exercising of its governance duties to act:
 - In accordance with the ideals of its governance, as expressed in the SASA and the Constitution (1996); and
 - in a proper and becoming way so that its behaviour does not bring the culture of learning and teaching into disrepute.

3.3.4 Vision

The governing body decided to put more effort into the future and adhere to this decision that the vision of the school governing body should be as follows:

“To aim high to attain excellent education, teaching and production of independent thinking second to none in terms of quality.”

3.3.5 Mission

In order to reach this vision, the governing body hopes to achieve the following mission:

"It is the mission of Kediemetse Public School to provide quality educational and social experiences in the school, through stakeholder participation to assist enrolled learners to develop their maximum potential to be equipped to enter adulthood confidently, through:

- Effective and relevant education and the creation of the culture of learning and teaching in the school;
- assisting school management towards effective progressive management systems, progresses and procedures;
- fostering co-operation and sound relationships amongst stakeholders and the immediate school community;
- providing the necessary resources and being supportive, encouraging and trustworthy towards the people they are serving;
- performing such acts and functions to achieve the mission and account to the relevant stakeholders for such acts and functions in a transparent way; and
- commitment to strong work ethics, parental involvement and respect for the rights of every learner and the stakeholders involved in our school."

3.3.6 Principles

In working and striving for the attainment of the broad aims and objectives of the school, the following principles underpin their activities:

- Fundamental rights and freedom of groups and individuals to participate meaningfully;
- quality education opportunities regardless of race, colour, gender or creed;
- responsible maintenance, protection and promotion of quality education;
- ensuring a balanced provision of educational needs, taking into account the grades and potential needs;
- serious commitment to education transformation;
- securing the wellbeing of all stakeholders in education;
- effective, transparent and accountable governance of the school; and

- observing fundamental human rights and serving the best interest of the child.

3.3.7 Objectives and powers of the KSGB

In terms of the constitution one needs to state what its goals are, and what it hopes to achieve from these goals.

The main objectives and the powers of the body shall be to:

- Develop the vision and mission, goals and objectives of the school;
- determine the admission policy of the school, in concurrence with the MEC;
- determine language policy subject to the appropriate national and provincial policy;
- determine school times and a policy for religious observance;
- recommend the appointment of educators, subject to the Educators Employment Act, (Act 76 of 1998) and the Labour Relations Act (Act 66 of 1995);
- recommend the employment of non-educators, subject to the Public Service Act, (Act 146 of 1994) and the Labour Relations Act (Act 66 of 1995);
- determine and oversee the budget of the school annually;
- determine, charge and oversee the collection of any school fees payable by parents;
- pay accounts for services rendered to the school;
- allow reasonable use of the school facilities for the community;
- raise the revenues including voluntary contributions to the school;
- meet with, or consult with parents, learners and staff where required by the Schools Act (1996);
- support the principal, educators and the other staff in carrying out their functions;

- ensure the development of the school by helping educators to provide quality education to all learners;
- adopt a constitution and promote the best interests of the school;
- adopt a code of conduct for learners, educators and parents;
- open and maintain a bank account for the school;
- perform other functions or exercise other powers as determined by the MEC by notice in the Provincial Gazette or circulars;
- foster, encourage, promote, advance and develop the culture, intellect, physical and spiritual levels of learners;
- commit members to a programme of development and upliftment of education, teaching and learning; and
- establish committees that shall perform various activities subject to consultation and co-operation with management and governance.

3.3.8 Membership

Section 23 of South African Schools Act (Act 84 of 1996) states the categories of persons that must be represented on the governing body of a public school.

The following people shall be eligible for membership of the Kediemetse Public School Governing Body:

- Parents of learners enrolled at the school that are not employed by the school (elected);
- educators employed by the school (elected);
- non-educators employed by the school (elected);
- principal of the school (automatic); and

- members of the community co-opted by the Kediemetse Public School Governing Body.

3.3.9 Conditions of membership

Section 23 of South African Schools Act (Act 84 of 1996) continues to give the conditions to which the Kediemetse Public School Governing Body should adhere.

- Parents of learners shall comprise the majority of members of Kediemetse Public School Governing Body.
- The election of parents and staff members shall be conducted through secret ballot by an official designated by the Head of the Provincial Department of Education.
- A co-opted member shall have the same rights and duties as an elected member.
- The governing body shall amongst its members elect a chairperson, treasurer and secretary as office-bearers. It can also choose whether to have additional office-bearers.
- The principal shall not serve as an office-bearer nor a chairperson, but as an *ex officio* member.
- A member of the governing body shall withdraw himself or herself from a meeting for the duration of the discussion and the decision-making on any issue in which the member has a direct personal interest.
- Only a member of the governing body may serve as a chairperson of a committee.
- The governing body may appoint people who are not members of the governing body to serve in its committees by virtue of their expertise in a particular field.
- Only elected members can be office-bearers. This excludes co-opted members and the principal.

3.3.10 Terms of office

Section 31 of South African Schools Act (Act 84 of 1996) explains the term of office of members and office-bearers of governing bodies. The following is applicable.

- The term of office of a member of the KSGB shall not exceed three (3) years.
- An office-bearer may not hold his/her position as office-bearer for longer than one (1) year.
- A member or office-bearer of the governing body shall be eligible for re-election after expiry of his/her term of office (1 or 3 years).

3.3.11 Determination of funds

Parents of learners at a public school carry serious responsibilities with respect to the determination of a school budget, its sources of revenue and (if fees are paid) the level of fees and the conditions for exemption of parents from fee-paying (Section 35 of South African Schools Act, Act 84 of 1996).

According to this Act:

- The governing body may determine school fees payable by parents, subject to guidelines determined and published in the Provincial Gazette by the MEC, relating to the exemption of parents who do not have the means to pay.
- The governing body only determines that school fees shall be payable if:
 - The governing body has presented a budget for the forthcoming year, and such budget has been approved by the majority of parents in the general meeting;
 - the governing body has convened a meeting and the majority has agreed that the school fees shall be paid at Kediemetse Public School; and
 - the majority of parents has agreed on a fair procedure for exemption of parents unable to pay after taking into account guidelines by the Minister.
- According to the agreements referred to above, the KSGB convenes a meeting of parents who can pay the fees, and a majority, present and voting, agrees to a fee

structure according to which fees shall be payable at Kediemetse. The fee structure shall be annually reviewed.

- A majority of parents at the meeting included in the above, may also resolve that no school fees shall be payable at Kediemetse.
- The KSGB shall convene a meeting according to the above, on thirty (30) days notice to parents mentioned above.
- A parent at Kediemetse, who is eligible to pay school fees agreed upon by the majority of parents, shall pay school fees.
- A parent at Kediemetse shall not be eligible to pay if he/she is exempted from doing so.

3.3.12 Establishment and procedures with regard to funds

The South African Schools Act (Act 84 of 1996) in Section 36 imposes a responsibility on all public schools governing bodies to do their utmost to improve the quality of education in their schools by raising additional resources to supplement those which the State provides from public funds.

In accordance with this legislation, Kediemetse Public School decided that:

- The school shall establish a school fund, thereafter called the Kediemetse School Fund.
- Different avenues shall be ventured to raise funds, e.g. concerts and sponsors.
- All monies received shall be paid into the Kediemetse School Funds account.
- Kediemetse shall appropriate monies or other goods donated or bequeathed to or received in trust of the school, in accordance with conditions of the donation, bequest and trust concerned.
- The school funds and all other proceeds thereof shall only be used for educational purposes, or in connection with Section 37(6) (a) of the South African Schools Act (Act 84 of 1996).

- Members of the Kediemetse Public School Governing Body may in accordance with Section 37 (6) (c) of the South African Schools Act (Act 84 of 1996) not be paid for doing their work. Only their necessary and reasonable expenses such as if a member has to travel to a meeting, will be covered.

3.3.13 Record-keeping of funds

The MEC shall, by notice in the Provincial Gazette, determine the financial year, which is at present from January to December each year (Section 37 (6) (d) of the South African Schools Act) (Act 84 of 1996).

In accordance with this, the Kediemetse School Governing Body shall:

- Prepare and submit budgets in accordance with guidelines determined by the MEC for consideration and approval by a majority of parents present and voting at a general meeting.
- Not later than three (3) months after the end of each financial year, draw up an annual financial statement in accordance with guidelines determined by the MEC, which indicates suitable particulars, money received and expenditure incurred by the school during, and its assets and liabilities at the end of the financial year concerned;
- audit the records and financial statements referred to in 1 and 2 by a registered accountant and auditor;
- within three months after the end of each financial year submit a copy of the audited annual financial statement to parents;
- on request by the parent, provide a copy and/or make records available for inspection, i.e. of the latest audited financial statement of the school.
- The signatories to the KSGB shall be the chairperson, treasurer and secretary; and.
- all payments should be done by means of cheques, except in the case of a petty cash, in which case receipts must be kept.

3.3.14 Administration

A governing body should amongst its members, elect office-bearers that will be in charge of the daily running of the governing body. These office-bearers will include a treasurer, secretary and chairperson.

3.3.14.1 Executive Committee

The Executive Committee is made up of office-bearers, the principal or either a deputy or other KSGB members that can be reached easily to make urgent decision. The general task of the Executive Committee is to take decisions on a day to day basis to ensure the smooth running of the school.

- The decision of the Executive Committee must be approved by the Kediemetse Public School Governing Body at a next meeting
- The Executive Committee shall meet at least once a month and shall be convened by the chairperson through the secretary.
- A majority of the members shall constitute a quorum. If within an hour after the time fixed for the meeting a quorum is not present, the meeting shall be adjourned to an agreed date, time and venue.

3.3.14.2 Duties of office-bearers

Office-bearers have specific duties that they must perform in order to secure effective governance. Each office-bearer's duties will be discussed.

- ***Chairperson***

He/she is elected into office by the parents to act as a leader of the organisation, and to protect the constitution.

The chairperson shall furthermore:

- (a) Preside at all meetings of the KSGB at which he / she is present;
- (b) enforce observance of the constitution and resolutions of the governing body;
- (c) represent the KSGB and / or school where necessary;

- (d) sign minutes of the meetings after confirmation;
- (d) communicate regularly with the principal and encourage all members to work as a team;
- (e) co-ordinate the annual report of the KSGB;
- (f) address educators and learners at least once a year; and
- (g) perform such other duties imposed by the decisions of the KSGB and / or MEC.

(South African Schools Act, Act 84 of 1996).

- ***Treasurer***

He/she is elected into office to take control of the finances of the school. The treasurer must be accountable and responsible for any irregularity that might take place. He/she is:

- (a) In charge of all the funds and assets of the school;
- (b) should be informed about monies donated or raised and should manage them;
- (c) sign all cheques drawn on behalf of the school;
- (d) supervise and monitor the financial affairs of the school;
- (e) present the annual statement to the Executive Committee and the annual general meeting; and
- (f) perform other duties imposed by decision of the governing body.

(South African Schools Act, Act 84 of 1994).

- ***Secretary***

He/she is elected into office to serve as an administrator of the school. Any administrative function lies entirely on the secretary's shoulders. These duties include the following:

- (a) On the instruction of the chairperson issue notices for meetings;

- (b) convene meetings;
- (c) conduct correspondence and run the filing system;
- (d) receive and keep copies of letters dispatched;
- (e) read correspondence at meetings and record minutes; and
- (f) perform such other duties imposed by decisions of the governing body.

- ***Deputies***

The purpose of the deputies is to assist the chairperson and secretary when their services are needed.

- (a) The deputy chairperson and deputy secretary perform such functions of the chairperson and secretary as they could be requested to perform temporarily or for the rest of the term that these persons are unable to perform their duties due to illness, other commitments or resignation.

- ***Principal***

He/ she remains an *ex officio* member of the governing body. Automatic entrance as part of the governing body is compulsory and by virtue of his position he/she will focus on the professional management of the school.

The following are specific functions allocated to the principal:

- (a) He makes proposals about the educational character and development of the school.
- (b) He formulates policies for the conduct and operation of the school devised by the Kediemetse Public School Governing Body.
- (c) He provides information and advice to the KSGB and submits a report on schools activities to the governing body at least once a term.
- (d) He organises all activities that support teaching and manage staff finances.

- (e) He decides on the intra-curriculum activities and assist with teaching and learning during school hours.
- (f) He is in charge of educational materials and equipment to be bought.
- (g) He performs the departmental responsibilities prescribed by law.

- ***Other committees***

These committees are elected by parents to assist and play a certain role in the allocated function that every person has a duty to do. These duties are mainly to help and simplify the duties of the executive members. The following are specific committees elected for certain duties:

- (a) *Finance Committee* - to assist in the management of finances by means of instructions from the treasurer.
- (b) *Fundraising Committee* - to assist in the fundraising for the school.
- (c) *Grounds and Buildings Committee* - to ensure that the buildings and grounds are being maintained *at all times*.
- (d) *Sports Committee* - to assist in the development of sports at the school.
- (e) *Cultural Committee* - to assist in the development of culture at the school.
- (f) *Condolence Committee* - to assist in taking care of any funerals occurring at the school.
- (g) *Entertainment Committee* - responsible for any entertainment taking place at the school.

All committees are subject to the following condition (South African Schools Act, Act 84 of 1996):

- (a) A member of the Kediemetse Public School Governing Body chairs all committees.
- (b) Two educators and one parent from the governing body serves on each committee.

- (c) The financial implications are referred to the financial committee for approval/disapproval.
- (d) Monies obtained by committees are directed to the Finance Committee.
- (e) The principal liaises and co-ordinates activities of committees.
- (f) The term of office members is two years.

If the governing body, management and committees were to function effectively, certain rules are applicable.

3.3.15 Removal /suspension from the KSGB

A member can be removed or suspended from serving on the KSGB (South African Schools Act, Act 84 of 1996) for:

- (a) Missing more than three meetings in a row, without a reasonable explanation;
- (b) not fulfilling the rules required to stand as a member. However, a parent member whose child is no longer officially enrolled at Kediemetse, may continue to serve until the end of his / her term;
- (c) acting in a manner that is “prejudicial to the best interest of Kediemetse”. In such a case the Head of Department makes a decision for removal/suspension. A member could, however, appeal to the MEC, who will take a final decision.
- (d) Any member who refuses to obey the chairperson’s ruling, or who is deemed guilty of misconduct, shall, upon a vote being taken to that effect, withdraw from the meeting. The meeting shall have the right to suspend any such member for such a period as it may deem fit.

3.3.16 Amendments

Since it is known that from time to time rules or legislation is changed to suit the requirements as demanded by the situation, amendments are therefore encouraged.

- (a) This constitution and any regulations promulgated in terms thereof shall not be amended, rescinded or added to except at an extraordinary meeting, provincial and / or national regulation.
- (b) A decision to amend the constitution will require a two-third majority of the total membership of the Kediemetse Public School Governing Body after all members have been informed in writing of such amendments at least two months in advance.
- (c) If less than half the members are present at the meeting scheduled for this purpose, a second meeting will be called exclusively for this purpose at least two weeks after the first meeting. If two thirds of the members are not present at this second meeting, the proposed amendment(s) may be affected by two thirds of the members present.
- (d) All the amendments of this constitution will be submitted to the North-West Department of Education for confirmation that they are consistent with the provisions of the Act (Act 84 of 1996). Until such confirmation is received, no amendment(s) of this constitution shall be valid (South African Schools Act, Act 84 of 1996)

3.4 CODE OF CONDUCT

Section 8 of the South African Schools Act (Act 84 of 1996) provides that a governing body of a public school must adopt a code of conduct. The code of conduct must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools.

The school believes in the protection of human rights, the promotion of peace and harmony, the provision of excellent education and the upholding of the principle of respect and non-violence.

The school believes that our school as a learning and teaching site should manage behaviour so that the aims of the school can be attained.

The school acknowledges the obligation of the State to make education available and accessible and we as partners in education must complement this by commitment and accepting responsibility.

The general aims of the code of conduct is to establish a disciplined and purposeful learning environment to be dedicated to improving and maintaining the quality of the learning process (Section 8 of the South African Schools Act, Act 84 of 1996).

To create a safe environment for learners, teaching and non-teaching personnel through classification of expectation, roles, rights and responsibilities should reduce incidents of misconduct (Section 8 of the South African Schools Act, Act 84 of 1996).

To protect the human rights and promote peace and reconciliation and the upholding of the principle of respect -“Ubuntu” and non-violence.

3.5 RIGHTS AND RESPONSIBILITIES OF PARENTS

The ultimate responsibility for learner behaviour rests with their parents or guardians.

Parents have the rights and responsibilities to:

- (a) Have their children educated but are responsible for any misbehaviour caused by the child;
- (b) be heard and the responsibility to attend meetings where decisions are taken;
- (c) know about their children’s progress and the responsibility to take interest in the child’s work by helping where necessary;
- (d) inquire about the school uniform and the responsibility to see to it that the child dresses properly;
- (e) promote school attendance and the responsibility to instill discipline;
- (f) be a member of the governing body and the responsibility to support management of the school;
- (g) send the child to the school of their choice;

- (h) take legal action against any educator, learner or person who unlawfully violates the constitutional rights of their children and the responsibility to know the code of conduct; and
- (i) appeal to the MEC if not satisfied about the decisions of the disciplinary committee of the governing body and the responsibility to inquire about the rights pertaining to the issue at hand.

There are also certain rules and regulations with regard to parents. Parents need to take an active role in their children's schoolwork, fees and any other educational interests or matters that affect the child directly. It is expected from them to support the school at all times.

- (a) Refusal or failure to pay fees may result in legal action taken against parents unless exempted from paying the school fees.
- (b) Under no circumstances will parents be allowed to insult, swear, call names or assault the principal, educator or learner within the school premises.
- (c) In case of complaints the parent will have to consult the principal and never confront the educator in class.
- (d) If no satisfaction is derived from the principal's intervention, the parent is entitled to have access to the governing body.
- (e) Parents should exercise transparency to enable and assist the school in finding suitable solutions towards their child's problem / education.
- (f) Parents are to abide by all school rules and regulations.
- (g) Parents should never stay a day without receiving a receipt for school fees or lodge a complaint immediately to the principal.
- (h) Parents will pay for or repair any damage caused by their children.
- (i) Textbooks lost and equipment damaged due to negligence will be paid for or replaced by the parents.

- (j) Parents should report to the class teacher or manager any medical problem of the child.
- (k) Parents should see to it that their children support activities arranged by the school such as culture, sports and fundraising.
- (l) Parents should see to it that their children attend school daily and check their daily work.
- (m) Parents should be loyal and protective of the school.
- (n) Parents are free to join the school on its trips or tours.
- (o) Parents shall not discuss educators negatively with their children.
- (p) Parents shall allow/ permit their children to participate in extracurricular activities where possible.
- (q) Parents shall respond positively to invitations by educators or the principal.
- (r) Parents shall inform the principal about any dissatisfactory conduct caused by the educator before taking any legal steps.
- (s) Parents shall accept the end of the year results as they are.

The discussion has so far concentrated on the structures and persons who should run them effectively. In order to run the organisation - in this case a school – effectively, people should be able to manage the organisation effectively. This aspect will be looked at closely in the next section.

3.6 UNDERSTANDING PLANNING, MANAGEMENT, MOTIVATION, CONTROLLING AND LEADERSHIP

The art and science of management have developed and changed over the years. Today management can be defined as the process of achieving the organisational goals through planning, organising, leading, and controlling the human, physical, financial and information resources of the organisation in an effective and efficient manner. Therefore, a manager is someone who actively participates in the

management process through four functions of planning, organising, leading and controlling the resources of the organisation (Leon, ET AL.,1992:4).

3.6.1 Planning

Planning can be defined as the process of establishing objectives or goals and determining how best to achieve them. Because planning establishes the backdrop for the subsequent management functions of organising, leading, and controlling, it is often referred to as the primary management function (Leon, et al., 1992:150).

The first step in planning is setting the objectives and goals that address the issue of what one hopes to achieve. Objectives or goals may be set in performance areas such as a project to be completed by a given date or personnel to be recruited (Leon, et al., 1992:150).

The second planning step is identifying and assessing present and future conditions affecting objectives, recognising the important variables that influence objectives, such as the importance of change and how it affects the organisation. Since planning involves the future, certain assumptions about important conditions occurring over the plan's time frame must be considered (Leons, et al., 1992:151).

The final aspect of planning is developing a systematic approach to achieve objectives, which is the step that addresses such issues as responsibilities for achievement and includes answers to such questions as: who will do what; how; on what schedule and with what results. Good planning attempts to consider the nature of the present and the future environments in which planning decisions and actions are intended to operate. To be most useful to management in performing its other functions, a plan should be **flexible, yet stable and simple**.

Flexibility is essential to successful planning, and it results from careful analysis and forecasting. It develops contingency plans, making planning a continuous process. The plan should therefore be capable of quick and smooth adjustment to changing conditions without serious loss of effectiveness.

Stability. If plans change too often, managers do not become familiar with them as an operating tool and do not use them effectively. A stable plan is the one that will not

have abandoned or modified extensively merely because of changes in the organisational environment.

Simplicity. The bigger and more complex an organisation and its environment are, the more complex the plans must be. But the more complex the plans are, the more difficult they are to implement and monitor. Thus, a simple plan provides for the accomplishment of its objectivity with the fewest possible variables, so that the chances of complications are minimised (Leon, et al., 1992:155).

Planning is never finalized. Throughout, the need to consider changes in environment, organisational needs, etc within the context of the plan while making the initial run at the plan must always prevail. But organisations must be prepared for wholesale revision of the plan, continual updating, massive changes in environmental conditions, and changes in organisational needs and objectives. The original plan still constitutes a very adequate base to start a new effort at re planning. (Elkins. 1980: 178)

3.6.2 Organising

The term organising has various meanings. It can be used to refer to the following:

- The way that management designs a formal structure to use the financial, physical, material and human resource of the organisation most effectively;
- how the organisation groups its activities, with each grouping being assigned a manager with the authority to supervise group members;
- establishing relationships among functions, jobs, tasks and employees; and
- the way given managers subdivide the tasks to be done in their departments and delegate the necessary authority to accomplish the tasks.

For organising to achieve some goal, individuals must realise that they cannot accomplish this alone. The corner-stone of organising is division of labour, that is the principle of dividing a job into components and assigning them to members of a group (Leon, et al., 1992:266).

3.6.2.1 Functional departmentalisation

Functional departmentalisation groups together common functions or similar activities to form an organisational unit. Thus, all individuals performing similar functions are grouped together. The primary advantages of the functional approach are that it maintains the power and prestige of the major functions, creates efficiency through the principles of specialisation, centralises the organisation's expertise and permits tighter top management control of the functions.

This approach also minimises costly duplication of personnel and equipment. Having all the computers and computer personnel in one department, is less expensive than allowing several department to have and supervise their own computer equipment (Leon, *et al.*, 1992:273).

3.6.3 Communication

Communication is the process of transferring meaning from one person to another in the form of ideas or information. It uses the chain of understanding, linking members of various units of an organisation at different levels and in different areas. An effective interchange involves more than one type of transmission of data. It requires that a sender and receiver utilise certain skills, that is: speaking, writing, listening and reading to make the exchange of meaning successful. In conversation a true interchange of meaning encompasses more than just words used. It includes shades of emphasis, facial expressions, vocal inflections, and all the unintended and involuntary gestures that suggest real meaning (Leon, *et al.*, 1992:386).

Communication is a most important part of managing. The typical manager spends a large percentage of the workday in some form of communication with others. Communication is linked closely to the managerial functions of planning, organising, leading and evaluating.

To improve the effectiveness of organisational and interpersonal communication, organisation must first develop and maintain awareness of the need for effective communication. The use of feedback and proper listening techniques are among the effective communication tools at the manager's disposal (Leon, *et al.*, 1992:391). On the other hand people with a personal sense of control and high self efficiency become involved in learning and persists, even in times of difficulties (Pintrich, 1988:75).

3.6.4 Motivation

Motivation occurs through the interaction of intrinsic and extrinsic rewards with employee needs as modified by the employee's expectations. Managers can motivate employees toward improved performance by creating a positive climate where people can be motivated from within (Leon, et al., 1992:418).

The reinforcement theory, based on the law of effect, assumes that a worker's desire for rewards from positive feedback leads to improved performance. It is noted that a knowledge of motivation theory is helpful in providing managers with insight to create a climate of positive motivation.

To be most effective, praise should be as specific as possible. A complement on a particular task done well is much more satisfying. Effective praise has many advantages for reinforcement. A manager who is not sure of where to begin can safely use praise as the first step toward increasing employee productivity. Even praise poorly given may have a positive effect on an individual's behaviour (Leon, et al., 1992:420).

Managers must understand that they are change agents not motivators. Managers attempting to generate a force within employees to get them activated seem to be dealing with a change problem not a motivation problem. The assumption that employers should not expect satisfied employees to perform differently provides insight into this motivation-change dilemma (Ivancevich, 1990: 158).

3.6.5 Leadership

There is currently a need for effective leaders at the top levels of our organisations. Because of their influential positions, leaders have the power to influence ethical issues and the decisions affecting many people. Managers in leadership positions have a special responsibility to set a good to their subordinates in the areas of ethics and social responsibility (Leon, et al., 1992:454).

People often equate leadership and management. One interpretation of such a broad interpretation of leadership may be that we sometimes use the term leader when referring to manager. Although the two are similar, there are significant differences.

Leadership is based on a person's ability to influence others to work towards achieving personal and organisational goals. Management involves more. While leadership is part of it, it also includes performing other functions, which is planning, organising and controlling. Leadership is therefore an important part of management. Leadership is a process of influencing individual and group activities toward goal setting and goal achievement (Leon, et al., 1992:456).

Another way to categorise is to examine their attitudes toward getting the job done. Some leaders emphasise the task, they emphasise planning, scheduling and processing the work, and exercise close control of quality. Others emphasise followers or subordinates, They focus on the welfare and feelings of followers, have confidence in themselves and have a strong need to develop and empower their team members (Leon, et al., 1992: 458).

Leaders can change their style or behaviour to meet the demands of a particular situation. For example, when encountering a new group of subordinates and a new project, a leader may be directive in establishing task structure and in outlining what he has done. Next, he or she may adopt supportive behaviour in an attempt to foster group cohesiveness and a positive climate (Griffin, 1984: 429).

Like other situational theories of leadership, the path-goal theory suggeststhat appropriate leader style depends on situational factors. Two general categories of situational factors that receive special attention in path-goal theory are the personal characteristics of subordinates and environmental characteristics of workplace (Griffin, 1984: 429).

The basic path-goal framework as illustrated in figure 3.1 shows that leader behaviours affect subordinate motivation to perform. Personal and environmental characteristics influence the nature of this relationship.

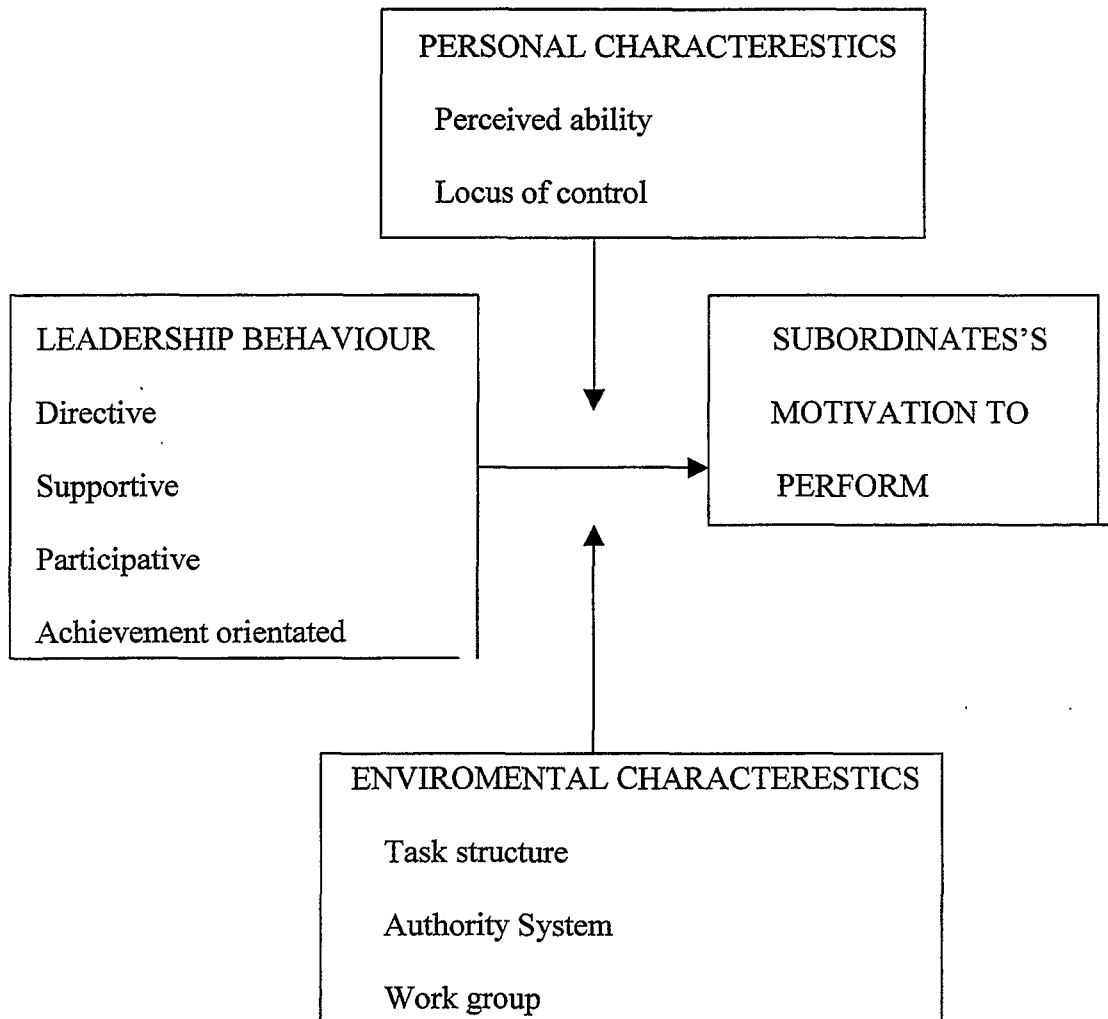


Figure 3.1 : The path-goal framework (Griffin; 1984: 430)

A responsibility-driven approach to leadership is inclusive; that it does not focus on the interests of one particular group. Power driven leadership tends to be preoccupied with the short term, while a responsibility approach is more concerned with the long term issues. A responsibility driven leadership approach is likely to produce a more effective balance of the respective interest of all the various stakeholders, which is essential for the long term success of any organisation. Responsible leadership looks to the future rather than a quick return. This is the key to sustainability and success.(Kermally, 1997:50)

3.7 SUMMARY

Since it is a well-known fact that the governance policy for public schools is based on the core values of democracy, good public school governance requires flourishing partnerships, based on mutual interests and confidence among the many

constituencies that make up and support the school. According to the second White Paper (SA, 1996), the appropriate balance of different constituency rights and interests in the composition and operations of each school governing body is therefore a matter of importance.

The Kediemetse Public School Governing Body will therefore require a critical engagement with a more profound transformation. They have a historic opportunity to respond to these challenges, and must do so in the processes that will in themselves contribute to the solutions they seek. These solutions are the responsibility of all and will require a decisive shift away from blaming to a determination to seek constructive and sustainable solutions.

CHAPTER 4:

EMPIRICAL STUDY: ANALYSIS AND INTERPRETATION OF RESULTS:

4.1 INTRODUCTION

In the previous chapters governance and its components were discussed and described within the context of the value expectancy framework. This chapter is devoted to a description of the empirical research resulting from the literature review. The aims and the hypothesis of the empirical research are stated in paragraph 4.2 and 4.3 followed by the relationships between various role players in paragraph 4.4. The population and sample are described in paragraph 4.5. In paragraph 4.6 and 4.7 respectively measurement of responses and analysis and interpretation of results are done.

In this regard the hypothesis should be kept in mind, *namely that there is a difference of opinion between the governing body members and the educators and parents regarding the success of the management and governance by the school governing body.*

In this chapter, an empirical study of the effectiveness of governance at Kediemetse Public School is made. This is achieved among others by studying:

1. The attitude of various role players towards governance effectiveness at Kediemetse Public School;
2. the satisfaction and dissatisfaction of different role players regarding their involvement and participation in the effective governance at the Kediemetse Public School; and
3. whether satisfactory arrangements exists to accommodate various role players, especially on governance issues.

4.2 AIMS OF THE RESEARCH

The specific aim with this study is to:

1. Establish the basic theoretical requirements pertaining to governance effectiveness regarding school governing bodies (see chapters 2 and 3);
2. analyse the policies and statutory rules formulated by government since 1994 to establish and enhance governance effectiveness in schools (see chapters 2 and 3);
3. establish whether the Kediemetse Public School's governing body performs its governance duties as required by policy and the Schools Act (Act 84 of 1996) and what the various stakeholders about think the effectiveness of the governing body; and
4. determine and analyse the factors that cause governance ineffectiveness at Kediemetse Public School.

4.3 HYPOTHESIS

The Kediemetse Public School's governing body is not performing effectively as far as governance is concerned due to factors not taken cognisance of in government policies and statutory stipulations as well as the exclusion of the School Governing Body from actual school governance. A further negative factor is that all stakeholders are not of the opinion that the governing body functions effectively.

Before an analysis and interpretation of results could be done. the relationships between various role players that were part of the respondents will be discussed. This will enable an understanding of how these parties interact and how their individual actions might impact on one another.

4.4 THE RELATIONSHIP BETWEEN VARIOUS ROLE PLAYERS

The following diagram shows where the governing body fits into the structure of school governance. Thereafter the duties of the different role players shown in the diagram will be explained briefly.

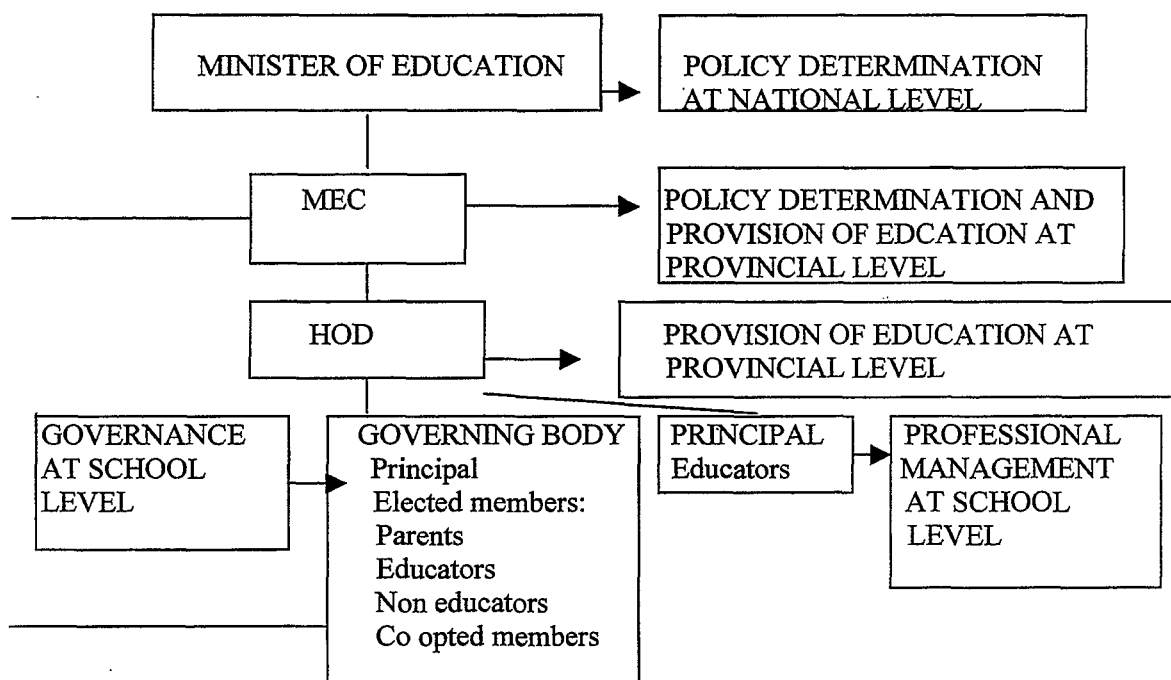


Figure 4.1: Relationships between various role players and their specified duties

This diagram shows that:

The governing body is part of the governance of a school under the authority of the national and provincial structures, namely the Minister of Education, MEC and the Head of Department (HOD).

The governing body is responsible for the making of policy or the laying down of broad guidelines for planning decision making in a school.

The principal is responsible for the professional management of the school. He/ She serves as a member of the governing body in his or her official capacity and he/ she must help the governing body perform its functions.

Educators and non educator staff members serves as elected members on governing bodies and must help governing body perform its functions.

Parents must see to it that a learner attends a school from the first day of the year in which a learner reaches the age of seven years, until the last school day of the year in which a learner reaches the age of fifteen years, or grade nine, which ever comes first.

Parents serves as an elected member of the governing body and must see to it that the school provides a high standard of education.

Another possible need for this relationship is an urgent attention in the development of a Quality Assurance System. This would help in delegating duties and the decentralisation of authority throughout the system and should also form a legal basis of protecting systems coherence and quality. Such a quality assurance system will also assist in the development of norms and standards which can be used by the national aspiring managers in the education system (Van der Westhuizen & Mosoge, 1998:49).

In order for a school to become a quality school certain criteria have to be met. The criteria for a total quality school are classified as “pillars of quality” for education (Arcaro, 1995:9). According to Arcaro (1995:9) these pillars are universal and applicable to every education institution and should be present in order to attain the total quality school status. The beliefs and values of a school will determine the success and strength of the quality transformation (Arcaro, 1995:10). Focus cannot be limited to just one pillar: instead requires a focus on all pillars simultaneously. Figure 4.2 depicts the pillars of quality and its foundation. Each pillar and its foundation have to be understood before a total quality school can be developed.

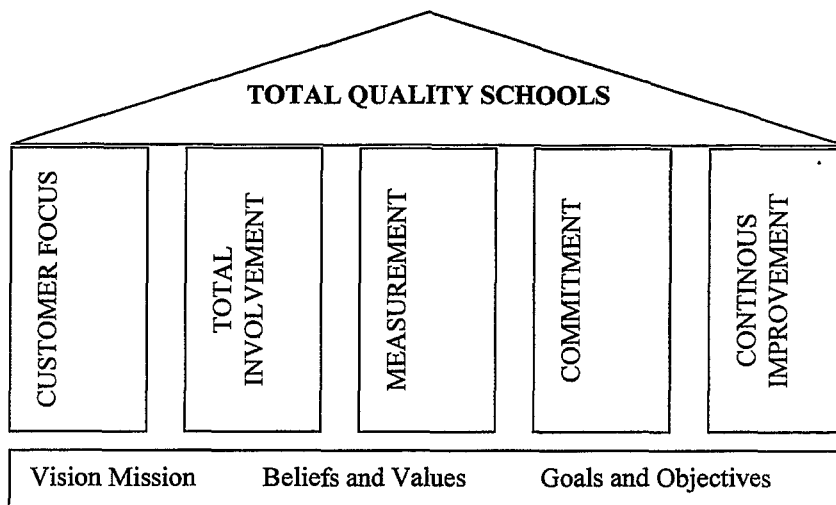


Figure 4.2 Total Quality School Model (Arcaro, 1998: 10)

4.5 POPULATION AND SAMPLE

The population of this research constitute of 50 role players from Kediemetse Public School and all of them are Khuma/ Stilfontein residents.

A random cluster of 20 parents were drawn from the list of 400 parents given by the school and it was further agreed that all selected will remain anonymous for the validity and the reliability of answers as well as to avoid victimisation. The same was also applied in the case of a random choice of 20 teachers from a list of 28 teachers. From the SGB side all 10 of them were chosen, to make it hundred per cent participation from their side to be given questionnaires to complete.

All three different role players, namely parents, educators and SGB members, were purposely selected for this empirical study research because they are part of the school governance structure. The rationale was that all these role players would be more motivated to take part in the research since it was relevant to their immediate future and the future of the school.

Learners were not included in the research as this school is a primary school, meaning that learners are excluded from the school governing body because of age and complexity of issues.

The following diagram is a representation of how questionnaires were distributed among different role players and their respond rates. It will be seen from the table that there was a 72% response rate from the questionnaires, meaning that out of 50

questionnaires only 36 were brought back. This response could be regarded as adequate in making scientific conclusions.

The only disturbing factor was the low response rate received from the governing body members. Out of 10 questionnaires only 4 were returned which constitute only 40% response rate.

Respondents	No of questionnaires distributed	No of questionnaires received back	Response percentage
Parents	20	16	80%
Teachers	20	16	80%
SGB members	10	4	40%
Total	50	36	72%

Table 4.1: Questionnaires distributed amongst role players

4.6 MEASUREMENT OF RESPONSES

Individual questionnaires received back from all respondents i.e parents, educators and SGB members were entered into a structured measuring chart to determine the respondent percentage difference on different questions. These responses were analysed and interpreted. It is therefore assumed that these percentages are the representative of the views of all different role players on various questions.

Tables and computer generated line graphs are used to show attitudes of different role players towards questions based on governance and effective governance at Kediemetse Public School.

In the next section the analysis and interpretation of the results of the empirical study conducted on governance is undertaken. Views of different role players on the relationships discussed in this section will be discussed and analysed. It should be kept in mind that the questionnaire was the same for all role players to obtain their

responses to the same questions and try and find different opinions on same issues from the three different categories.

4.7 ANALYSIS AND INTERPRETATION OF RESULTS

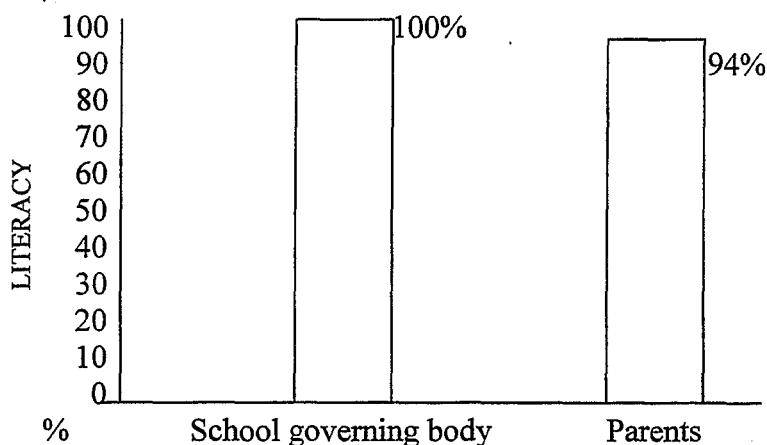
In this section each stakeholder will be individually analysed. Answers will be clustered together by percentages according to the commonality of answers by parents, teachers and school governing bodies.

4.7.1 Section A (See questionnaire in Appendix A)

In section A of all questionnaires being either of parents, teachers and school governing bodies all questions are based on the personal details of all respondents to test their literacy / educational level so as to determine how fair and reliable the answers are, more especially on parents and school governing body members.

The point here was to test how the level of education could affect the smooth running of the governing body, because reading, writing and understanding of issues plays a very important role in the smooth running and success of a school.

Based on these questions, it was discovered that 94% of parents of the school governing body members could read and write. This is a clear indication that Kediemetse Public school is in the capable hands of parents who can assist in the smooth running of the governing body.



ROLE PLAYERS

Graph 4.1 Literacy among Parents and School Governing Body members

4.7.2 Section B

Section B focuses on understanding the importance of governance within the governing body.

4.7.2.1 Question 1-4: Understanding of what really governance is

The purpose of these questions are to determine whether parents, teachers and school governing members understands what a governing body is and whether they think there is a need for its existence.

In their responses, although they are members of this body, only 75% of school governing body members respondents say they know what a governing body is. whereas the other 25% did not know what that body was, All the governing members (100%) felt that there was a need for a governing body, the reason being to help in the smooth running of the school. *The question could, however be asked how a member could govern an entity without knowing a reason for its existence.*

All (100%) of educator respondents say they knew and understood what a governing body was and 100% of the respondents felt that there was a need for its existence. The reason they mentioned being to see proper governance taking its place in the school environment.

A percentage of 93,75 of parents say they understood what a governing body was and the felt it should be there, with 6,75% of parents not responding to the questions. Open ended questioning, however revealed that the parents were familiar with the concept “governing body”, but a large percentage did not know how a governing body functions.

4.7.2.2 Question5: The role of the Department of Education

The purpose of this question was to find out whether the Department of Education is playing a significant role by educating the people about the importance of governing bodies.

Some 75% of the educator respondents thought the Department is doing enough to educate people about governing bodies, whereas 25% disagrees with this view. In

contrast 100% of school governing body members thought the Department was not doing enough to educate people about governing bodies, whereas 68,7% of parents felt that the Department is doing enough and 31,3% felt that the department is not doing enough. Of all the people who disagreed all felt that the introduction of workshops would be the solution to the problem.

4.7.2.3 Question 6: Attitudes towards governing bodies

The purpose of this question was to find out whether these people prepared to take part in governing body structure during difficult times. In responding to the question 68,8% of educators said they do not want to be part of or participate in governing body structures, whereas only 31,2% said they were prepared to take part. All (100%) of school governing body members indicated that they were prepared to participate. 87,5% of parents said they were also prepared to participate, with only 12,5% saying they were not prepared to take part.

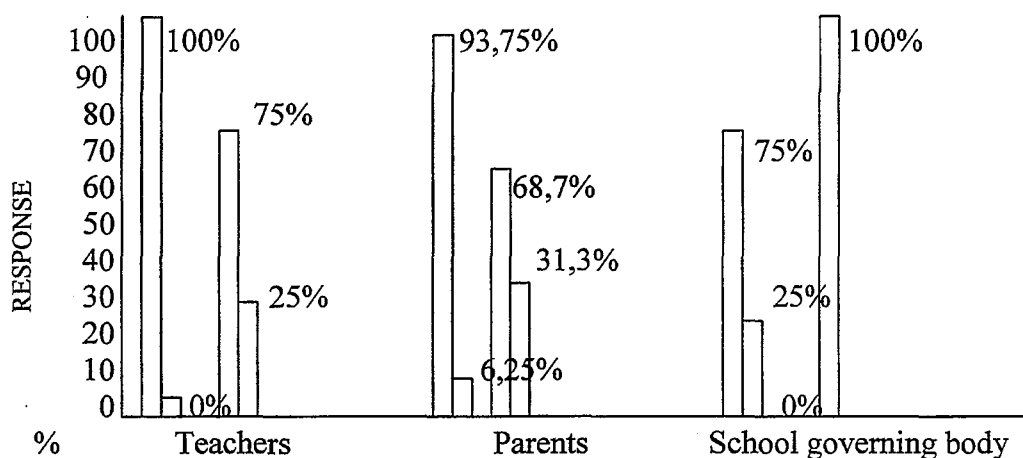
The parents indicated that as governing body was there to assist in the education of their children, it is in this regard that a school could not function without such a body. With so many parents saying they want to be part of governing bodies, the Provincial Government should find means to involve parents more on school activities. The reason for the educators not being interested in the activities of the governing body was their claim of commitment to educational work. They felt, that with an educators/ learner ratio of 1:50 there was no time for other activities.

4.7.2.4 Question 7-9: Commitment from school governing body members

The purpose of these questions was to find out whether there was a need for educators to be governing body members and whether those that were members should be fully employed and be remunerated.

All respondents, governing body members, educators and parents (100%) agreed that educators should have a role to play in the restructuring and assisting in the smooth running of governing bodies. The educators, however, once again indicated that they did not have time to become actively involved. Some 62,5% of the parents felt that school governing body members should not be remunerated, whereas 37,5% felt they must be fully employed and be remunerated for their services. 62,5% of educators like

parents, felt that governing body members should not be remunerated for their services. Interestingly, however, 100% of school governing body members felt that no incentive or remuneration should be given to school governing body members. Anyone who took part must do so out of his/ her free will.



Graph 4.2: Attitudes towards governing bodies and role played by the department

1st bar = Yes we understand what governing body is

2nd bar = No we don't understand what governing body is.

3rd bar = Yes the department is educating people on how to run governing bodies.

4th bar = No the department is not doing enough

4.7.3 Section C

The questions on section C focussed more on the Kediemetse Public School Governing Body and the satisfaction and dissatisfaction of the role players in the running of the school. (Parents, Teacher and governing body relationship).

4.7.3.1 Question 1-3: Attitude towards Kediemetse Public School Governing Body

The purpose for the questions was to find out from the respondents whether they knew the people who are leading them and whether they were satisfied with their leadership. In responding to these questions, 56,2% of parents responded that they were satisfied with the leadership of the school governing body, whereas 42,8% responded that they were not satisfied with the leadership. Of school governing body members 75% said they were satisfied, with only 25% that were not satisfied. In contrast 62,5% of educators said they were not satisfied with the leadership, with

12,5% not responding to the question. *This means that 52,65 of parents and educators were not satisfied with the leadership of the governing body.*

What was interesting about the responses to Question 3, is that all (100%) of respondents agree that this school governing body was democratically elected.

4.7.3.2 Question 4-6: The availability of school governing body members

The purpose of these questions was to establish that after being elected by the people, the elected members were available to the people. In responding to the question of availability, 43,75 of educators said the school governing body was not available and visible at all times. Some 12,5% did not respond to the question and interesting also 43,75% of educators said the school governing body was available and visible at all times. Not less than 56,25% of parents said these people were not available and visible at all, whereas 37,5% said they were available and visible. Only 6,25% did not respond. All the (100%) school governing body members said they were available and visible at all times.

There seems to be a huge communication gap between the governing body and the educators and parents regarding the availability of governing body members to the other role players. The governing body members are of the opinion that they are readily available to the people and this misconception should be addressed. A one-day workshop seems to be the appropriate technique to address this problem.

4.7.3.3 Question 7-9: Calling of meetings

The purpose of these questions was to find out whether any kind of communication was taking place between governing body members and other role players and how important governing bodies were for the stakeholders. The feeling amongst school governing body members was that 75% said no regular meetings were called and only 25% said regular meetings were called, of the educators 62.5% said no regular meetings were called, 6,25% did not respond and the minority of 31,25% said regular meetings were called. Half (50%) of parents also said no regular meetings were being called, some 43,75% said regular meetings were called and 6,25% of the parents did not respond. Although 100% of respondents indicated that meetings were worth

attending, via open-ended interviews it came to the fore that at least 50% of the governing body are not motivated for some reason.

The governing body should take note of the “accusations” that people are not aware of governing body meetings and that communication in this regard needs urgent attention. It is also important to find out why the people and members of the governing body are not motivated. Once this has been achieved, the problems could be addressed appropriately. This would lead to better governance in the school.

4.7.3.4 Question 10-11: The role of the principal

The purpose of this question was to find out whether the people knew what the role of a principal really was and whether they thought he influenced the decision of the school governing body. Half (50%) of school governing body members said they did not really understand what the role of a principal is, whereas the other 50% said they did understand what his role was. Some 75% felt he did not influence their decisions and the other 25% felt he do influence their decision. A percentage of 68,75 of educators said they knew the role of the principal in the school governing body, whereas 31,25% said that they did not really know his role in the school governing body. Some 81,25% of educators felt that the principal had no influence in the decision making, whereas 18,75% felt he had an influence in the decision making. A percentage of 68,75 of parents said they knew the role of the principal in the school governing body, whereas 25% said they did not know and 6,25% did not respond. Some 81,25% of parents said they did not think the principal influenced the decisions of the governing body, whereas 12,5% felt he did have an influence in the decision making. The minority of 6,25% did not respond.

It is thus clear that the role of the principal in the governing body is somewhat unclear to the various role players. What is of real concern is the fact that 50% of the governing body members do not know what the role of the principal is regarding governance. Being the middle man between the governing body and the school, the role of the principal should be clear to all. A question that can be asked is whether the principal himself knows what his role is (See the discussion in par. 4.7.2.4).

4.7.3.5 Question 12-13: Commitment from school governing body members

The purpose of these questions was to find out whether other role payers thought the school governing body members are committed to their work. Interestingly, 50% of the school governing body members felt that school governing body members were not committed and the other 50% felt they were committed. Of the educators 56,25% felt that school governing body members were not committed, whereas 37,5% felt that they were committed and 6,25% did not respond. Half (50%) of parents said school governing body members were not committed, whereas with a slight margin of 43,75% other parents felt they were committed and 6,25% did not respond.

It is thus clear that there is to a large extent a feeling that governing body members are not committed to their work. This is a serious accusation that should be addressed. A school governing body cannot function effectively if the role players do not trust them. A question that should be followed up is why 50% of the governing body members regard themselves as not committed to their task.

4.7.3.6 Question 14-15 finances

The purpose of this question was to find out from the role players whether they had trust in their school governing body when it came to the handling of finances. A hundred percent (100%) of school governing body members said they receive audited financial statements every year and although they receive this financial statement only, 75% believed the finances to be well handled, while 25% did not trust the school governing body. Some 62,25% of educators said they did receive financial statement every year and 18,75% said they did not receive statements. Interestingly, however, 81,25% of them believed finances to be well handled. While 18,75% claimed that finances were not being well handled. Of the parents 62.25% said they did receive financial statements and 18,75 saying they did not receive statements, with 12,5% not responding. As many as 81,25% of the parents believed finances to be well handled but only 12,5% did not believe it to be handled well.

It is clear that this aspect of management is managed satisfactory. The role players indicated that they were to an extent satisfied with the running of finances of the school.

4.6.3.7 Question 16-17: Correspondence and Documentation

The purpose of these questions was to find out from role players whether they received any correspondence and documents from governing body members. In their response half (50%) of school governing body members said they received correspondence, while the other 50% said they did not receive correspondence. As many as 93,75% of educators said they did not receive any documents or correspondence from the school governing body, while 6.25% said they did receive correspondence. Some 68,75% of parents also said they did not receive anything, with only 31,25% saying they did receive correspondence.

The administration section of the governing body needs serious attention. The role players indicated that they were not all satisfied with the administrative services.

4.6.3.8 Question 18: Other information

The purpose of this question was to find different opinions from respondents of what it is of significant importance that they want to say. The majority of them said they wanted to see:

- Progressive school governing bodies. The study, however, showed that the governing body was not as progressive as it should be;
- structures that would inform them on a regular basis of school activities. This was at present not the case and it even seemed as if administrative activities were non-existent; and
- committed and dedicated members. According to the study the perception was that the present members of the governing body would improve its function in the future.

In the next chapter positive recommendations on how to rectify the situation will be made with the hope that the governing body would improve its functions in the future.

4.8 SUMMARY

Despite some limitations and negativity from different people, the process did almost immediately yield important results. At least part of the purpose had been to inform the Provincial Department of Education of problem areas so that it can intervene timeously. As the research proceeded, the modus operandi of the researcher constituted a form of action in which all stake holders were actively involved in identification of the problems and the solutions to them. The research sought not only to understand the school organisation and its different elements, social relationships, school culture and climate, structures and procedures but also wider processes and issues impacting on the community in which the school find itself. A methodology which considered questionnaires was considered appropriate.

The majority of respondents admitted from the beginning that they fully understand what a governing body is and the positive role that the Department is playing to educate them on the role they are suppose to play in the school governing bodies but it was still clear from the observation that lack of understanding was still there especially with a high percentage of 68,8% of educators refusing to be part of governing body structures, claiming a lot of commitments to be the problem.

The majority of respondents (100 % from school governing body) also stated clear that fulltime employment and remuneration wont be an immediate solution to the crisis facing school governing bodies but dedication and commitment from some members can help to reduce the problems.

Most of the respondents from all the role players ie parents, school governing body members and educators, were certain that there is a problem in the running of the school governing body. This was especially in the case of the majority of 62,5% of educators saying they did not have trust in the leadership and only 56,2 of parents saying they did have trust with 42,8% of parents saying they also did not have trust. The other factor was the breakdown in communication that existed, as the majority of respondents claimed that no regular meeting were called and that they received no correspondence or documents from the school governing body.

What is most interesting is the high percentage of respondents who say the principal of Kedimetse Public School is not to be blamed for the problems as he did not

influence any decision taken by the school governing body. This was a clear indication of the trust they have in the principal. This vote of confidence was further cemented by the majority's belief that the school's finance were handled well.

Although there is a formal consensus among respondents that Kediemetse Public School Governing Body is not effective enough, the majority do not agree that it is as serious as one may have predicted. Whilst 50% of school governing body members do not agree that Kediemetse Public School Governing Body is not effectively run. It is clear by the answers we received that respondents do not have a clear picture of what is really taking place inside the school governing body.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter comprises of a summary of the empirical research and results (viz. Par 5.2), followed by realisation of the objectives of the study (viz. Par. 5.3) and the testing of the hypothesis (viz. Par. 5.4). Last will follow recommendations and conclusion (viz. Par 5.5). The purpose of this chapter will be to summarise the discoveries on some of the major and important issues raised in the previous chapters. It will also try to address the results of the study with the hypothesis.

Recommendations on the problems and findings of this research work will be addressed very carefully and detailed in this chapter as they serve as a source of improvement and direction to the reliable solution. It should, however, be stated clearly that this study does not serve as the ultimate solution to the problems and findings but serves as an eye opener to the Provincial Department and Kediemetse Public School Governing Body. There is a need to conduct further research for more vivid details on some issues related to governance as a whole and governance specifically at Kediemetse Public School.

Historically, the Department of Education was seen as a distant bureaucracy rather than a supportive presence. There is a clear need to change this and allow for more meaningful communication and relations between schools and the Department of Education. As a result, management, teachers, parents and pupils felt unsupported and unaccountable. Some schools felt there was a continuation of the top down approach without consultation or involvement of schools. At the time of the study the new Provincial Department had established new governing body structures called School Governing bodies (SGB), which were to replace Parents Teacher Pupil Association (PTSA) formed by the previous government.

The recent enabling legislation promulgated by the Department had encouraged the formation of school governing bodies in all schools. Many school governing body members show great commitment to their schools, yet by and large, school governing body members do not understand their, functions, powers and responsibilities. This

has the potential of undermining the administration and running of the schools at the level of discipline, relations, the community, teachers and the structures of the Department of Education.

At particular schools a large part of the parents do not play any role in school life other than when they are summoned to the school to be informed of the misbehaviour of their children. Some schools cite lack of parental involvement in the schools as a major difficulty. Strategies that aimed to motivate parents to be actively involved were to take a lot of factors into account (viz. Par. 5.3).

There were indications that problems stated in the previous paragraph exists at Kediemetse Public School as well. The impression was that the school governing body is not functioning well according to relevant legislation and the South African School Act (Act 84 of 1996), particularly in terms of effective governance.

5.2 SUMMARY OF LITERATURE STUDY

The study revealed a sense of isolation, lack of communication and fragmentation between the different components. In general there appears to be a marked lack of co-operation, trust and respect from different parts of the school governing body. Quite often the frustrations and dissatisfactions experience by one component of the school body are blamed on other components. Management blames teachers and school governing body and at the same time teachers blame management and the school governing body.

A relationship of interdependency based on trust and respect should be encouraged between the community and the school so that the community may take ownership of the school and help to resolve the major school problems. This collaboration requires hard and sustained work from the Provincial Department or the school components. They need to understand the different dynamics and interrelationship between the community and the school so that they can strategise and find the key levers to change the intra-school and school community relationship. School governing body rules and regulations based on the code of conduct as well as disobeying them should be decided collaboratively among educators, management and parents.

The study also revealed that most of the parents, educators and school governing body members, although claiming to be conversant with the running of a school governing body, most of them still needed assistance and guidance on how the duties were performed. Therefore, short term conflict resolution and team building workshops could be organised by the Provincial Department of Education, using school governance- focussed courses. This should be combined with a revolving team of experienced educational leaders who visit the participants in their schools to follow through the ideas of the formal governance course and implement them at school level. These workshops should be directed at management, educators and school governing body members and should be accredited, depending on the length of the workshop. Training could also take place through staff and management exchange programmes, using the expertise and experience of more successful schools in the area. The development of complementary interdependent Non Governmental Organisations is also a possibility. Providing feedback that aims at improving problem areas through the use of meta-cognitive strategies like planning and note taking, could improve negative school body components.

The study revealed communication breakdown as the main source of problems between parents, teachers and school governing body members. Insufficient meetings called creates a large gap between all school body components with the majority remaining very poorly informed. The lack distribution of learning materials or documents also limits the spreading of information amongst members. The importance of upgrading programmes for management personnel and school governing bodies catering for organisational communication administration remains a priority.

The parents could try and build an active parent constituency by tapping the various community experiences and skills. In so doing, they may create conditions for the more active participation of the community in the affairs of the school. Capacity building will be needed before significant powers are allocated to the formal institutions involving the community and parents. Parents could also become involved in the school through informal channel, such as meetings .Representatives of governing bodies need to hold regular report backs.

The study revealed large percentage of educators lacking commitment, more specifically in the governance of the school. Although citing commitments to other matters as the reason, management and the school governing body do not effectively and properly use most of them. Educators often felt the management is not listening to them and acknowledge their need and desire for ongoing training. However, they would like to be listened to about what their needs are, and how they could be involved in the process. Most importantly, the majority felt misunderstood, undervalued and blamed for things over which they had no control.

Finally, the study revealed the kind of trust the role players had on the principal. The majority from the teams reported the lack of interference from the side of the principal in governing body matters. They reported the principal to have a good management style and he appeared to be in control of his management tasks.

5.3 REALISATION OF THE OBJECTIVES OF THE STUDY

The objectives of the study, as stated in chapter 1 (section 4) were reached in that:

- Basic theoretical requirements pertaining to governance effectiveness regarding school governance were made. These were achieved in Chapter 2.
- An analysis of the policies and statutory rules formulated by Government since 1994 to establish and enhance governance effectiveness of public schools was made. These were also achieved in Chapter 2.
- Whether Kediemetse Public School's Governing body performs its governance duties as required by policy and the South African Schools Act (Act 84 of 1996) was verified. This was achieved in Chapter 3.
- To determine and analyse factors that cause governance ineffectiveness at the Kediemetse Public School was achieved in Chapter 4. The attitudes of various role players were determined through the distribution of the questionnaires.

5.4 TESTING THE HYPOTHESIS

The research tested the preliminary statements (from the observed phenomenon) that were made in Chapter 1 (section 5) were tested by the research work. The findings of this scientific study were found to be consistent with the preliminary statements:

- *That the Kediemetse Governing Body is not performing effectively as far as governance is concerned. The majority of 74% respondents agree that there was a problem in the Kediemetse Public School Governing Body that needed immediate attention; and*
- *There is a difference of opinion between governing body members, educators and parents on the successful management of the school.*

As can be deduced from the study, there are serious problems that need to be addressed as soon as possible to ensure that the governance and management function of the school are of a high quality. Although there were hopes that the outcome might be different it came as expected.

5.5 RECOMMENDATIONS

The recommendations that are done in this chapter are based on the findings of the empirical study that largely forms part of Chapter 4 of this dissertation.

The following diagram will show the problem areas and the possible recommendation to the problem including the suggestion of who should be involved when the problem is addressed.

PROBLEM	RECOMMENDATIONS	PERSON
Lack of clarity in guiding policy on governance	Clear documents should be send to schools and workshops be held	Provincial and district education officials
Clarity on roles and responsibilities of members and principal	Documents should be prepared	Provincial and district education officials

Governing Body		
Need for physical support for schools	Policy and networks must be established	Non-governmental organisations and education officials
Training for school governing bodies	Programme be developed	Non-governmental organisation and education officials
Administration support: Supply of documents and correspondence	Plan of action be visited	Governance team
Very poor communication between role players	Regular meetings should be called	Governance team
Motivation	Special focus in relation to school governing body and other stakeholders	Provincial department and district officials

Table 5.1 problems recommendations and people involved

According to Mashele and Grobler (1999:303) in their research they recommend that labour unions should have limited influence in school management/governance. They must not be allowed to interfere in the day to day professional management of the school. It should be made clear to them that they are only one of the many groups of stakeholders in the management/ governance of any institution.

A process of participative school management / governance should take place whereby the interest group organisational structures are enabled to participate in decision making but not as part of a political organisation. It is necessary that the interest groups also be seen as part of the organisational structure so that a holistic view is obtained (Mashele and Grobler, 1999:303):

Although knowledge and training is not valued enough to pay for it, inadequate quality training for leadership, staff and all stakeholders is a serious stumbling bock

for total quality management. An investment in time and effort must be made to learn about the philosophy since the ongoing staff development programmes and leadership development are crucial for the attainment of quality (Steyn, 1999:362).

5.6 CONCLUSION

The research has suggested a range of strategies, The majority of which were proposed by school communities themselves. These are specific, detailed and tailored the needs of the school. The situation is insuperable with sufficient resources, political will, creativity and collective effort, school communities have shown that they are indeed eager and willing to overcome the monumental difficulties that confront them.

It remains to be said that participation is an attitudinal matter and thus, political rhetoric and legislation can never ensure its success. Undoubtedly authoritarian modes and individualistic approaches to management are entrenched behaviour patterns in South Africa and many other countries. To change the mindset requires a sustained programme of changing the attitudes of principals, teachers, parents and learners towards a school management paradigm which is grounded on democratic values. Certainly, all indication point to the fact that participation is not just another passing fancy, it is deeply rooted in human nature and is probably a basic human drive (Mosoge and Van der westhuizen: 1997:196).



Figure.5.1 Principle of Quality Education (Daugherty. 1996:84)

In conclusion, it is virtally important that any attempt to intervene in Kediemetse Public School be done on the basis of an understanding of and sensitivity to particular

school culture. These dynamics are complex and varied and cannot be simply acted upon. Specific dynamics need to be sympathetically understood and the role players need to be worked with an ongoing basis. Lastly the Ministry and Provincial Department could signal a decisive move away from the past by developing a relationship with schools based on a strong partnership, dialogue and sharing of resources.

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ANNEXURE A: Questionnaire to parents, teachers and school governing body

RESEARCH QUESTIONNAIRE FOR DATA GATHERING AT KEDIEMETSE PUBLIC SCHOOL.

Dear Sir/ Madam,

RE: TOWHOM IT MAY CONCERN

This research project is undertaken by me, as a student at the Potchefstroom University for Christian Higher Education, as part fulfillment for the requirements of Masters in Public Governance degree. The intention of this study is to investigate:

- The attitudes of various role players or school community towards school governance.
- The satisfaction and dissatisfaction of different role players or school community of their participation in the governing process.

Respondents are kindly requested to give their own objective opinions. Your answers to these questions will be handled with **strict confidentiality**, and will only be used for the purpose of this research. You are not requested to give out your name to that your identity is not revealed. Just mark the correct answer and give your opinion where necessary.

Thanking you in advance.

Yours sincerely

Mongake, V.M.M.

RESEARCHER: MONGAKE V.M.M.

SUBJECT : MASTERS IN PUBLIC GOVERNANCE

TOPIC : GOVERNANCE EFFECTIVENESS AT THE KEDIEMETSE
PUBLIC SCHOOL.

INSTITUTION : POTCHEFSTROOM UNIVERSITY FOR CHE

QUESTIONNAIRE 1 : PARENTS

QUESTIONNAIRE NO:.....

NAME OF PARENT:.....

SECTION A

PERSONAL DETAILS

1. Do you have children at Kediemetse Public School? Yes / No
If yes, how many? (fill in).....
2. In which grades are they? (fill in)
3. How long have you been part of the school? (fill in).....
4. What is your level of education? (fill in).....
5. Can you read? Yes / No
6. Can you write? Yes / No
7. Are you employed? Yes / No
8. If not, are you exempted from paying school fees? Yes / No

- 9. If not, did you know about this? Yes/No
- 10. If yes and you are earning far below the breadline, are you partially exempted from paying school fees, e.g., half the fees? Yes /No

SECTION B

IMPORTANCE OF GOVERNING BODIES

1. Do you understand what a school governing body is? Yes / No ✓

2. If not, did you ever try to establish what it is? Yes /No

❖ If not, could you explain why?

.....

.....

3. Do you see the need for a school governing body? Yes / No

❖ If yes, why?

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.....

❖ If not, why not?

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.....

4. Have you ever been elected as a member of the school governing body? Yes / No

❖ If not, why not?.....

.....

❖ If yes, did you finish your term? Yes/ No

❖ If not, why not?

5. Do you think the Provincial Department of Education is doing enough to explain the work of a school governing body? Yes/ No

❖ If not, what do you think should be done?

6. Do you think the school governing body is the right body to govern the school? Yes/No

❖ If yes, why?.....

❖ If not, why not?.....

7. Do you want to be a member of the school governing body? Yes/ No

❖ If not, why not?.....

❖ If yes, why?

8. Do you think it is necessary to have educators as members of the school governing body?

❖ If yes, why?.....

❖ If not, why not?

9. Do you think school governing body members should be fully employed as members and as such be remunerated? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

10. Give any other information why you regard the S.G.B as important?

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.....

SECTION C

PARENTS/SCHOOL GOVERNING BODY RELATIONSHIP

1. Are you satisfied with the way in which the Kediemetse Public School Governing Body is being run? Yes /No.

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

2. Do you know members of this SGB and their portfolios? Yes / No

❖ If not, why not?.....
.....

3. Were they democratically elected? Yes / No

❖ If not, why not?.....
.....

4. Are they available at all times when needed? Yes /No

❖ If not, what do you think the reason might be?.....
.....

5. Have you ever laid a complaint with them? Yes/ No

❖ If not, why not?.....
.....

❖ If yes, how did they respond?.....
.....

6. Do you think they are conversant with the school activities happening around the school? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

7. Do they call meetings regularly? Yes /No

❖ If not, what do you think the reason might be?.....
.....

8. Are their meetings worth attending? Yes /No

❖ If yes, why?.....
.....

❖ If not, why not?
.....

9. Are these meetings (if any) well attended? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

10. Is the role of the principal in the school governing body clear to you? Yes /No

11. Do you think the principal influences members to dance to his music? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

12. Do you think members of your school governing body have the education of your pupils at heart? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

13. Do they have your mandate at all times or they do as they please? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

14. Do you receive financial statements at the end of the year? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

❖ If yes, is it an audited financial statement? Yes/ No

15. Do you think these finances are well handled? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?
.....

16. Do you usually receive any correspondence from them? Yes/No

❖ If yes, is it very informative? Yes/ No

❖ If not, what do you think the problem might be?
.....

17. Do you think you are well represented? Yes/ No?

❖ If yes, why?.....
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❖ If not, why not?
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18. Any other information you want to give?.....
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19. Who do you think will be an excellent S.G.B member in your area?

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.....

RESEACHER : MONGAKE V.M.M
SUBJECT : MASTERS IN PUBLIC GOVERNANCE
TOPIC : GOVERNANCE EFFECTIVENESS AT KEDIEMETSE
PUBLIC SCHOOL
INSTITUTION: POTCHEFSTROOM UNIVERSITY FOR CHE

QUESTIONNAIRE 2: TEACHERS

QUESTIONNAIRE NO.:

NAME OF EDUCATOR:

SECTION A

PERSONAL DETAILS

1. Are you permanently or temporarily employed? (fill in) Yes / No
2. How long have you been in this position ? (fill in).....

.....	year
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3. What is your level of education? (fill in).....

SECTION B

IMPORTANCE OF GOVERNING BODIES

1. Do you understand what a school governing body is? Yes / No
 - ❖ If not, did you ever try to establish what it is? Yes /No
 - ❖ If not, could you explain why?
 -
2. Do you see the need for a school governing body? Yes / No
 - ❖ If yes, why?
 -

❖ If not, why not?.....
.....

3. Have you ever been elected as a member of the school governing body? Yes / No

❖ If not, why not?.....
.....

❖ If yes, did you finish your term? Yes/ No

❖ If not, why not?
.....

4. Do you think the Department of Education is doing enough to explain the work of a school governing body? Yes/ No

❖ If not, what do you think should be done?
.....

5. Do you think the school governing body is the right body to govern the school? Yes / No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

6. Do you want to be a member of the school governing body? Yes/ No

❖ If not, why not?.....
.....

❖ If yes, why?
.....

7. Do you think it is necessary to have educators as members of the school governing body?

❖ If yes, why?.....
.....

❖ If not, why not?
.....

8. Do you think school governing body members should be fully employed as members and as such be remunerated? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

9. Give any other information why you regard the SGB as important.

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SECTION C

PARENTS/SCHOOL GOVERNING BODY RELATIONSHIP

1. Are you satisfied with the way in which the Kediemetse Public School Governing Body is being run? Yes /No.

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

2. Do you know members of this SGB and their portfolios? Yes / No

❖ If not, why not?
.....

3. Were they democratically elected? Yes / No

❖ If not, why not?.....
.....

4. Are they available at all times when needed? Yes /No

❖ If not, what do you think the reason might be?.....
.....

5. Have you ever laid a complaint with them? Yes/ No

❖ If not, why not?
.....

❖ If yes, how did they respond?.....
.....

6. Do you think they are conversant with the school activities happening around the school? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

7. Do they call meetings regularly? Yes /No

❖ If not, what do you think the reason might be?.....
.....

❖ If yes, are they interpreting policies correctly? Yes /No

8. Are their meetings worth attending? Yes /No

❖ If yes, why?.....
.....

❖ If not, why not?
.....

9. Are these meetings (if any) well attended? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

10. Is the role of the principal in the school governing body clear to you? Yes /No

the principal of the governing body

⑥ 11. Do you think he influences members to dance to his music? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

12. Do you think members of your school governing body have the education of your pupils at heart? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?
.....

13. Do they have your mandate at all times or they do as they please? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

14. Do you receive financial statements at the end of the year? Yes/ No

❖ If yes, is it an audited financial statement? Yes/ No

15. Do you think these finances are handled well? Yes/ No

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

16. Do you usually receive any correspondence from them? Yes /No

❖ If yes, is it very informative? Yes/ No

❖ If not, what do you think the problem might be?
.....

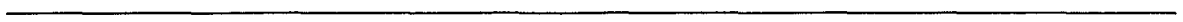
17. Do you think you are well represented? Yes/ No?

❖ If yes, why?.....
.....

❖ If not, why not?.....

18. Any other information you want to give?.....
.....
.....

19. Who do you think will be an excellent SGB in your area?.....
.....
.....



RESEARCHER: MONGAKE V.M.M.

SUBJECT : MASTERS IN PUBLIC GOVERNANCE

TOPIC : GOVERNANCE EFFECTIVENESS AT KEDIEMETSE
PUBLIC SCHOOL

INSTITUTION : POTCHEFSTROOM UNIVERSITY FOR CHE

QUESTIONNAIRE 3 : SGB MEMBERS

QUESTIONNAIRE NO:.....

NAME OF A SGB MEMBER:.....

SECTION A

PERSONAL DETAILS

1. Do you still have children at Kediemetse Public School? Yes / No
 - ❖ If yes, how many? (fill in).....
2. In which grades are they? (fill in)
4. How long have you been part of the school as an SGB member? (fill in).....
5. What is your portfolio?(fill in).....
6. Are you correctly used as an SGB member? Yes/ No
 - ❖ If not, why not?
7. What is your level of education? (fill in).....
8. Can you read? Yes / No

10. Can you write? Yes / No
11. Are you employed? Yes / No
12. If not, are you exempted from paying school fees? Yes / No
13. If not, did you know about this? Yes/No
14. If yes and you are earning far below the breadline, are you partially exempted from paying school fees, e.g. half the fees? Yes /No

SECTION B

IMPORTANCE OF GOVERNING BODIES

1. Do you understand what a school governing body is? Yes / No
2. If not, did you ever try to establish what it is? Yes /No
 - ❖ If not, could you explain why?
 -
3. Do you see the need for a school governing body? Yes / No
 - ❖ If yes, why?
 -
 -
 - ❖ If not, why not?
 -
 -
4. Have you ever been elected as a member of the school governing body? Yes / No
 - ❖ If not, why not?.....
 -
 - ❖ If yes, did you finish your term? Yes/ No

❖ If not, why not?

5. Do you think the Provincial Department of Education is doing enough to explain the work of a school governing body? Yes/ No

❖ If not, what do you think should be done?

6. Do you think the school governing body is the right body to govern the school? Yes/No

❖ If yes, why?.....

❖ If not, why not?.....

7. Do you want to be a member of the school governing body? Yes/ No

❖ If not, why not?
.....
.....

❖ If yes, why?.....
.....

8. Do you think it is necessary to have educators as members of the school governing body?

❖ If yes, why?.....
.....

❖ If not, why not?

9. Do you think the school governing body members should be fully employed as members and as such be remunerated? Yes/ No

❖ If yes, why?.....

❖ If not, why not?.....

10. Give any other information why you regard the S.G.B as important.

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SECTION C

PARENTS/SCHOOL GOVERNING BODY RELATIONSHIP

1. Are you satisfied with the way in which the Kediemetse Public School Governing Body is being run? Yes /No.

❖ If yes, why?.....

❖ If not why not?.....

2. Do you know members of the SGB and their portfolios? Yes / No

❖ If not, why not?.....

.....
3. Were they democratically elected? Yes / No

❖ If not, why not?.....
.....

4. Are they available at all times when needed? Yes /No

❖ If not, what do you think the reason might be?.....
.....

5. Have you ever laid a complaint with them? Yes/ No

❖ If not, why not?.....
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❖ If yes, how did they respond?.....
.....

6. Do you think they are conversant with the school activities happening around the school? Yes/ No

❖ If not, what do you think the reason might be?.....
.....

7. Do they call meetings regularly? Yes /No

❖ If not, what do you think the reason might be?.....
.....

8. Are their meetings worth attending? Yes /No

❖ If yes, why?.....
.....

❖ If not, why not?

9. Are these meetings (if any) well attended? Yes/ No

❖ If not, what do you think the reason might be?.....

10. Is the role of the principal in the school governing body clear to you? Yes /No

11. Do you think he influences members to dance to his music? Yes/ No

❖ If yes, why?.....

❖ If not, why not?

12. Do you think members of your school governing body have the education of your pupils at heart? Yes/ No

❖ If yes, why?.....

❖ If not, why not?.....

13. Do they have your mandate at all times or they do as they please? Yes/ No

❖ If not, what do you think the reason might be?.....

14. Do you receive financial statements at the end of the year? Yes/ No

❖ If not, what do you think the reason might be?.....

❖ If yes, is it an audited financial statement? Yes/ No

15. Do you think these finances are well handled? Yes/ No

❖ If yes, why?.....
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❖ If not, why not?
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16. Do you usually receive any correspondence from them? Yes/No

❖ If yes, is it very informative? Yes/ No

❖ If not, what do you think the problem might be?
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17 Do you think you are well represented? Yes/ No?

❖ If yes, why?.....
.....

❖ If not, why not?.....
.....

18 Any other information you want to give?.....
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19. Who do you think will be an excellent S.G.B member in your area?
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THANK YOU VERY MUCH!