ROLES AND SKILLS NEEDED BY RURAL SCHOOL
GOVERNORS OF THE MAFIKENG AREA PROJECT OFFICE OF
THE NORTH WEST PROVINCE

BY

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God Bess You All!
DECLARATION

I, Keneilwe Ethel Taue, hereby declare that the dissertation for the degree of Masters in Educational Planning and Administration at the North West University, hereby submitted, has not previously been submitted by me for this or any other university. That this is my own work in design and execution and that all the materials contained herein have been duly acknowledged.

KENEILWE ETHEL TAUE
ABSTRACT

The purpose of this study is to determine the roles and skills needed by rural schools governors of the Mafikeng area project office of North West Province. Lack of uniformity, competency, skills and commitment are still encountered in the SGB structures. Little has been done to empower the rural school governors with relevant skills for effective job performance.

An empirical investigation was employed to find ways of empowering the encountered incompetency of rural governors. Literature survey was employed to determine the nature and scope of roles and skills needed by rural schools governors. The subjects of the study were adults (teachers, parents, principals) and students. The responses of 220 respondents were analysed. The findings revealed that school governors in rural areas experience problems in areas like addressing parent’s annual meetings, financial management, control and feedback in their job.

Recommendations were made by respondents on how to empower rural school governors with the necessary skills. On the basis of the problems and skills identified, more emphasis was put on commitment of all stakeholders, training of governors to develop their management skills, financial skills, regular workshops by the Department of Education, and the old SGB members to train the new ones. The new SGBs should ask questions when they are not clear and translation of back-up materials into the SGB’s home language and a certificate for course completion to be granted to the members who completed their office term.
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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

With the changed political landscape in South Africa, new realities facing school principals have started to emerge. The provision of the new Constitution merged the former different education departments into one National Department of Education. The introduction of the School Governing Bodies (SGB) as well as the involvement of students in the school matters shows that there is a need for change in our schools. The task of transforming schools has been given to School Governing Bodies (SASA, 1996).

The provision of the Constitution prescribes all to the South Africans. Educators and learners are no exception. It is thus important to find ways in which education will also uphold the basic human rights that the Constitution affords to all South Africans. Some of the relevant rights are the right to fair labour practices and active involvement in decisions about oneself. However, a striking aspect of efforts made to improve the governance in schools by means of educators, students and governing bodies, is not clearly understood. In some instances, however, it may even be considered to be questionable (RSA, 1996).

The statement of the problem is provided within the context of this chapter to facilitate an understanding of the problem under investigation and to define terms that are relevant to the study.

1.2 STATEMENT OF THE PROBLEM

Governance in schools has major dispute issues in South Africa’s political life throughout the century. The uneasy compromising effects created by the establishment of the Union of South Africa in 1910 did not reveal the debate over power and control. It was exacerbated by the accession to power in 1948
by the National Party, who introduced apartheid policies in education. In an attempt to transform the education system in South Africa, there is a need to devote considerable attention to decisions concerning the policy-making process, how the system is to be controlled, managed and administered (NEPI, 1992:1).

Most schools are changing their policies with regard to the admission, timetable, administration, classroom management and other related educational aspects. This is the case because the community expectations of school transformation of social landscape are very high (Legotlo, 1996). According to the first White Paper 1 for Education and Training (RSA, 1995), school principals in South Africa face realities and challenges of changing schools and implementing new educational policies. Van der Westhuizen (1996) argues that school principals are to be given the practical advice on how to manage change and cope with it in their schools.

The organizational and structural changes that were required to address the severe imbalances in providing and the strong bureaucratic controls over the system were not considered. The main focus was on “the urgent needs for change”, but not taking into consideration the components of change such as the nature of service, its conceptualisation, its resources and its deliverance (SASA, 1996).

According to Corrick (1996) most schools have not been designed to change, let alone change rapidly. Most principals, teachers and parents have neither the extensive experience nor high motivation needed in education redesign. Thus change in society is a challenge.

A number of challenges with regard to school governance were observed during the transitional period in education. During the researcher’s observations, some schools were still operating with the old Act in governance. Some schools used Act No. 150 (School Council Act No. 36 of 1976) while others had changed the concepts of governance in South Africa.
The White Paper 1, on Education and Training (RSA, 1995) states that many schools are encountering problems as far as the establishment of the new governing structures is concerned. According to the observations, parents are not keen to involve students in the decision-making process at school. Findings by Moate (1996) indicate that teachers want to know their boundaries as far as management in secondary school is concerned. This issue causes problems and confusion as to who is in the governance of the school.

Legotlo (1995) states that effective governance is essential for the organization to survive. He argues that ineffective and inappropriate governance means frustration, conflicts and deteriorations in schools. The South African education system, with its apartheid strategies, ended up in conflicts and deteriorations, which led to its collapse (Legotlo, 1995).

According to Clemmer (1991), school districts have run into legal problems because they trampled on student's constitutional rights. They did not allow the students sufficient time to look into the district policies on students' behaviour. However, district policies on students' behaviour, were considered to be vague and administered in a fashion the court deemed arbitrary. District guard students demand that their obligations be included in every political manual (Clemmer, 1991).

In many schools, principals, School Management Team (SMT), educators and school governing bodies are still struggling with poor resources. The absence of the culture of teaching and learning and school communities, which even if they are willing to make contribution, are themselves the victims of poor education, general poverty and lack of skills (Mathonsi, 2004).

Mahoney (1988) states that governors are unlikely to respond quickly and effectively to the demands of their job and time taken for them to reach full productivity is delayed. They are still covered by "unknowns", and still need to acclimatize themselves to the new duties and environment. Furthermore, Skeats (1991), indicates that governors might have lots of worries and anxiety
about the new position and possible mistakes they might commit. Some governors feel uncomfortable in committees because they do not want their ignorance to be exposed. Many school governors who are new in the education system are just motivated by the desire to serve the school, community and learners, but still need help. They do not know exactly where they fit and how they can be effective (Mahoney, 1988).

According to the South African Schools Act No. 84 of 1996, the function of the governing body is to determine the policies and rules by which schools are to be organised and controlled. Section 36 of the South African Schools Act make provisions for the governing body to take all reasonable measures to supplement resources supplied by the state. Therefore, the decision about school governance cannot be treated separately from the decision about finance and resources (NEPI, 1996).

Legotio (1996) argues that the role of governance in educational institutions, among others, is to protect the conditions of the staff and students. This is to ensure that educational institutions are recognised.

Accountable and strong model of governing bodies conveys considerable optimism about school ability to attract devoted service from active people in assisting to fashion its policies and practice. The more the governing body becomes part of the school, the more it occupies a supportive and advisory role. People they serve should feel that they are an active component in ensuring that children of the community receive the kind of education that will produce citizens, which the new South Africa can look up to (SASA, 1996).

The provision of necessary human and physical resources ensures that goals of educational institutions are met. The concern is directed to rural areas where there is shortage of human and physical resources. Furthermore, Legotio (1996) states that the role of the governing bodies should be seen in the light of problems facing historically black schools, where there is shortage of almost everything. Gordon cited in SASA (1996) has argued that statements in favour of uplifting previously disadvantaged sectors of the
system, would not amount too much unless a clear distinction between the needs of rural and urban schools is made, and policies should take account of the peculiarities of the rural context. Therefore, governance in such situations, is faced with harsh realities and challenges to be addressed in rural schools (SASA, 1996).

Governing bodies in the rural schools are failing to involve themselves in strategic planning and in monitoring the effectiveness of their schools (OFSTED, 1997). Corrick (1996) argues that strategic planning demands high levels of skills, knowledge and confidence on the part of the governors, who must be able to detach themselves from immediate concerns while possessing sound knowledge of the range of options which are open to them.

In the North West Province, any parent, educated or not, could be elected as a school governor. Most parents who are not educated are diffident when it comes to roles such as curriculum development and finance. They are likely to leave such roles to professionals on the governing bodies and this does not show full participation of the whole governing body (Moate, 1996). They are not sure of what they should be doing and, consequently, doubtful about the time they spend on the correct things and, in particular, whether they are effective as they are supposed to be. Most of this uncertainty stems from the structural position that they occupy within the education system (Moate, 1996).

The governor's reports should not be confined to factual reports of past activities; strategies, philosophy and forward planning should also be dealt with. This study focuses on the roles skills needed by school governors for their schools to be effective. When they are elected they usually want to know the answer to the following questions:

- How can the school governors assist the school?
- What is expected from them?
- What powers do the school governing bodies have?
• Where can school governors look for help if they are not clear with their job?
• Will the school manager work co-operatively with school governing bodies? (SASA, 1996).

Moate (1996) stated that in all well-managed schools, the principals and the governing body have to work in a close and balanced partnership. Principals have to advise and assist the governors to discharge their functions. In this study, the researcher is troubled by these two parties' co-operation, whether the principal is prepared to offer assistance to school governors and they, in turn are, prepared to accept help. Sharing problems and concerns as well as achievements, will enable them to manage the school.

According to the South African School Acts No. 84 of 1996, free and compulsory education was to be provided to young South Africans. This statement was highly misinterpreted by the communities. They thought that gone are the days of payments for students at school. According to the observations parents are still reluctant to pay school fees (Legoto, 1996). This makes things difficult for the governing bodies to perform their duties, as governance cannot be separated from school funding (NEPI, 1992). The administration of every education institution depends on funds, without funds education cannot take place. Early (1994) felt that the responsibility of governing bodies, were too wide-ranging, particularly in the areas of personnel and finance, as governors lack the necessary skills and expertise (NEPI, 1992).

According to Mahoney's (1988) argument, it is a sad fact that many people especially parents, are discouraged to be governors because they do not feel confident to take their place on the 'board'. Many potential excellent school governors' feel that they lack the essential skills and experience to perform their duties (Mahoney, 1988).
According to Creese (1997) the degree of the governors' involvement in decision-making is often constrained because they are solely reliant on senior management team for information upon which decisions could be made. Lack of independent information can also inhibit governors from making the school properly accountable to them.

The full time professionals become dominant in their relationship with SGBs. Other governors find it difficult to evaluate school performance and depend on professionals, such as, teachers and administrators, for leadership. Their interaction with other school governors may be constrained by the meetings within the institution and this underlines the status of the layman as an outsider, which is a quest on professional territory (Kogan et al., 1984).

The school governing bodies represent the new understanding of governance that is at the center of the reorganization of the school system with many duties to perform. They should ensure that schools relate well to their local communities. The changed education system brought problems for many of the SGBs. Apart from the fact of enjoying their new status, some might be aware of the fact that, without professional knowledge about schools and educational law, they could encounter problems in getting advice when they need it. Employment law, for example, is a tricky area and school governors are nowadays responsible for hiring and firing staff (Wragg & Parkington, 1995). School governors should be aware of legal actions that might be taken. Keeping up with all these is a time-consuming part of the governor's work.

This study is guided by the following questions:

- What is school governance?
- What are the skills needed by school governors?
1.3 AIMS AND OBJECTIVES OF THE STUDY

The aims of this study can be operationalized as follows:

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

AIM 2: To determine from the literature the roles and skills needed by rural school governors.

AIM 3: To determine empirically the roles and skills needed by school governors.

1.4 METHOD OF RESEARCH

1.4.1 Literature study

In the literature review, a thorough study of secondary and primary sources was made, with the view of gathering more information on school governance. A computer aided – search was conducted using the following terms:

Governance, teacher governance, learner governors, parent governors, management problems, and school governance, effective governance, skills of effective governors.

1.4.2 Empirical Investigation

In this study, both questionnaire and interviews were used to collect data from the respondents.
1.4.2.1 Questionnaire

A questionnaire was developed, pre-tested and administered. The aim of the questionnaire was to gather information about skills needed by rural school governors.

1.4.2.2 Interview

Interviews were also conducted for more information about skills needed by rural school governors.

1.4.3 Population and Sampling

There are fifty-six (55) schools in the Mafikeng District of the North West Province, from which twenty-five (25) schools were randomly selected for research. From each school two (2) teacher governors, two (2) parent governors, five (5) learners, one (1) principal were selected (n=250).

1.5 DATA ANALYSIS

With the assistance of a statistical consultant from the North West University, SPSS statistical analysis was employed. The data were presented as follows:

- t - test
- f - frequency
- x - mean

1.6 DEFINITION OF THE TERMS

The following terms relevant to the study were defined:

1.6.1 Governance

According to Legotlo, (1995), governance is a process or art with which the scholars, students, teachers and parents in a school establish and carry out
the rules and regulations that minimise conflict, facilitate their collaboration and preserve their essential freedom.

The Oxford dictionary (1979) defines governance as a process of carrying out regulations designed to maintain an institution or a system. In this study, governance refers to the responsibility of all stakeholders in the implementation of their roles and responsibilities (SASA, 1996).

1.6.2 School Governance

According to the South African Schools Act 84 of 1996, school governance is a function of the governing body, to determine the policy and rules by which a school is to be organised and controlled. It includes that, such rules and policies are carried out effectively in terms of law and the budget of the school.

1.6.3 Skills

The Oxford Dictionary (1979) defines skills as the ability to do something well.

In this study, skills needed by school governors refer to the ability, knowledge, and competency in performing their roles and responsibilities effectively.

1.6.4 School governors

School governors refer to members of the governing body of a school governed to be in charge of the something, for example, the school.

1.7 SUMMARY

Rural school governors seem to be uncertain of their governance duties. The Department of Education and local communities expect effective and efficient
work from them. School governing bodies of the rural schools need guidance for quality governance to be attained in school.

1.8 CHAPTER ARRANGEMENT

The following are chapter divisions in this study:

Chapter 1 : Orientation
Chapter 2 : Literature review
Chapter 3 : Research methodology
Chapter 4 : Data analysis an interpretation
Chapter 5 : Summary, Findings, Recommendations and Conclusion
CHAPTER TWO

THE NATURE AND SCOPE OF SCHOOL GOVERNANCE

2.1 INTRODUCTION

The survival of any organization, like a school, depends on the quality of management available (Legotlo, 1996). For the school to achieve excellence, the participation of stakeholders in school governance is very important. There is need to train governing bodies to enable them to perform their duties. Continual training is essential for effective performance of their duties (RSA, 1996).

There is a concern about school governance and school governors' training programmes in Britain and U.S.A. These enable school governors to know how far they should go in exercising their powers and duties. In Britain, a certain amount of money is allocated for the training of school governors (Kogan, 1994).

2.2 FURTHER DEFINITION OF THE CONCEPT GOVERNANCE

In this section, further definitions of governance are given. Through these concepts, one will be able to comprehend the study contents. Furthermore, one is enabled to understand the challenges and issues involved in school governance. The concept governance is a multi-dimensional concept with various interpretations (Legotlo, 1996).

2.2.1 Governance

According to SASA (1996) governance is defined as a structure and process of how role players (parents, principals, teacher, non-teaching staff and learners themselves) interact and communicate with each other in larger environments. However, the emphasis on governance implies that the professional management at the school level must incorporate co-operative
management and partnership among teachers, the principal, learners and the entire community. Governance is discussed in terms of the structure possessing decision-making powers that are legally binding (Adams, 1995).

Governance refers to the ways and procedures of making decisions on policy, administration issues by all constituencies, and the acts published for the regulation and control of public affairs. This applies to the study as teacher and student governors in rural schools have responsibilities of making decisions on policy and the administrative issues.

2.2.2 Governing Bodies

Masterman (1991) states that governing bodies are legal trustees, entrusted with the administration of property for the benefit of learners. Their position of trust is one that specifically looks to the welfare of future generations. This involves balancing present requirements against projected future needs. The governing bodies are committed individuals with concern both for the quality of education offered at present, and its plans for the future (Hinds, 1996).

2.2.3 School Governance

According to Mabena (1995) school governance is a social process concerned with identifying, maintaining, stimulating and controlling internally organised human and material resources. There is formulation and recommendation of personnel policies for effective function of the school organs and staff. The governing body provides for society advancement and individual citizens. It is a body that formulates policies for the organisation and administration of local schools.

School governance is concerned with guidelines that direct principals, teachers, parents and pupils. School rules helps in the implementation of school policies and procedures. They should be drawn to common law requirements. The laws governing schools are to be obeyed by the teacher,
students and parents. School rules should be clear to everybody. They should be fair and just to all parties concerned (Mabena, 1995).

2.2.4 Composition of School Governing Bodies in UK

School governing bodies consist of appointed, elected and co-opted governors. Parent governors are failing to complete their office term. Vacancies would be filled if parents volunteers to serve as governors of Local Education Authority. The number of governors would depend on the number of pupils in the school, as well as the school’s category (Fidler & Bowles, 1989).

The Education Reform Act of 1998 aims to standardise the school governing body’s composition, to grant parents participation, as well as reducing the alleged political domination by LEAs, (Fidler & Bowles, 1989). Governing bodies that hold annual parents' meeting discuss the running of the school, control over appointment and head teacher dismissal. Governors should receive instruments and government articles as well as training. The governors and the LEA make sure that curriculum is taught. Every school must have in their possession, an instrument of government setting and Government Article, detailing the school control (Fidler & Bowles, 1989).

2.2.5 The Governing Body Committee Structure in UK

The main aim of the committee structure has been to allow sufficient flexibility and the best use of resources. According to section 8 of the 1986 Education Act the governing body subcommittees were to be established. These subcommittees have been indicated in Figure 2.1.
Figure 2.1 Governors Sub-Committees

Board of Governors

Finance

Links with industry  Curriculum Development  Staff  Environmental Community

Source: Fidler & Bowles (1989)

Figure 2.1 shows that the Board of Governors and Sub-Committee relationship are perceived as, follows:

- The finance committee consists of the chairperson from each committee;
- Each committee consists of four (4) governor members and one staff member;
- Sub-Committee meetings are held twice a term, with one prior to that term’s full governing body meeting; and
- A formal report is submitted for approval to all governing bodies before the scheduled meeting (Fidler & Bowles, 1989).

2.3 THEORETICAL FRAMEWORK

The nature and scope of school governance is broad and complex. The focus will be put on school governing bodies, their common structure, functions and responsibilities in developed and developing countries.

School governance was previously ignored, but it has become a centre of attraction over the past few years in South Africa. The effectiveness of the secondary schools governance has become a challenging issue worldwide. Students have become aware of their rights. They demand more than what is expected (Moate, 1996).
Fundamental political issues and interest played an important influence in school governance. According to Mirel (1993), politicians and educationists have started to question parents, teachers, students and communities' role in the issue of school governance and control. The role of teachers, finance control, teachers' organisations and the fears of parents have become an issue in school governance (SASA, 1996).

Section 19 of SASA (1996) outlines the legal status of how public schools may be managed. The school is described as an individual entity that is expected to perform its function through a governing body. The governing body is a group of people legally elected to govern the school. There is also room to co-opt any member of the community. In case of public school on private property, the owner or her/his representative, may become members of the governing body. The governing body possesses decision-making powers that are legally binding.

2.3.1 Composition of the Governing Bodies of Public Schools in South Africa

With the birth of the new South Africa, the government of National task team felt that a new education system should be introduced. According to Hunters Commission (1995) a review committee report was regarded as a highly competent piece of work by the Ministry of Education and Training. It advises the cabinet on school governance in South Africa that the governing body of public schools should include:

- Parents of learners at the school who are not employed at that school;
- Educators at that school;
- Members who are not educators;
- The school principal; and
- Students in the case of a secondary school.
There is almost no difference between the present proposed South African School bill and the acts of the apartheid era except those that includes students and teachers. The secondary school learners at schools should have a representative (RSA, 1996). This is the only unique inclusion in the South African history of school governance.

Students' participation in the governing body is unknown in African countries. In the United Kingdom it is legally provided but technically absent. The inclusion of a student as a governor in the United Kingdom in 1944 created problems. In 1986, the Education Act included educators and pupil governors. The learner governors were all above 18 years (Bullivant, 1998).

Parents and NAPTOSA had challenged the inclusion of learners in the governing body. NAPTOSA proposed that learners should be excluded in matters like selection of educators, appointment of educators, interviews and other sensitive issues such as staff discipline. SADTU on the other hand favoured equal representation of all stakeholders, including learners (Mabena, 1995).

2.3.2 New Pattern of School Governance in the United States of America

School governance has long been a political football, as local, state, and federal stakeholders work, sometimes cooperatively and sometimes at odds, to establish or influence policy and then implement accountable measures to track the quality of school in the United States (Mc Adams, 1999).

Proponents of change have recently recommended a number of new approaches and variations on old ones to meet the complex challenges of improving public education through different forms of school governance. However, as with change in any organisational setting, resistance has been strong and the public debate on the appropriateness of new models for school governance continues (Mc Adams, 1999).
Public school governance is the subject of increasing scrutiny, identifies who is held accountable for results in the current governance system, and several recent proposals for transforming governance structure was described (Mc Adams, 1999).

2.3.2.1 Why are changes in School Governance being recommended

Most of the past decade’s education systems were initiated at the state or the school level, ignoring the school board and district office. Now reformers are zeroing in or redefining the role of school boards. Closer teamwork between board and superintendent, or experimentation with new governance structures, will indirectly stimulate and improve performance at the school and classroom (Kirst & Bulkley, 2000).

The latest debate about the most effective models for school governance was precipitated by the publication in November 1999 of Governing America’s Schools. A report issued by the National Commission on Governing American Schools and sponsored by the Education Commission of the State (ECS) changed rules (Mc Adams, 1999).

Although there is little quantitative evidence that governance structures affect student academic achievement more people seem willing to experiment with altering those structures. As Kirst & Bulkley (2000) argue reformers will continue to use governance and organisational changes, in an effort to improve the performance of education, even though these mechanisms may offer an indirect and uncertain strategy for improving classroom instruction (Kirst, & Bulkey, 2000).

2.3.2.2 Who is accountable in the governance system?

The discussion of governance focuses on the rocky relationship among teachers, principals, superintendents (APO Managers) and school boards. The implication is that poor school performance will not be addressed until there is teamwork. Some critics blame the system and call for systematic
change, while others favour the current system, such as vouchers, school choice programme and privatisation. The state educational governance structure differs in such a way that it becomes difficult to prescribe a one size -fits -all solution (Kirst & Bulkley, 2000).

Superintendents in urban districts are blamed for the weakness of current school governance system. Firing them has often hindered efforts to improve schools (Carver, 2000). School boards are the other traditional targets in school governance (Carver, 2000).

A report by Education Research Service and the New England School Development Council (Carver, 2000) stated that too many state laws require or allow boards to engage in operational detail of school system, such as hiring staff and adopting textbooks. State laws should limit the board’s role to policy making. The superintendent should be assigned with the responsibility of the day-to-day operation and be empowered by the board to function as a unified leadership team (Campbell, 2000).

2.3.2.3 Recommendation of ECS Commission in United States of America

The National Commission of Governing America’s Schools (1994) recommended the following two forms of governance:

- A system of publicly authorized, publicly funded and publicly operated schools, based on promising trends within the prevailing system of public education governance; and

- A system of publicly authorized, publicly and independently operated schools, based on the more promising alternatives to prevailing system of public education system.
The first recommendation extends current governance to include few experimental strategies and the second one argues for increased privatization of school governance.

Mc Adams (1999) argues that the system of independently operated schools is the second option in the commission report. It would allow the school board to govern more and manage less. He believes that if schools were run by individual non-profit and for-profit organisations, cooperatives, sole proprietorships, and the likes, boards would be free of the need to focus on details of how schools are run and instead could set standards, provide resources and demand results.

Baqinsky (1991) favours the first option, that is, keeping schools publicly operated and improving current governance structures. He believes decentralized governance structures would allow changes at the classroom level, where faculty, staff and parents in each community and at each school would have authority and capacity for the teaching and learning methods to meet high standards and unique needs of students.

2.3.2.4 Have any changes already taken place?

Cibulka (2000) put Cover's Policy Governance model to test in several districts in Colorado. In describing the experience of their clients, Cibulka (2000) reported that school boards were able to focus on policy issues and that superintendents were able to carry out the day-to-day operations for which they were responsible.

Notable among recent developments in school governance, has been the take over of several districts by outside entities when schools fail to make adequate progress on their own. The takeovers have occurred mostly in urban districts (Anderson & Lewis, 1997).
Kirst & Bulkley (2000) describe the recent mayoral takeovers of several urban districts, as an open question and the effect of mayoral control on overall school performance as difficult to document.

Cibulka (2000) concludes that public school educators may help to reshape the institution by willingness to experiment with new institutional forms, but were unlikely to preserve the one best system. He notes that resistance to change in an old structure is likely to further weaken the institution's capacity to achieve its goals and to maintain legitimacy and survival.

2.3.2.5 Functions of School Boards

According to Carver, (2000) school boards have key functions, which may be summarized as follows:

- The establishment and maintenance of basic organisational structure for the school system, adoption of budget, governance policies and creation of climate that promotes excellence;
- The establishment of a system and process to ensure accountability to the community, fiscal accountability, programme accountability and student outcome; and
- Advocacy on behalf of children, public education at community level.

One function of the school boards is the appointment of superintendents. The superintendent is a pivotal part of governance and connects the board to the programme. The board is in charge of the financial position of the school. The decisions about the governance of the system cannot be separated from the decisions about finances and resources (Moate, 1996).

Further development is needed to provide sufficient direction to individual school boards. The training of school board members is essential to establish benchmarks or operational standards for the school governing bodies various functions. The decisions are important (Campbell, 1997).
2.3.2.6 School Superintendent

The superintendent is the one who carries out the ideals of the American Society. He/she ensures that everything is in the framework of school governance system. The Superintendent should have a clear vision. The US has no national curriculum, no uniform testing programme and no national standards. A corporate body responsible for public school education controls education. The superintendent carries out the ideals of the community (Wiles, 1985).

The superintendent facilitates change towards perfection, assesses and studies the needs of those who will benefit from the planning process. The role of the superintendent is to develop, anticipate, shape the future, manage change by handling issues and dealing with them effectively (Fidler & Bowles, 1989).

2.3.2.7 Funding of Schools in UK

Schools are funded by a direct appropriation from LEA through people-driven formulas. The school building authorities can disperse the funds, as they feel appropriate, to implement the programme philosophy and by stripping the LEA’s of their former allocated powers. The funding scheme, coupled with parental schooling choices, generates market like incentives for schools. The fewer the pupils served, the less money for a school and vice-versa, Carver, 2000).

2.3.2.8 Functions of Subcommittees

The following are functions of subcommittees:

- To attend to those areas which they are responsible for;
- To formulate policies and action courses;
- Finance Committee is responsible for action on school budget. Policies and priorities are defined;
- The committee for curriculum development implements the National Curriculum; and
- The staff development committee conveys staff opinion over to the governors (Fidler & Bowles, 1989).

2.3.2.9 Financial Responsibility

The governing body is given the power over the school budget. The principal should have the knowledge of how to budget and have a broad understanding of the education's political economist system relating to governance. He/she should help the governing body with financial implications (Danzberger, 1994).

The governing bodies need to be educated about the environmental importance. A sense of belonging and companionship should be developed. There should be goals and objectives for school development (Danzberger, 1994). Curriculum should be translated into education specification. The governing body has to make many decisions, as long as they act within the law. Governors are protected from many other financial liabilities and decisions they take. However, all governing bodies should ensure that they have insurance since they can be held legally liable for anything that goes wrong in the school (Danzberger, 1994).

The principal and the governing body chairpersons act as gatekeepers for managing the business flow in an orderly way. The principal has knowledge, skills and experience of leading and managing. The governing body should see him as their Chief Executive Officer and the gatekeeper of the school and of the school governance. Gay (1987), states that it is easy to put blame but not easy to govern complex institutions like schools (Danzberger, 1994).
- Control of School Money and Assets (SA)

The school governing bodies should be provided with information on the legal principles applicable to school money and other assets (Potgieter, 1997).

- School Fees and Other Sources of Income

Parents approve the charging of school fees. The school governing body must see to it that the fees approved are charged and parents pay the amount. The parents' decision should not be changed. The school governors should make the parents aware that it is their responsibility to pay school fees (Potgieter, 1997).

- Possible Legal Actions for Non-Paying Parents

There are necessary steps taken for parents who refuse to pay school fees. The school governing body should know that it has the right to use legal procedure to force the non-paying parents to pay and should get the service of an attorney to institute proceedings against them. School governors should bear in mind that learners whose parents refuse to pay should not be excluded or discriminated against in any manner. School governors should only take legal action against the parents (Potgieter, 1997).

- Fundraising as a Source of Income for the SA School

The Education Officers conducting workshops for school governors should make the SGBs aware that if the government does not have enough money for the provision of quality education, they (governors) should devise some means of obtaining money and other facilities to improve the quality of education at school. They should take all reasonable measures to supplement the money (state money). School governors need to use their talents to make plans and carry out projects to earn money for the school. They may, for example, do the following:
- Ask parents to donate money or anything to the school;
- Hold concerts; and
- Approach business people to sponsor the school (Potgieter, 1997).

School governors should use their skills and imagination to make a success of this task. The fund raising committee of the governing body should excel in this regard. They should know that they have the right to use school facilities, (buildings and sports grounds) in a reasonable manner to obtain income for the school. They must make sure that proper contracts are drawn up and measures are taken to ensure that the facilities of the school are not misused (Potgieter, 1997).

- **Service Payments**

Public schools must pay for the services they receive such as water, electricity and rubbish removal. The MEC may limit the use of these services if the state has to pay (Potgieter, 1997).

- **School Properties**

The school governing bodies' duty is to look after the movable property of the school as entrusted to them. They should show that any property given to or bought for the school, for example, books, furniture, photocopying machines, computers etc is the school's property (Potgieter, 1997).

- **Annual School Budget**

Potgieter (1997) states that a budget is a document containing figures of all the probable expenditure of the school for the following year (1\textsuperscript{st} January – 31 December). SASA (1996) states that governing body must prepare budget every year. A Finance Committee of the governing body should be responsible for doing the budget. A report back must be made to all governing
bodies members and later the budget must be presented to a parent's general meeting for approval. The governing body needs to know that they have a duty of holding annual parent's meeting where the school report is discussed.

- **Preparations and Approvals of the School Budget**

The governing body must look at all probable income and expenditure for the following year when drawing a school budget. The budget must be balanced; expenditure should never exceed the income. The budget might be approved or rejected by parents. If they reject it, the desired changes must be made (RSA, 1996). The organisation's vision and mission may be achieved through a sound budget. According to SASA (1996) estimates for the following year should be prepared in advance by the school governors. Their involvement in decision-making relating to the school budget is essential. School governing bodies represent the government even though members are elected locally, that is why provisions are locally made so that they should control school funds (Danzberger, 1994). School expenditure should reflect accountability on the side of the governing body (Potgieter, 1997).

- **Financial Records**

All school properties that have to do with money must be kept in a special register by the school governing body. Everything must be written down and the value thereof be indicated for insurance purposes. School debts must also appear in the financial record, which must be kept safely (SASA, 1996).

- **School Financial Statements and Auditing**

According to Potgieter (1997) the duty of the school governing body is to draw up a financial statement yearly. This must not be later than 31 March of each year. The statements must indicate all the money and property received by the school, how the money was used, whether that property is still there and its value. Detailed and accurate statements must be given to a registered
accountant or an auditor to check whether they are in order. The person appointed to check the financial records must not be involved in any affairs of the school business. The Auditor-General may be requested at any time to check the financial records by the MEC (Potgieter 1997). The governing body must submit these statements within six (6) months after the end of each financial year to the Head of Department.

2.3.3 Legal Responsibilities and Powers of The Governing Bodies (UK)

The Education Reform Act of 1988 legislated further changes in the relationship between the schools, governors and the LEA. It was concerned with assessment and testing the National Curriculum and open enrolment. Preedy (1993) points out that school governors would control the use of school premises outside normal school hours.

Governing bodies have a wide range of responsibilities and powers. According to Danzberger (1994) they:

- Help to raise standards of pupil achievement;
- Plan the school’s future direction;
- Select the head teacher;
- Make decisions on school’s budget and staffing;
- Establish and implement a performance management policy for appraising all staff;
- Make sure the national curriculum is taught;
- Decide how the school can encourage pupils including those with special needs;
- Accountable for the performance of the school to parents and wider community;
- Care and up keeping of premises; and
- Responsible for general discipline.
The Department's Guide to the Law for School Governors

The Education Department provides detailed information for the governing bodies and head teacher on a full range of governing body duties and responsibilities. As the legal responsibilities vary slightly, they are separate for each category of school (LEA, 2002).

2.3.3.1 The code of practice on LEA – School Relations (UK)

The code of practice of LEA – school relations set out the relationship between governing bodies and LEAS. All LEAS, governing bodies and head teachers must have regard for the code in carrying out their responsibilities (LEA, 2000).

Governing bodies have views to promoting high standards of educational achievement in their schools. In pursuing this duty, a good governing body will ensure that the school has in place an effective process for reviewing performance, identifying priorities, taking action and monitoring progress – all with the view to raising standards. The relationship between the LEA and the governing body should support this role (LEA, 2002). Where schools are successful, the governing body should have space to conduct their business as they see fit. But where there is evidence that they are operating in a way which risk damaging the performance of the school, the LEA should draw their concern to the governor's attention, and use their powers as necessary to ensure that the issue is addressed (LEA, 2002).

- Head Teacher's Role

Section 36(5)(b) of Education Reform Act 1988, indicates that the head teacher has a key role in advising the governors in the formulation and implementation of the management plan. The head teacher together with the school staff support and encourage governors to undertake their duties as individuals and as a corporative body. Fidler & Bowles (1989) states that the
head teacher plays a central role in the governing body functions, he/she is a mediator between governing bodies and the school relationship.

2.3.3.2 Democracy and accountability

Recently a Leverhulme Trust Funded Research Project focused on parent governors and found that democratic aims of greater parental representation of the 1980's legislation were not totally fulfilled. Parent governors wanted to work cooperatively with the school in achieving certain goals but were often confused about their role. Parent governors did not represent other parents properly at the meetings. This made the majority parents inactive and not knowledgeable about their schools. The research findings show that, as parent governors became more confident, democratically involved and accountable of school, parents and the community increases, enabling them to challenge the assumptions and powers of teachers (Preedy, 1993).

2.3.4 Empowerment of School Governors

School governors should attend workshops, seminars and convention programmes for empowerment. They should sharpen their skills to assist the communities. The State Legislation that seeks to improve the labour management relations needs to be promoted. Matters affecting school governance and development should be reported to the communities. The school governing body should satisfy the community's needs. The SGB should be in a position to answer all the questions of what actually happened to the good old days when things were still under good control (Mabena, 1995).

The school governor's knowledge and skills should be developed in order to encourage collective involvement of parents in the education of their children with the purpose of empowering their responsibility (Duman, 1995). School managers in such schools should help the school governors to perceive their positions and effectiveness of their roles. In order to educate learners, there is a need to first establish order and control in the school setting (SASA, 1996).
2.3.5 Training Programme for School Governors (UK)

Fidler & Bowles (1989) believes that training of school governors can be offered at the following two levels:

- Individual schools, governors placing emphasis on particular key issues; and
- Run by LEA officers for governors with specific responsibility, for example, particular courses run for chairpersons for more effective chairing of governors meetings. School focused training can meet different needs depending on experience of the individual governor. The meetings must be well planned in advance and in full consultation with governing bodies. Both the school and the governing body will benefit by raising awareness through increased knowledge and confidence. This will enable governors to fulfill their roles and responsibilities (Fidler & Bowles, 1989).

- Objectives of the Programme for Governors Support

The following are objectives of programmes for governors' support:

- To encourage the governors to become more involved in school life;
- To enable the governors to understand and appreciate their duties and responsibilities;
- To provide governors with training and information which will facilitate an informed and participative role in all governor related activities;
- To identify further issues and review current initiatives; and
- To develop a framework for governor support (Fidler & Bowles, 1989).

- Financial Support For Training Programmes

For governors training to be successful, it must be adequately resourced in terms of finance and personnel. The government should support initiatives in governor training as it has done through Education Support Grants from 1967-
1980. To be a school governor needs time, commitment, wise decisions of both knowledgeable and experience (Moate, 1996).

Furthermore, SASA (1996) makes it legal for governing bodies to support the professional management of the school and for school principals, teachers and learners to support governing bodies. The implication of this provision is co-operative management.

2.3.5 The Principal’s responsibility (SA)

SASA (1996) expects the principal to be highly motivated, with a vision, passion for transformation, and broad-based knowledge and experience, capable of providing educational leadership in the following five strategic areas:

- To transfer and develop the school quality, be the key to change agent at the school level, particularly since a whole school development philosophy is being advocated;
- The principal will have to take strong leadership and put in place systems and policies for academic and personal empowerment of learners and educators;
- The principal will have to be in tune with the new democratic and human rights approach advocated by SASA and South African Constitution; and, with the management team, create an environment where positive attitudes for a new ethos and human rights culture can be developed;
- The establishment and strengthening of school – community partnership and linkages with other schools, agencies, sectors and stakeholders will be the principal’s responsibility; and
- Accountability for human and physical resources at the school level will rest with the principal. The principal and the professional team will need to implement curriculum and be in charge of the day-to-day personnel and financial management issues. They will assume responsibility for administration and management of teaching and learning, and quality
assurance and accounting to both the governing body and the Head of Department (SASA, 1996).

2.3.6 Policy implementation problems

According to the Mathonsi (2004), the present governance has inherited the civil service of which it is still loyal to the old order. Some of the officials carry out their daily business as though nothing has changed. Some would go to the extent of finding convincing excuses while the policy is not implemented, they would oppose themselves.

The absence of structures (locus) or incapacity within ministries and departments and monitoring policy implementation is another worrying factor. There is a need to strengthen this arm of government, and this has to be done with the greatest speed ever (Mathonsi, 2004).

2.3.6.1 Capacity Building

Section 19 of the South African Schools Act (1996), provides that the Head of Department and the Provincial Legislature should set aside funds for the SGB’s capacity building. This does not happen in most provinces except the Policy Reserve initiatives from the National Department (Mathonsi, 2004).

The capacity building of the SGB’s is by and large viewed as an add-on responsibility of provincial governments; instead of being the core function thereof. This delays the effectiveness and functionality of school governing bodies (Mathonsi, 2004).

2.3.6.2 Nationality, Norms and Standards for school funding

The nationality and norms are one of the policy initiatives, which would help to confront poverty and lack of resources in public schools. This policy has very noble objectives, but as it goes down to the implementation of these objectives it either become diluted or lost completely. The formula used for
poverty of schools (social and physical indicators) in most cases lands schools in sorts of problems. The education department’s officials would go for a formula, which is easy to implement but in the long run would compromise schools. Giving more weight to physical indicators as opposed to the social indicators for a predominantly rural province is problematic. This policy requires monitoring and review because it is central to the provision of quality education (Mathonsi, 2004).

2.3.6.3 Parental involvement

Parental involvement is the cornerstone of the SASA. Pivotal and immense importance is placed on their role of parents in school governance. The factors, which militate against parental involvement such as transport and duty commitment, must be taken into consideration. Their liberal democratic notion of representation is perceived to contribute to the quality of education delivered at school level (Schaefer, 1997).

2.3.7 Discipline and Accountability of the SGB’s

According to Danzberger (1994), accountability goes hand in hand with satisfaction and security. Thus, it is important to give the governing bodies an opportunity to do something to express themselves. This is in order for governing bodies to understand the nature of accountability involved.

Thomas (1992) states that governing bodies have excessive responsibilities of schools as provided for in the state legislation. They have full responsibility of school premises. Danzberger (1994) indicates that school governance has been an object of concern. There should be a driving force behind restructuring of discipline and schools.

According to Clemmer (1991), school governing bodies together with the principal, should administer control in the school without violating other school users, like teachers and learner’s liberty or property rights. School governors should be familiar with special education that mandates and addresses the
question of discipline in general. The school governing body should guarantee that legal mandates are met (Clemmer, 1991).

2.4 MODELS OF GOVERNANCE

This section discusses the proposed School Governance Models of from different countries.

Since the publication of the Commission's report of Governing America's schools in 1999, fees economically based strategies for changes in school governance have been proposed. Wang & Walberg (1999) recommends a governance system whereby states and local boards would create basic standards those schools could devise their own ways to meet.

Wang & Walberg (1999) state that schools would be free from close supervision. They suggested that, schools set their own goals, standards, curricular and characters. Again they suggested that competition of students would decide which is best (Commission Report; Governing American Schools, 1999).

Carver's policy model of 2000 assigns the school superintendent a role parallel to that of the corporate CEO, which states that the school board's role is to govern the system, rather than run it. According to Carver, school boards have traditionally micromanaged the education process, something that would spell doom to many a manager in a business setting.

Carver (2000) explains that a radical redesign of the school board function would include educational results focus rather than the method by which they are achieved. The newly defined relationship with general public and parents, and commitment on the part of the board to speak with one voice rather than as a group of individual agenda is advocated.
Edward (2000) suggests a form of governance that takes the decision-making power out of the hands of the few (boards) and places it into the hands of many (parents, teachers, administrators, and community members). He puts the locus of control at the building level. Edward notes that this perpetuates a system in which orders are handed down to educators from boards composed of people, who are not educators.

In this section three organizational models will be discussed under the subheadings namely bureaucratic, collegial and political models. The models may help to understand the nature and scope of governance (Legotlo, 1995). The models are accepted in examining the educational institutions governance.

2.4.1 The Bureaucratic Model

According to Bush (1995) bureaucracy is burdened by rigidity, validity, waste and lack of human concern. It is a type of organization designed to accomplish large-scale administrative tasks, which are related to programme of the organization or specific goal achievement.

The more complex the organisation is, the greater the number of positions between the leader and ordinary members of the teaching staff. There is a weak relation between the leader and ordinary staff members due to high stratification. In some departments, individuals may be isolated from the leader and interaction may turn to be weak and poor (Legotlo, 1995).

The governing bodies should be careful to take into account bureaucratic shortcomings when decisions are to be taken as far as school governance is concerned (Legotlo, 1995). According to Legotlo (1995) the bureaucratic model was designed to facilitate decision-making and was less concerned with human relationship. It insisted upon following carefully prescribed procedures of operation. The bureaucratic model does not recognize unpredictable behaviour of human beings, and is not easy to achieve
maximum efficiency in organizations. Weber who contributed to the formulation of this theory, was insensitive to human factors (Legotlo, 1995).

- **Characteristics of the Bureaucratic Model**

An organisational chart is the icon of all bureaucracies. The vertical lines of the organisational chart indicate authority or communication. There is a directive flow from the leader to ordinary organization members and how reports are communicated to the organisational leader (Legotlo, 1995).

An organisational chart may reflect the relationship between the principal and the ordinary teacher. Three to four levels between the principal and the teacher may exist. Information may reach the teacher already distorted. With fewer levels of communication less distortion may occur, as only two levels would be involved. Some secondary schools and colleges may show characteristics of bureaucracy. The principals are appointed by the Department of Education. Ranks are recognized and respected. The schools may be viewed as formalized hierarchy, and regulations are set to specify relationships. The bureaucratic model explains how these policies are formed (Bush, 1996; Legotlo, 1995).

According to Kneznovich (1984) the characteristics of bureaucracy are summarized as follows:

- Division of labour on specialization of talents;
- Hierarchy of authority with supervisor and subordinate relations being clearly defined and formally indicated;
- Rules and regulation system which clarify the rights and duties of incumbents;
- A statement governing work to be performed;
- Prevailing impersonality over interpersonal relationships, that is no favouritism to friends or those with special emphasis on maintaining school
and distance between persons employed in positions at different levels in
the organizational hierarchy; and

- Merit commitment, and objectivity is determined by the selection and
  assignment of persons to various positions. The employment of the
  person’s position was determined by technical qualifications and
  performances rather than the political connections.

2.4.2 The Collegial Model

According to Legotlo (1995), the collegial model is defined as collegiums, or
community of scholars. This model encourages academic or teaching staff’s
participation in the decision-making process. Personal interactions between
all parties involved are emphasized. There should be consultations between
parents, educators and learners. Consultation is democratically orientated.

Characteristics of Collegial Model

The characteristics of the collegial model are summarized by Hall (1992) as
follows:

- Authority is on the collectivity as a whole;
- Individual decisions, minimal stipulated rules and capability is possible on
  the basis of substantive ethics knowledge involved in the situation;
- Community ideals and relations are to be holistic and of personal value in
  themselves;
- Normative and solidarity incentives are primary;
- Minimal labour division, administration and performance, task division
  between intellectual and manual work is reduced; and
- Linearisation of jobs and functions are encountered. There are holistic
  roles against maximum specialization.

Work is done through dynamic consensus rather than super-ordinates and
subordinates of persons or groups. Teachers hold authority on the basis of
knowledge rather than positions, as in the case of the bureaucratic model. Consultation plays a vital role in collegial system and emphasis is on shared decision-making. The principal, in the case of school governance, is not seen as the final person in the chain of decision making, but as the first equals (Legotlo, 1995; Bush, 1995).

Collegiality is marked by a sense of mutual respect for the opinion of others. All members are given the opportunity to make a contribution towards the welfare of the school in general. Discussions influence issues as they come up. The principal is not seen as a boss but as a colleague and first among equals (Legotlo, 1995; Bush, 1995).

2.4.3 Political Model

The political model involves acquiring, developing and using power to get desired goals. Each group aims at acquiring a lion’s share from available resources at the expense of the other groups. For example, the school governing body may be pressurized to accept some of the most impossible demands, which are not at the bargaining table. The negotiations may not be in good faith. Each group is concerned with bargaining more for its members. Threats and demands may be used to cripple the opponent (Bush, 1995).

The organizations are political entities as various groups struggle for control. Class interest plays an important role in the contradiction process. One organization may play multiple strategies in order to bargain more for its members (Indoctrination may be used effectively for organizations and may be shaped to be part of the process of political change and development (Hall, 1992).

Learners and educators may want to have absolute power, at the expense of each other. Educators may demand certain powers of control from the management. This may result in conflict even in school management. According to Legotlo (1995) the political model has no room for mutual respect for another group.
A clash on interests was aroused between the National, Christian Democratic Party, Freedom Front and African National Congress over some of the Bill clauses, dealing with finance, power and composition of governing bodies, language and corporal punishment. The interest groups such as SADTU and COSAS, raised objections at various clauses in the Bill, which were seen as likely to foster inequalities in education guidelines about fees and its exemptions, were considered (SASA, 1996).

The African bonds were in favour of inclusion of corporal punishment in South African School Bills. According to SASA (1996) debates were based on the political model in which each group is not prepared to make consensus. It is the idea of the winner takes all. NAPTOSA expressed its concern about the participation of students in certain matters of governance as it gives them much power. On the other hand SADTU is of the opinion that there should be equal representative of parents, educators and learners in school governing bodies. This shows how each group is interested in bargaining from its members even if it may have negative impact on them. A lot of work may not go well due to political pressure and in this way affect school governance negatively (Legotlo, 1996).

2.5 RESEARCH FINDINGS FROM OTHER COUNTRIES

The objective of this section is to study the structure of the school governance in some developed and developing countries. The examples of developed countries are US and Britain, and South Africa as a developing country. Each country will be discussed separately.

2.5.1 United States of America

This section shows how school governance is maintained in the USA, which offers a particularly interesting case at the moment. Centralization and decentralization forces are at work simultaneously. United States has, traditionally, one of the world's most decentralized education systems. This
system was described as a national system, which is locally administered (Kirst & Bulkley, 2000).

The increasing centralization of authority was the history of public education in the USA. The common school concept emerged when the USA was an agrarian state, this was a consolidation of school with the establishment of city school districts. The rural schools were centralized. New bureaucratic patterns of educational organization were pioneered by school (Kirst & Bulkley, 2000).

Education was free from politics. The teaching profession became weak and the society as represented by the state was inactive. The economic growth and efficiency of teachers were the concerns of the state. Certain basic standards for teacher certificate were set, rural schools were consolidated and financial assistance was provided (Hall, 1992).

The board members are elected in such a way that the whole community is represented. Each school policy is based on particular needs, subcommittees or ethnic groups. The district and wards or combination of the district and wards elect members. The main concerns of the school boards are the economic development of their districts, whereby, unions are very influential in the election of school board members (Kirst & Bulkley, 2000).

Governance of public schools in the USA is complex. Multiple players and decision makers are incorporated. The school boards are not the institution to determine what will or will not occur in schools. Citizens continue to exercise effective control, controlled school boards are the key cornerstones of local school governance (Danzberger, 1994).

Between the 1950s and 1970s the Federal Courts against the communities filed civil rights suits. The inequalities among the communities needed to be corrected by the Federal Courts. The local decisions about the nature and distribution of educational services were constrained by national and state guidelines. The participation of the state in financing school operations, school building and transport was increased (Hall, 1992). The quality of student
achievement became a national concern in the 1970s and 1980s. Competency examinations did not produce higher standards. The matter of efficiency and production were less effective to the government. There was a feeling to pursue efficiency and equity through decentralized and centralized authority (Baqisky, 1991).

Effective school governance was needed to improve school standards. The development of a vision for schooling, setting of goals, and strategic plans to achieve goals and to ensure coherence was needed. It was the duty of board members to communicate progress towards community goals (Danzberger, 1994).

The school boards are responsible for staff development. Teachers are developed and encouraged to live a satisfying and stimulating personal life, creating a platform to involve them in the planning and execution of the programme. The teachers are trained to acquire skills to make them effective and confident through programmes. The aim of the school boards is to reach further into the community and bring local citizens into more active participants in the formulation of the education policy. They ensure that all students have an opportunity to achieve their potentialities (Danzberger, 1994).

2.5.2 United Kingdom

Britain has the most decentralized educational systems. The systems are locally administered. The local education authorities together with the national government set financial constraints with the government. Most pedagogical decision is at school level after 1986 with the key decision makers’ principles (Thomas, 1992).

All major political parties advocated the national curriculum during the general elections of 1987. The nationally mandated core curriculum was provided by the education reform act of 1988. The study guide for each core subject defining the minimum content and competency of learners was prepared. The
government authority over curriculum expansion left schools complete discretion over the implementation of the curriculum. Schools are granted powers of control over admission, budget allocation appointment and dismissal of both teaching and non-teaching staff (Thomas, 1992).

School governing bodies consists of appointed and co-opted governors. Governors are to serve for four years, with parent governors completing their office term even if their children have left school. Vacancies would be filled if parent volunteers were served as governors of Local Education Authority (LEA). The number of governors would depend on the number of pupils in the school as well as the school category (Preedy, 1993).

In the early 1980’s it was found out that the local authority set the frame work for governing bodies functions, power and behaviour modes. In England school governors have been regarded as one dimension of the way in which school relates to external environment.

More recently the Leverhulme Trust funded the research project focused on parent governors found that democratic aims of greater parental representation of 1980’s legislation were not totally fulfilled. Parent governors wanted to work co-operatively with school in achieving certain goals but were often confused about their role (Preedy, 1993). However, a survey by Scalon (1999) suggested that governors are not always truly representatives of the communities served by the schools. Thus made the majority parents in-active (Preedy, 1993).

Two types of training for school governors were offered in UK. The first training emphasis was on individual schools, key issue. The second one was run by the LEA officer for governors with specific responsibility, for example for chairpersons, to chair effective meetings. The main focus of this training was to meet different needs depending on experience of individual governors. Both the school and the governing body will benefit by raising awareness through increased knowledge and confidence (Preedy, 1993).
For governors training to be successful it must be adequately resourced in terms of finance and personnel. The government should support initiatives in governors training as it has done through educational support grants from 1967-1990. To be a school governor it needs time and commitment and for wise decision both knowledge and experience is essential (Moate, 1996).

2.5.3 South Africa

South Africa has the most decentralized education system. A radical decentralization of management and governance responsibilities to local schools and community were called in SA according to White Paper 2. The origin of SASA (1996) will be traced to the Hunter Commission Report (HCR) on the organization and school finance in 1996. This school act should be seen as merely a framework of educational transformation system battle over development and implication of policy in specific context. This is to ensure that implications meet the expeditions that are to build the capacity of governing bodies and constituencies respected on them to take part over new responsibilities (SASA, 1996).

SASA (1996) makes provision for a unified system of education and two types of schools, public and independent. With the new South African Act, the school will be expected to enroll all school age children in its catchments area. Schools will have to respond to diversity, deal with the disadvantaged and advantaged, and handle children of difference race, sex, language and cultural background (SASA, 1996).

Section 19 of SASA (1996) outlined the legal status of how public schools may be managed. The school is described as an individual entity that is expected to perform its function through a governing body. The governing body is a group of people legally elected to govern school. There is also a room to co-opt any member of the community. In case of public school on private property, the owner of her/his representative may become members of
the governing body. The governing body possesses decision-making powers that are legally binding (SASA, 1996).

The school principal has delegated powers for professional for management of day-to-day educational activities in the school. The principal is expected to organize and manage teaching and learning in the school under the authority of the provincial head of the education department. The provinces have their provincial legislation based on SASA. The head of the department at the national level is responsible for the establishment of norms and standards, but power in term of matters such as programme development lie with the provincial head of the department (SASA, 1996)

SASA (1996) places a great emphasis on governance. The role of the governing body is clearly defined. The emphasis on governance implies that professional management at the school level must incorporate co-operative management and partnership among teachers, the principal, learners and the teacher representatives such as unions' professionals, association and other stakeholders (SASA, 1996).

2.6 SUMMARY

The literature review on problems encountered by school governing bodies was conducted. Focus was placed on governing bodies as the title of this research indicates. The important aspects of governance such as the composition of the school governing bodies, their duties and responsibilities were discussed.

Focus was also directed at the rural school governance in developed countries. The developed countries included USA, UK and South Africa as a developing country.
Research findings on the role and skills of governors in rural schools governance were also highlighted. The literature revealed that school governance was not so different from one country to the next.

The literature review revealed that the composition of school governing body in all countries is more or less the same. This is due to the fact that the key figures in the governing body include parents, teachers, students and principals.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The main aim of this chapter is to outline and indicate the method of research used to collect valid and reliable information about the variables under investigation. The empirical investigation, which was designed in the form of questionnaires and interviews, determines the skills needed by the rural school governors within the Mafikeng District of the North West Province.

3.2. RESEARCH INSTRUMENT

Questionnaires and interviews were vital instruments used in the collection of data in this study (Borg & Gall, 1987). The data collection methods were, to some extent guided by the purpose of the study.

3.2.1 Questionnaire as a Research Tool

A questionnaire is a device, which enables subjects to answer questions. A questionnaire is a data-collecting instrument that is mostly used in surveys. A well-designed questionnaire boosts the reliability and validity of the data to acceptable levels (Legotlo, 1996).

A questionnaire is a data collection instrument, containing a selected group of questions chosen because of their relevance. Thus the questionnaire is carefully worded for clarity. Questions asked should produce the data needed for the study. Questions are creative means to tap subjects for ideas. To gather information, one requires an artistic touch. This touch may be fostered by carefully creating the best type of questions, in every day life. One should be creative in creating the questionnaire (Baker, 1996 & Moate, 1996). A good questionnaire must create a feeling of importance on the respondent's part.
A sense of relevance and the respondents' co-operation is vital. The researcher should allow the respondents to report what is really true for their situation. The researcher should avoid emotional words. Some people may distort their responses and feel the need to comply with these types of items (Adams, 1985, & Moate, 1996). The section of the tools governs the nature of the hypothesis. Each tool is appropriate for acquiring particular data. The researcher possesses a considerable knowledge about the variety of techniques and instruments. As a researcher one has to be more aware of the advantages and limitations of each instrument, its reliability, objectivity and validity. There is no single instrument that is perfect. Each has its own limitations (Moate, 1996).

3.2.1.1 Questionnaire Appearance

The questionnaire should be attractive in appearance. It should be easy to read and clear to follow. The print size and layout should facilitate easy and accurate reading. The data quality plays an important role. Visual clarity and spacing promote accuracy in assuring the respondents (Legotlo, 1996). A questionnaire expresses a certain style. It may look crowded and wordy or uncluttered and inviting. The type of printing may look official and precise. A well-prepared questionnaire may seem more formal and authoritative and bolster co-operation. A sloppy questionnaire may discourage respondents (Baker, 1996).

3.2.1.2 Characteristics of a Good Questionnaire

Constructing a questionnaire is not an overnight task. It requires considerable time and thought. It should embrace all the concerns of the researcher and to be clear on the part of both the researcher and the respondents. It should clearly state what specific aspects of the research need to be tested. The researcher should be careful not to measure in one item what other items have already measured (Mabena, 1995, & Moate, 1996). Long, complex sentences should be avoided. The question should not be longer than twenty
words. Questions should be short, clear and goal directed. The meaning of the question should be clear and easy to read by respondents (Adams, 1995).

Experienced researchers tend to fear that their questionnaire will look too long and, as a result, they squeeze several questions into single line, abbreviate questions and try to use fewer pages. To put more than one question on one line will cause some respondents to miss the second question. This may demoralize the respondents and cause them to make mistakes (Adams, 1995).

A good questionnaire allows the researcher to collect data directly from a person by providing access to what a person’s needs are. Sensitive items should be left to the end of the questionnaire to avoid respondent’s hostility. Sensitive issues should be introduced after warming up a respondent with sensitive related issues such as marital status (Adams, 1995).

3.2.1.3 Advantages of questionnaires

According to Guy (1992) the use of a questionnaire has some definite advantages over other methods of collecting data that are available. A questionnaire is much more efficient and requires less time. It is less expensive and permits data collection from a much larger sample. Personally administered questionnaire provides the researcher with the opportunity to establish rapport with the respondent, explain the study purpose and clarify individual items.

The questionnaire makes it possible to measure what the person knows, what a person likes and dislikes, what a person thinks and what experiences have taken place in her/his life-time. The questionnaire is a way of getting data about people by questioning, rather than observing and focusing on a particular object and probing more general ideas, which may be of greater value to the community in general (Tuckman, 1996).
3.2.1.4 Questionnaire construction

Questionnaire construction takes considerable time and skills. The required information is vital in questionnaire construction. As the researcher tries to establish the feelings and perceptions of the respondents at a specific subject, she used the two basic types, which are open-ended and close-ended questions (Legotto, 1996).

During questionnaire construction, the researcher should bear in mind the objectives of the study, the problem under investigation and the hypothesis postulated. The questionnaire is the best instrument for the researcher to collect wanted information (Guy, 1992).

Borg and Gall (1987) states some questionnaire-constructing roles as follows:
- The item should have the same meaning to all the respondents;
- Short items are preferable;
- Negative items should be avoided;
- Double barrelled items which require the subject to respond to two separate ideas with simple answer should be avoided; and
- Biased questions are to be avoided.

Structured or closed form items should be used if possible (Guy, 1992).

3.2.1.5 Closed-ended questionnaire

The researcher should consider carefully whether it would be of value to use closed-ended or open-ended questions in the questionnaire. Closed-ended questionnaires consist of concrete questions and choice of possible answers. In some cases, the respondents may be required to mark "Yes or No" and (Strongly Disagree; Disagree; Agree; Strongly Agree) (Guy, 1992).
The respondents are also required to cross one or more items and (series) list of answers, mark points or units on scale and series of statements in order of their importance (Mabena, 1995).

The respondents answer items by checking categories and providing a brief written response. Respondents thus allow individuality in response (Adams, 1995). This study has made provision for such type of questions.

3.2.1.6 Advantages of closed-ended questionnaire

According to Baker (1996) the advantages closed-ended questionnaire are as follows:

- easy to complete;
- facilitates response;
- facilitates analysis;
- promotes objectivity;
- easy to answer straightforward; and
- The respondent is forced to select a single response from a list of forced-choice.

The closed-ended questionnaires are appropriate format for sensitive information such as personal behaviour (Adams, 1995). Closed-ended questions are easy to administer. They facilitate the tabulation and analysis process (Guy, 1982).

3.2.1.7 Disadvantages of closed-ended questionnaire

Closed-ended questionnaires fail to reveal the respondents motives, do not yield information of sufficient scope or depth and may not discriminate between fine shades of meaning. Fixed alternative responses may make respondents take stands on issues about which they have crystallized opinions or they may be forced to give answers that do not accurately express their ideas. The listed alternative answers may be written in a way or placed
orderly to encourage the respondents to reply in accordance with their wishes (Mabena, 1995). The responses may overlap.

The opinion of those who are sure may be lost. The questionnaire may be unnecessarily long and, thus, discourage respondents, this may bring unreliable results (Baker, 1996).

3.2.1.8 Open-ended questionnaires

Open-ended questionnaires allow the respondents to express their feelings freely. These types of questionnaires are used to provide opportunities for the researcher to ascertain lack of information on the part of the respondents. However, it is risky to use open-ended questions (Moate, 1995).

The questionnaires are used to probe information. The respondents are free to supply an answer in an unstructured manner. Respondents have the opportunity to openly express what their beliefs, feelings and recommendations are. The open-ended questions need to be worded carefully so as to present standardised questions to respondents. Standardisation is important for the comparison of responses. No clues are given and respondents are invited to give their own views and opinions (Adams, 1995).

Respondents are expected to give authentic information to questions. Open-ended questions, if properly constructed, may create a captive audience Adams (1985).

3.2.1.9 Disadvantages of open-ended questionnaire

Mabena (1995), states that open-ended questions create problems among semi-literate respondents. Many respondents may be reluctant to reveal information required in open-ended questions as they involve more work on their part (Mabena, 1995, & Moate, 1996).
A good questionnaire allows the researcher to collect data directly from the person by providing access to what is inside the person’s need. A questionnaire should be a powerful instrument of survey research. It should make it possible for the researcher to measure what a person thinks, experiences, likes and dislikes (Mabena, 1995).

3.2.1.10 Validity

Validity is the extent to which the questionnaire assesses what it sets out to assess. Validity is specific to a particular aspect that one wishes to assess. The questionnaire should be constructed in such a way as to satisfy the purpose for which it is required. The questionnaire should be judged for adequacy according to Legotlo (1996). The validity of measurement depends upon the correspondence between a concept and empirical indicators that are suppose to be measured. It measures the crucial points between the indicators, but not synonymous with reliability. Reliability addresses consistency in measurement. The measuring instrument should measure the underlying concept (Baker, 1996). The underlying concept in this research is skills needed by the rural school governors in the Stadt and Dithakong circuits of North West Province. For the validity of the research to be achieved and to be of a high quality, reliability should be given consideration, that is the driving force behind any study.

Validity refers to the extent of matching congruency or goodness of fit. It should be established so that the results should not fluctuate. It should measure for high accuracy (Baker, 1996). The study purpose was clearly outlined in order to measure exactly what is needed so that there should be a correction. There should be a zero defect in research work results.

3.2.1.11 Format and content of the questionnaires

The researcher designed two questionnaires. One was for the students and the other one was for the adults governors. Each questionnaire consisted of
section A, B and C. Section A required the biographic and demographic information of the respondents. Section B 5.1 to 5.5 required the role of the S.G.B on using yes or no. Question 6.1 to 6.5 dealt with the composition of the school governing body using the four point scale, the level to which they agree on disagree with the issue of the composition of the school governing body (1 = strongly disagree, 2 =disagree 3 =agree, 4=strongly agree). Question 7.1 to 7.5 dealt with the functions and skills of the SGBs also using a four-point scale. Question 8.1 to 8.5 dealt with financial skills of the school governors using a four-point scale to indicate the extent to which they agree and how important the statement is. Question 9.1 to 9.5 dealt with school discipline using a four-point scale to indicate the extent to which the statement is. Question 10.1 to 10.5 dealt with the development of mission statement on a four-point scale to indicate the importance of the statement. Question 11.1 to 11.4 was an open-ended question, giving the respondents a chance to reveal their feelings and opinions about different topics related to school governance in rural schools.

3.2.1.12 Pre-Testing the questionnaire

The questionnaire construction involves pre-testing through a pilot-study. The pilot study gives the researcher a chance to discover unforeseen problems of administration, coding and the analysis of the questionnaire. The pre-test should include a sample drawn from the same population of the main study. The results are used to refine the questionnaire and locate potential problems in interpretation or analysis of results. Pre-testing suggests that careful study has been done (Borg & Gall, 1987).

Pre-testing yields data concerning instrument deficiency as well as suggestions for improvement. Having two or three available people complete the questionnaire first, will result in the identification of major problems (Gay, 1987).
The pre-test subjects should be encouraged to make comments on specific items. If the percentage of return is very low, then both the covering letter and the instrument should be carefully re-examined. The feedback from those who do respond should be carefully studied and considered. Proposed data tabulation and analysis procedures should be applied to the pre-test data. The end product of the pre-test will be the revised instrument ready to be administered or mailed to the selected subjects (Gay, 1987).

In this study, the questionnaire was pre-tested. Ten questionnaires were personally administered to twenty-five (25) schools, two (2) to teacher governors, two (2) Parent governors, five (5) Learners and One (1) Principal in each school.

3.2.1.13 Final Questionnaire

The final questionnaire was drawn, carefully printed and administered to 25 selected schools in Mafikeng Area Project Office of the North West Province. The respondents were as follows:

- 125 Learners
- 50 Teachers
- 50 Parents
- 25 Principals

A total of 250 questionnaires were distributed to rural schools in the Stadt and Dithakong circuit of the North West Province.

3.2.1.14 DISTRIBUTION OF QUESTIONNAIRES

The researcher personally delivered the questionnaires to each of the twenty-five selected rural schools as indicated in table 3.1.

The researcher preferred face-to-face contact as the appropriate tool in distribution of the questionnaires. The researcher had opportunity of
explaining the purpose and significance of the study and even clarified some points. Respondents were even motivated to answer and be free when responding to the questions. The arrangements for questionnaire collection date and the contact person system was also established.

The direct contact as a research tool is more advantageous in questionnaire distribution. The researcher is granted the opportunity to make explanations and arrangements for questionnaire collection date (Moate, 1996).

Direct contact with respondents during questionnaires has disadvantages. The researcher uses a lot of money to contact widely scattered rural area schools. Some respondents demanded payment for questionnaire completion and the researcher had to pay in order that the study should be successful. This may have negative impact on the questionnaires and affect the reliability of results, consistency or stability (Gage, 1998).

**Table 3.1 Distribution of the questionnaire**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>DISTRIBUTION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>125</td>
<td>50</td>
</tr>
<tr>
<td>Teachers</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Parents</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Principals</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3.1 shows the distribution of the questionnaire. The first group namely Learners represent 125 (50%). Teachers, and Parents, each representing 50 (20%) of the sample population while the fourth group of principals represented 25 (10%) of the sample. The specific nature of the population depends on the research problem. The population to be involved should be
determined by the researcher. Individuals had to meet certain requirement, that is, to be included in the sampling population (Nachmias, 1987).

3.2.1.15 Covering letter

A covering letter is a means to introduce the questionnaire officially to the respondents. It gives the respondents the directive as to how the questionnaire should be completed and returned to the researcher (Moate, 1996).

Furthermore, Moate (1996) stated that it is important that every mailed questionnaire be accompanied by a covering letter that explains what is being asked and why and this hopefully motivates the respondents to fulfil the request. The letter should be brief, neat and addressed specifically to the potential respondent.

The covering letter should emphasize the importance and significance of the study and give good reasons for co-operation. Complete anonymity or confidentiality must be assured to respondents, and this probably indicates the truthfulness of responses as well as the percentage of returns (Guy, 1992).

A specific date by which the completed questionnaires are returned should be stipulated. The given date should give the subject enough time to respond but discourage procrastination.

3.2.1.16 Administrative procedure

The researcher visited twenty-five schools in Mafikeng Area Project Office of the North West Province. The main purpose of the visit was to obtain permission from the school principals for questionnaire administration. Each school was given ten copies of questionnaires, 1 for the principal and the remaining nine to the governing body members (2 teachers, 2 parents, 5 learners). An arrangement concerning the questionnaire collection was made.
3.2.1.17 Follow-ups

In this study, the researcher made follow-ups by personally going to the nearby schools of respondents and re-emphasised the importance of their input in the study. Telephonically follow-ups were made to remote schools through the principals because they were the main person to contact. These follow ups activities resulted in a higher percentage (88%) of response.

3.2.1.18 Response Rate

Table 3.2 illustrate response rate of the respondents.

Table 3.2 Response rate per group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>RESPONSE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>30</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Learners</td>
<td>125</td>
<td>110</td>
<td>44</td>
</tr>
<tr>
<td>Teachers</td>
<td>50</td>
<td>48</td>
<td>19.2</td>
</tr>
<tr>
<td>Parents</td>
<td>50</td>
<td>42</td>
<td>16.8</td>
</tr>
<tr>
<td>Principal</td>
<td>25</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>220</td>
<td>88</td>
</tr>
</tbody>
</table>

Table 3.2 reflects that, out of the sample population of 250, 220 (88%) returned questionnaires were usable. The good response rate may be due to the use of direct contact, the use of contact person's and follow-up strategies.

From the sample, the first group (learners) responded highly with 110 (44%). Even if there was an equal distribution rate of the sample population in the
second and third groups, responses differed. The lower response rate of 42(16.8%) may be attributed to the following factors:

- Lack of time to fill in the questionnaires; and
- Unfamiliarity with the ideas of the questionnaires.

### 3.2.2 Interview as another Research Tool

Interview is a method used to obtain information in face-to-face situations. The interview ensures that respondents understand what is required, in this way, the interview is able to stimulate and encourage the respondents (Legotlo, 1996).

#### 3.2.2.1 Individual Interviews

Legotlo (1996) states that a research interview is suitable for young children. The researcher should adopt a flexible approach when he/she comes to face-to-face with his/her subject.

He further adds that to be successful, the interviewer should not talk too much, should not intervene too soon during the process of communication, his/her attitude and feelings should not contradict his/her words.

In this study, the researcher interviewed forty (40) respondents, comprising twenty (20) teachers and parents each. Their responses were analysed in chapter 4.

### 3.2.3 POPULATION AND SAMPLING

The population and sampling are discussed in this section.
3.2.3.1 Population

Population may be defined as a group of people, houses, trees and others. It is a group of interest to the researcher because he/she wants to find out some information from it. The researchers usually determine the population that is to be involved. A good researcher would first get a clear picture of the population before selecting a sample. The sample should correspond with the population of interest. The researcher should identify the target population, that is, the group that the researcher would generalize his/her results (Guy, 1987).

The specific nature of the population depends on the researcher's problem. The population to be involved should be determined by the researcher. Individuals had to meet certain requirements that are to be included in sampling and should correspond to the population of interest. The researcher should specify the limits of this inclusion and exclusion (Guy, 1987).

With the help of the aforementioned information, the researcher defines her/his population as all parties forming the governing body, namely:

- Learners (5);
- Teachers (2);
- Parents (2); and
- The Principal (1).

3.2.3.2 Sampling

Sampling is a method of selecting some part of a group to represent the total. Part of the total that is selected is called a sample (Guy, 1992). These groups of subjects that the investigator study, is called the researcher sample. Researchers always aspire to generalize the results (Guy, 1992).

The researcher determines the sample size. A sample is representative if the analysis made on its units produces results equivalent to those that would be obtained had the entire population been analyzed. Most researchers use
probability sampling designs because they can specify each unit of the population (Duma, 1995).

The researchers use this sampling design because they can specify for each unit of the population, the probability of it being in the sample. In this study, representatives of each group in the rural schools governing bodies in the Stadt and Dithakong district of North West Province were chosen.

The sample was divided as follows:
- 5 Learners from each school;
- 2 Teachers governors from each school;
- 2 Parents governors from each school; and
- 1 Principal from each school.

3.3 STATISTICAL TECHNIQUES

In this study, a computer-aided statistical analysis of data was employed. SPSS programme was used to compute the results of the study. The descriptive data for learners was computed and statistics like frequency, mean and standards deviation were all computed. The same was done with the second group made of educators, parents and principals.

3.3.1 Descriptive Data

A computer-aided statistical data was employed. The description data was first computed for each group, followed by the frequency and central tendency namely, the mean. Most descriptive statistics use the mean, which indicates the average performance of a group on a measure of some variables and standard deviation. The commonly used inferential is the test which is used to see if there is any significant difference in involved groups (Guy, 1992). The main objectives are to find out whether there is any significance between teachers and students. The results thereof help in building a shared vision on skills-needed by the rural school governing bodies (Gay, 1987).
3.3.2 Graphs

The graphs were developed through the use of Harvard graphics. The explanation of each graph and its interpretation was given.

3.3.3 Statistical Power

The vital determinant of statistical power is the effect size. The effect size is the magnitude or relationship in the sample population (Mabena, 1995). The effect in this study measures the difference between the mean and standard deviation of students and adult governors.

3.4 QUANTITATIVE DATA

The t-test is the commonly used test in education. Although some researchers recommend that the t-test should be used for a small sample (n<30), in practice the researchers prefer to use it even in larger samples. According to Gay (1981:204) the t-test could be used to see if there is any significant difference in the groups involved.

3.5 SUMMARY

A questionnaire is one of the main research tools of data collection was discussed and assessed. In this study, the researcher decided to use the direct contact respondents' approach mainly because of the advantages associated with it. Statistical techniques were also considered carefully in all instances and were used accordingly.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The objective of this chapter is to discuss the results of the empirical investigation conducted to determine the roles and skills needed by governors in rural schools of the Mafikeng district of the North West Province. The quantitative and qualitative data collected through the investigations, are summarised and discussed.

4.2 REVIEW OF THE SUBJECT

A total of one hundred and twenty five (125) adults and one hundred and twenty five (125) students were identified as respondents of this study. Out of 250 respondents, both adults and students returned two hundred and twenty, 220 (88%) usable questionnaires.

4.3 BIOGRAPHIC AND DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

Table 4.1(a) for students and 4.1(b) for adults are drawn to depict the biographic and demographic information of respondents. This information helps one to gain an understanding of adults’ and students governors’ profile. The information provided in table 4.1(a) and 4.1(b) is discussed.

The mean and standard deviation of adults and student respondents were compared to the composition and functions of the school governing body in Table 4.12(a) and 4.12 (b).
Table 4.1(a) Biographic and Demographic Information for Student Governors

<table>
<thead>
<tr>
<th>1. AGE</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Below 15 years</td>
<td>17</td>
<td>15.5%</td>
</tr>
<tr>
<td>1.2. 16 – 20 years</td>
<td>59</td>
<td>53.6%</td>
</tr>
<tr>
<td>1.3. 21 – 25 years</td>
<td>34</td>
<td>30.9%</td>
</tr>
<tr>
<td>1.4. 26 – 30 years</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.5. 31 – 35 years</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.6. 27 years and above</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
| TOTAL                           | 110| 100%

<table>
<thead>
<tr>
<th>2. GENDER</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Male</td>
<td>32</td>
<td>29.1%</td>
</tr>
<tr>
<td>2.2. Female</td>
<td>78</td>
<td>70.9%</td>
</tr>
</tbody>
</table>
| TOTAL                           | 110| 100%

<table>
<thead>
<tr>
<th>3. PRESENT GRADE</th>
<th>F</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. 7 – 8</td>
<td>17</td>
<td>15.5%</td>
</tr>
<tr>
<td>3.2. 9</td>
<td>12</td>
<td>10.9%</td>
</tr>
<tr>
<td>3.3. 10</td>
<td>19</td>
<td>17.3%</td>
</tr>
<tr>
<td>3.4. 11</td>
<td>28</td>
<td>25.4%</td>
</tr>
<tr>
<td>3.5. 12</td>
<td>34</td>
<td>30.9%</td>
</tr>
</tbody>
</table>
| TOTAL                           | 110| 100%

<table>
<thead>
<tr>
<th>3.6 SHOULD GRADE BE CONSIDERED DURING ELECTIONS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80</td>
<td>72.7%</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>27.3%</td>
</tr>
</tbody>
</table>
| TOTAL                                            | 110| 100%

<table>
<thead>
<tr>
<th>3.7 REASON (S) FOR QUALIFICATIONS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, and intelligence are essential aspects</td>
<td>80</td>
<td>72.7%</td>
</tr>
<tr>
<td>Reasoning is an essential aspects</td>
<td>30</td>
<td>27.3%</td>
</tr>
</tbody>
</table>
| TOTAL                                            | 110| 100%

<table>
<thead>
<tr>
<th>3.8 SETTLEMENT TYPE OF THE SCHOOL</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>110</td>
<td>100%</td>
</tr>
<tr>
<td>Urban</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.1(b) Descriptive of Biographical and Demographic information of adult (teachers, parent, and principal)

<table>
<thead>
<tr>
<th>1. AGE CATEGORY IN YEARS</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Below 30</td>
<td>10</td>
<td>9.1</td>
</tr>
<tr>
<td>1.2. 31 - 36</td>
<td>15</td>
<td>13.6</td>
</tr>
<tr>
<td>1.3. 36 - 40</td>
<td>40</td>
<td>36.4</td>
</tr>
<tr>
<td>1.4. 41 - 45</td>
<td>20</td>
<td>18.2</td>
</tr>
<tr>
<td>1.5. 46 - 50</td>
<td>16</td>
<td>14.5</td>
</tr>
<tr>
<td>1.6. 51 above</td>
<td>9</td>
<td>8.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. GENDER OF RESPONDENTS</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Male</td>
<td>45</td>
<td>40.9</td>
</tr>
<tr>
<td>2.2. Female</td>
<td>65</td>
<td>59.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. PROFESSIONAL QUALIFICATIONS OF RESPONDENTS (TEACHERS AND PRINCIPALS)</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Std 8 + Teaching Diploma</td>
<td>20</td>
<td>18.2</td>
</tr>
<tr>
<td>3.2. Std 10 + Teaching Diploma</td>
<td>36</td>
<td>32.7</td>
</tr>
<tr>
<td>3.3. B.A. + Profession</td>
<td>29</td>
<td>26.4</td>
</tr>
<tr>
<td>3.4. B.ED Hons + Profession</td>
<td>24</td>
<td>21.8</td>
</tr>
<tr>
<td>3.5. Other specify: M Ed</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6 SHOULD QUALIFICATIONS BE CONSIDERED IN SCHOOL GOVERNANCE</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>100</td>
<td>90.9</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>9.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.7 REASON (S) FOR QUALIFICATIONS</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, confidence and skills are essential aspects</td>
<td>84</td>
<td>76.4</td>
</tr>
<tr>
<td>Reasoning is an essential aspect</td>
<td>26</td>
<td>23.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.8 SETTLEMENT TYPE OF SCHOOL</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. RANK</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Educator</td>
<td>60</td>
<td>54.5</td>
</tr>
<tr>
<td>4.2. HOD</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>4.3. Deputy</td>
<td>8</td>
<td>7.3</td>
</tr>
<tr>
<td>4.4. Principal</td>
<td>20</td>
<td>18.2</td>
</tr>
</tbody>
</table>
FIGURE 4.1(a) AGE CATEGORY FOR STUDENTS

![Bar Chart](image)

**Age in years**

Below 15: 17
16-20: 59
21 and above: 34

Figure 4.1(b) Depicting Age Category for Adults

![Bar Chart](image)

**Age in Years**

Below 30: 10
31-36: 15
37-40: 40
41-45: 20
46-50: 16
51 and above: 9
4.3.1 Age Category in years of students' respondents

Table 4.1 (a) and figure 4.1 (a) reveal that the majority 93(84.5%) of students respondents were from the age of 16 to 25. Only 17(15.5%) of respondents were below 15 years. The significance of this finding is that the majority of students are within the current school going age.

Table 4.1 (b) and figure 4.1 (b) reveal that majority 100 (90.9%) of adult respondents was from the age of 31 to 51 years and above. Only 10(9.1%) respondents were below 30 years. The significance of these findings is that the majority of adults is matured enough and can take the right decision with regard to school governance.

The implication of the findings in table 4.1 (a) and figure 4.1 (a) is that the majority of students are in the adolescent stage and need a lot of guidance as far as school governance is concerned. Table 4.1 (b) and figure 4.1 (b) of adults age implies that adults are matured and can take the right decisions with regard to school governance. They just need to be provided with the necessary skills to achieve their goals in governance.

4.3.2 Gender of students respondents and adults

Table 4.1(a) reveals that 78 (70.9%) of respondents were females and 32 (29.1%) males while table 4.1(b) also reveals that 65 (59.1%) of respondents were females and 45 (40.9%) males.

The implication of table 4.1(a) and 4.1(b) is that female respondents occupy more seats in the Stadt and Dithakong Circuits than their male counterparts. This means that female governors carry more responsibilities and need to be empowered with the necessary skills and knowledge for effective job performance in school governance.
4.3.3 Present grades

The present grade from table 4.1(a) and figure 4.2(a) illustrate the grades offered in schools (rural schools).

**Figure 4.2(a) Students Grades**

![Bar chart showing frequency of students' grades]

From table 4.1(a) and figure 4.2(a) it is revealed that a total of 62 (56.4%) students were in grades 11 and 12, 31 (28.2%) in grades 9 and 10, and 17 (15.4%) were still in grades 7 and 8. The significance of these findings is that students have little experience, knowledge and skills of governance. So, they still have to further their studies to acquire qualifications and the necessary skills to serve as governors.
Table 4.1 (b) and figure 4.2 (b) reveal that 20(18.2%) of teacher respondents possess standard 8 plus diploma, 36(32.7%) of the respondents had std 10 plus diploma, 29(26.4%) possess BA plus profession, 24(21.8%) of the respondents possess B.ED Hons while only 1(0.9%) possesses Masters in education (MED).

The significance of these findings is that teachers are qualified to serve in schools as depicted. Their knowledge and skills may be used fruitfully to the advantage of the school governing bodies.
4.3.a Should School Grades be considered during SGB elections

Figure 4.3(a) illustrate the whether school grades should be considered during SGB elections

Table 4.1(a) and figure 4.3(a) reflect that 80 (72.7%) of respondents were of the opinion that grades should be considered during students SGB election. Only 30 (27.3%) disagreed with the statement. The implication is that the majority of respondents felt that students' contribution (their knowledge) is vital, as they gain knowledge from studying and acquiring more skills for effective governance. Matured students can reason and perform their jobs effectively.
Figure 4.3(b) Should qualifications be considered during SGB elections (Adult)

Table 4.1(a) and figure 4.3(b) reflect that 110 (100%) of teacher respondents strongly agreed that qualifications should be considered. The implication is that all of the adult respondents considered qualifications as the essential aspect that should be considered when choosing governors.

4.3.5 Reasons for qualifications

Figures 4.4(a) and 4.4(b) illustrate the reasons for students and adults (teachers) response rate.
Figure 4.4(a) Reasons for qualifications (students)

- Knowledge and intelligence are essential aspects of job requirement: 80
- Reasoning is an essential aspect in governance: 30

Figure 4.4(b) Reasons for qualification (adults)

- Knowledge, confidence and skills are essential aspects in governance: 84
- Reasoning is an essential aspect in governance: 26
Table 4.1(a) and figure 4.4(a) reveal that 80 (72.7%) of respondents considered qualification of school governors as an essential aspect of the job requirement and productivity. Only 30 (27.3%) disagreed stating that the knowledge and intelligence is not essential but reasoning is the major aspect in governance, while table 4.1(b) and figure 4.4(b) reveal that 84 (76.4%) of respondents (adults) suggested that governance needs people who are knowledgeable, confident and possess skills and qualifications. Only 26 (23.6%) disagreed, stating that governance needs only reasoning. The significance of these findings is that students are of the same opinion with adults. This implies that qualifications are essential aspects of job requirements to obtain good results as similar responses were obtained from both students and adult governors.

4.3.6 Settlement type of school (students) and (adults) teachers
Figures 4.5(a) and 4.5(b) illustrate the settlement type of schools (rural schools) in the Dithakong and Stadt Circuits in the Mafikeng District of the North West Province.

Figure 4.5(a) settlement type of school (student)
Table 4.1(a) and figure 4.5(a) reveal that 110 (100%) adult respondents indicated that their schools were in rural areas while table 4.1(b) and figure 4.5(b) reveal that 110 (100%) respondent’s schools were also in the rural areas.

The findings reflected on table 4.1(a) for student governors and 4.1(b) for adult governors and from figure 4.5(a) and 4.5(b) has similar responses. More attention should be paid to rural areas skill empowerment for effective job performance and production of the best results in the future.

4.4 Rank of teachers

Figure 4.6(a) and 4.6(b) illustrates the rank of rural school student and teacher respondents in the Dithakong and Stadt Circuit in the Mafikeng District of the North West Province.
Table 4.1 (a) and figure 4.6 (a) illustrates the rank of teachers according to the student respondents.

Table 4.1 (a) and figure 4.6 (a) of student respondents reveals that 60 (54.5%) were teachers, 20 (18.2%) were HOD's, 10 (9.1%) were Deputy principals and 20 (18.2%) were principals. The significance of these findings is that, the reflected ranks of teachers by students respondents are important. Their skills and expertise may be used fruitfully to the benefit and development of the school governing bodies.
Table 4.1(b) and figure 4.6(b) illustrates the ranks of rural school teachers by student respondents.

Table 4.1(b) and figure 4.6(b) reveals that 60 (54.5%) of adult respondents in rural schools were ranked as teachers, 22 (20%) were HOD's, 8 (7.3%) were Deputy principals and 20 (18.2%) were in principal posts. The implication of these findings is that, the reflected ranks occupied by rural school teachers are important. Their skills and expertise may be used fruitfully to the benefit and development of school governing bodies.

### 4.5 The role of the principal

Tables 4.2(a) and 4.2(b) depicts the opinion of respondents on the role played by the principals.
Table 4.2(a) the role of the principal (students)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th></th>
<th>NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>5.1. Encourages the staff to work hard</td>
<td>104</td>
<td>94.5</td>
<td>6</td>
<td>5.5</td>
</tr>
<tr>
<td>5.2. Supervise over teaching and non-teaching staff.</td>
<td>96</td>
<td>87.3</td>
<td>14</td>
<td>12.7</td>
</tr>
<tr>
<td>5.3. In-charge of legal responsibility of administration of the school.</td>
<td>99</td>
<td>90</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>5.4. In charge of the internal organisation of the school</td>
<td>103</td>
<td>93.6</td>
<td>7</td>
<td>6.4</td>
</tr>
<tr>
<td>5.5. He have to work hand in hand with the student governors and the principal</td>
<td>101</td>
<td>91.8</td>
<td>9</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Table 4.2(b) the role of the principal (Adults)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th></th>
<th>NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>5.1. Encourages the staff to work hard</td>
<td>105</td>
<td>95.5</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>5.2. Supervise over teaching and non-teaching staff.</td>
<td>94</td>
<td>85.5</td>
<td>16</td>
<td>14.5</td>
</tr>
<tr>
<td>5.3. In-charge of legal responsibilities and administration of the school.</td>
<td>103</td>
<td>93.6</td>
<td>7</td>
<td>6.4</td>
</tr>
<tr>
<td>5.4. In-charge of internal organization of the school</td>
<td>105</td>
<td>95.5</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>5.5 Has to work hand in hand with SGB and the community</td>
<td>105</td>
<td>95.5</td>
<td>5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Item 5.1 Encourages the staff to work hard

Table 4.2(a) reveals that, out of the total number of respondents, 104 (94.5%) felt that the principal encouraged the staff to work hard. Only 6 (5.5%) disagreed, while table 4.2(b) reveals that 105 (95.5%) of adult respondents confirmed that the principal is in charge and encouraged the staff to work
hard. This implies that the principal possesses the necessary skills and knowledge for academic and personal empowerment, he/she is entitled to see to it that there is progress and production of good school results.

**Item 5.2 Supervisor of teaching and non-teaching staff**

Table 4.2(a) reveals that 96 (87.3%) of respondents agreed and strongly agreed that the principal supervises the teaching and non-teaching staff. Only 14 (12.7%) of student respondents disagreed with the statement, while 94 (85.5%) of adult respondents mentioned that the principal is a supervisor over the teaching and non-teaching staff. Only 16 (14.5%) disagreed. The majority of respondents agreed with the statement. They both felt that the duties of the principal are complex and need managerial skills and specialized knowledge for supervision in rural school governance.

**Item 5.3 In-charge of legal responsibilities of the administration of the school**

Table 4.2(a) reveals that 99 (90%) of respondents confirmed that the principal was in-charge of the legal administration of the school in general. Only 11 (10%) of respondents disagreed with the statement. While table 4.2(b) depicts that 103 (93.6%) adult respondents strongly agree that the principal was in-charge of the legal administration of the school. Only 7 (6.4%) of respondents strongly disagreed with the statement. This implies that the responsibilities of the school administration entail sensitive matters to deal with and, such matters, need advanced knowledge and the skill of the principal to be dealt with.

**Item 5.4 In-charge of internal organization of the school**

Table 4.2(a) reveals that about 103 (93.6%) of respondents stated that the principal was in-charge of the internal organization of the school. Only 7 (6.4%) student respondents disagreed strongly with the statement while table 4.2(b) reflects that 105 (95.5%) of adult respondents stipulated that internal
organization was one of the principal's duties as they are responsible to control school money (funds) which purchases the learning material in the classrooms. Only 5 (4.5%) respondents disagreed with the statement.

The implication of this finding is that the majority of respondents as depicted in both table 4.2(a) and 4.2(b) are more or less similar. Both respondents felt that the principal who has knowledge and skills to perform his/her duties effectively and efficiently can handle internal organization of the school.

Item 5.5 The principal have to work hand in hand with the SGB and teachers

Table 4.2(a) revealed that 101 (91.8%) of respondents mentioned that the principal had to work hand in hand with the student governors and the principal. Only 9 (8.2%) disagreed while table 4.2(b) reveals that 105 (95.5%) respondents had different responsibilities and interests, but had to work cooperatively for good governance and accomplishment of better school results. Only 5 (4.5%) disagreed strongly with the statement. The implication of this finding is that, partnership of all stakeholders, that is, parents, teachers, principals and other community members is essential. Governance is discussed in terms of the structural decision-making power that is legally binding. Similar responses from both students and adults respondents agreed to the idea of co-operation of governors for best results.

4.6 COMPOSITION OF THE SCHOOL GOVERNING BODY (STUDENTS AND ADULT GOVERNORS)

Tables 4.3 (a & b) illustrate the views of students and adults on the composition of SGB
Table 4.3(a) composition of the governing body (Students)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>6.1. Parents are to be given more seats</td>
<td>4</td>
<td>3,6</td>
<td>1</td>
<td>0,9</td>
</tr>
<tr>
<td>6.2. The principal should act as an ex-officio member</td>
<td>4</td>
<td>3,6</td>
<td>8</td>
<td>7,3</td>
</tr>
<tr>
<td>6.3. The community should elect the SGB members</td>
<td>5</td>
<td>4,5</td>
<td>1</td>
<td>0,9</td>
</tr>
<tr>
<td>6.4. Teacher representatives are to be included</td>
<td>4</td>
<td>3,6</td>
<td>1</td>
<td>0,9</td>
</tr>
<tr>
<td>6.5. Students are also members of the SGB</td>
<td>6</td>
<td>5,5</td>
<td>6</td>
<td>5,4</td>
</tr>
</tbody>
</table>

Table 4.3(b) composition of the governing body (Adults)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>6.1. Parents are to be given more seats</td>
<td>5</td>
<td>4,5</td>
<td>4</td>
<td>3,6</td>
</tr>
<tr>
<td>6.2. The principal should act as an ex-officio member</td>
<td>2</td>
<td>1,8</td>
<td>6</td>
<td>5,5</td>
</tr>
<tr>
<td>6.3. The community should elect the SGB members</td>
<td>1</td>
<td>0,9</td>
<td>3</td>
<td>2,7</td>
</tr>
<tr>
<td>6.4. Teacher representatives to be included</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>5,5</td>
</tr>
<tr>
<td>6.5. Students are also members of the SGB</td>
<td>6</td>
<td>5,5</td>
<td>13</td>
<td>11,8</td>
</tr>
</tbody>
</table>

This section provides the information on the views of students and adult governors regarding the composition of SGB. There are four categories provided.
Item 6.1 The parents to be given more seats

Table 4.3(a) reveals that 105 (95.5%) of students respondents agreed and strongly agreed that the parents to be given more seats. Only 12 (10.9%) of respondents disagreed with the statement, while table 4.3(b) revealed that, from the total number of 101 adult respondents (91.8%) agreed and strongly agreed that the parents to be given more seats. Only 9 (8.2%) disagreed and strongly disagreed about the fact of allocating more seats to parents. This may be due to lack of knowledge of the SASA stipulations of 1996. The implication is that the majority of the respondents agreed strongly that parents should be given more seats to decide and participate in their children's education. Students, together with adult governors, believe and trust that parents contribute and are directly concerned in the progress as they represent the large communities and the government.

Item 6.2 The principal should act as an ex-officio member (students and teacher governors)

Table 4.3(a) revealed that 98 (89.1%) of student respondents agreed and strongly agreed that the principal should act as an ex-officio member of the SGB. Only 12 (10.9%) of adult respondents disagreed and strongly disagreed with the statement, while 102 (92.7%) of respondents strongly agreed that the principal should act as an ex-officio member of the SGB.

This implies that the principal is perceived as a valuable figure in school governance. According to both groups of respondents as stipulated in table 4.3(a) and 4.3(b), this is due to the principal's high motivation, vision, broad knowledge, experience and capability of educational leadership skills.

Item 6.3 The community should elect the SGB members

Table 4.3(a) reveals that 104 (94.5%) of students respondents agreed strongly that the community should elect the SGB members. Only 6 (5.5%)
disagreed and strongly agreed that the community should decide the composition of the SGB. Table 4.3(b) reveals that 102 (92%) of adult respondents strongly agreed that the community should elect the SGB members. Only 8 (7.3%) respondents disagreed about this fact.

The implication is that the whole community should be involved in the selection of the school governing body and participate in decision-making with regard to the composition of the SGB.

**Item 6.4 Teacher representatives are to be included**

Table 4.3(a) shows that 109 (99.1%) of student respondents agreed strongly that teachers should be included in the SGB. Only 1 (0.9%) disagreed. Table 4.3(b) shows that 104 (94.5%) of adult respondents agreed strongly with the idea of teacher representatives in school governance and only 6 (5.5%) disagreed. This implies that educators are important figures in the school governance system because they are directly involved with students.

**Item 6.5 Students to be included**

Table 4.3(a) reveals that 98 (89.1%) of students respondents felt that students should be included in the school governing body. Only 19 (10.9%) disagreed strongly with the fact, while table 4.3(b) reveals that 91 (82.7%) of adult respondents agreed strongly that students should form or be part of the SGB. Only 19 (17.3%) disagreed with the idea of including students in the school governance. The implication of this finding is that students, together with parents, are entitled to participate in school governance. They only need to be equipped with the necessary skills and knowledge to participate effectively.

**4.7 FUNCTION OF SCHOOL GOVERNORS (students and adult governors)**

Tables 4.4 (a & b) illustrate the views of students and adults on functions and management skills of the SGB members.
Table 4.4(a) functions and management skills (Students)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>7.1 In-charge of school policy development</td>
<td>6</td>
<td>5.4</td>
<td>9</td>
<td>8.2</td>
</tr>
<tr>
<td>7.2 Responsible for parents annual meetings</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>8.2</td>
</tr>
<tr>
<td>7.3 Responsible for curriculum development</td>
<td>15</td>
<td>13.6</td>
<td>13</td>
<td>11.8</td>
</tr>
<tr>
<td>7.4 Maintain and repair the school</td>
<td>6</td>
<td>5.5</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>7.5 In-charge of training new members</td>
<td>6</td>
<td>5.5</td>
<td>10</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Table 4.4(b) functions and management skills (Adults)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>7.1. In-charge of school policy development</td>
<td>4</td>
<td>3.6</td>
<td>6</td>
<td>5.5</td>
</tr>
<tr>
<td>7.2. Responsible for parents annual meetings</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>10.9</td>
</tr>
<tr>
<td>7.3. Responsible for curriculum development</td>
<td>18</td>
<td>16.4</td>
<td>9</td>
<td>8.2</td>
</tr>
<tr>
<td>7.4. Maintain and repair the school</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>7.3</td>
</tr>
<tr>
<td>7.5. In-charge of training new members</td>
<td>10</td>
<td>9.1</td>
<td>14</td>
<td>12.7</td>
</tr>
</tbody>
</table>

Item 7.1 In-charge of policy development

Table 4.4(a) reveals that, 95 (86.6%) of students respondents agreed strongly that the SGB is in-charge of policy development of the school. Only 15 (13.6%) disagreed with the statement, while 4.4(b) reflects that 100 (90.9%) of adult respondents agreed strongly that policy development is one of the SGB's duties and 10 (9.1%) respondents disagreed with the statement. This
may be due to the fact that they are not familiar with the stipulation of SASA (1996).

**Item 7.2 Responsible for parent's annual meetings**

Table 4.4(a) reveals that 101 (91.8%) of student respondents agreed strongly that the SGB is responsible for parents annual meetings. Only 9 (8.2%) respondents disagreed with the idea of the SGB being responsible for annual parents meetings while table 4.4(b) reveals that 98 (89.1%) of adult respondents strongly agreed that the SGB is responsible for parents annual meetings. Only 12 (10%) respondents felt that SGB should not be responsible for parents annual meetings.

The implication is that parents should be informed about all school activities because they are responsible for their children's education. So, the SGB should be given a chance to express themselves, in order to develop their confidence and to make the school accountable to them.

**Item 7.3 Responsible for curriculum development**

Table 4.4(a) reveals that 82 (74.5%) of students respondents strongly agreed that the SGB is responsible for curriculum development. Only 28 (25.5%) students disagreed with the statement, while table 4.4(b) reflects that 83 (75.5%) of adult respondents agreed and strongly agreed that it is the duty of the SGB to develop the school curriculum. Only 27 (24.5%) respondents were against the idea of development of the curriculum by the SGB.

This implies that curriculum development is a complex issue that needs knowledgeable and skilled people like professionals or education specialists. Similar responses were received from both students and adults. A lot of workshops have to be done to the rural schools governors. The rural school governors need to be provided with the relevant knowledge and skills to perform effectively and efficiently.
Item 7.4 Maintain and repair school

Table 4.4(a) shows that 102 (92.7%) of students respondents agreed strongly that the SGB should maintain and repair the school. Only 8 (7.3%) of the respondents disagreed strongly with the statement. Table 4.4(a) also reflects that 102 (92.7%) of adult respondents strongly agreed to the statement. Only 8 (7.3%) agreed. Similar responses from both students and adults were discovered.

This implies that parents are to maintain and repair schools. They need to make sure of their roles and create a healthy environment, which is conducive to effective and efficient teaching and learning, for production of best results.

Item 7.5 In-charge of training new SGB members

Table 4.4(a) shows that majority 94 (85.5%) of students respondents strongly agreed that it is the duty of the SGB to make sure that new governors are trained. 16 (14.5%) disagreed with statement, stating that the SGB's were not capable of doing that. Table 4.4(b) reveals that 86 (78.2%) of adult respondents are strongly of the opinion that the training of new SGB members is essential. But 24 (21.8%) disagreed with the practice, saying that education specialists are there to train new SGB members. This implies that the old SGB members should train the new ones for effective governance. This will help them to master their job specifications.

4.8 FINANCIAL RESPONSIBILITIES

Tables 4.5 (a & b) show the financial responsibilities of SGBs from both students and adults.
Table 4.5(a) financial skills of the SGB (student)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th></th>
<th></th>
<th>D</th>
<th></th>
<th></th>
<th>A</th>
<th></th>
<th></th>
<th>SA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Should set up and administer school funds</td>
<td>2</td>
<td>1.8</td>
<td>10</td>
<td>9.1</td>
<td>35</td>
<td>31.8</td>
<td>63</td>
<td>57.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Prepare school budget every year</td>
<td>7</td>
<td>6.4</td>
<td>10</td>
<td>9.1</td>
<td>41</td>
<td>37.3</td>
<td>52</td>
<td>47.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3 Do basic work on budget</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>10.9</td>
<td>32</td>
<td>29.1</td>
<td>66</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 Should decide the priorities of the budget</td>
<td>7</td>
<td>6.4</td>
<td>9</td>
<td>8.2</td>
<td>58</td>
<td>52.7</td>
<td>36</td>
<td>32.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.5 Should have budget skills</td>
<td>1</td>
<td>0.9</td>
<td>9</td>
<td>8.2</td>
<td>29</td>
<td>26.4</td>
<td>71</td>
<td>64.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: SD = strongly Disagree, D = Disagree, A = Agree, SA = strongly Agree

Table 4.5(b) financial skills of the SGB (adults)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th></th>
<th></th>
<th>D</th>
<th></th>
<th></th>
<th>A</th>
<th></th>
<th></th>
<th>SA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Should set up and administer school funds</td>
<td>4</td>
<td>3.6</td>
<td>6</td>
<td>5.5</td>
<td>34</td>
<td>30.9</td>
<td>66</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Prepare school budget every year</td>
<td>5</td>
<td>4.5</td>
<td>6</td>
<td>5.5</td>
<td>38</td>
<td>34.5</td>
<td>61</td>
<td>55.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3 Do basic work on budget</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>17.3</td>
<td>35</td>
<td>31.8</td>
<td>56</td>
<td>50.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 Should decide the priorities of the budget</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>9.1</td>
<td>51</td>
<td>46.4</td>
<td>49</td>
<td>44.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.5 Should have budget skills</td>
<td>8</td>
<td>7.3</td>
<td>4</td>
<td>3.6</td>
<td>20</td>
<td>18.2</td>
<td>78</td>
<td>70.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Item 8.1 Should set up and administer school fund

Table 4.5(a) shows that 98 (89.1%) of students respondents felt the SGB should set up and administer school funds. Only 12 (10.9%) of the respondents disagreed, while table 4.5(b) indicates that 100 (90.9%) of adult respondents felt that the SGB should set and administer school funds. Only 10 (9.1%) disagreed strongly.

The implication of this finding is that the majority of respondents felt that the administration of funds is the duty of the SGB, as stipulated by SASA (1996).
The respondents (students and adults) felt that the SGB lack the necessary skills and expertise as far as administration of funds is concerned.

**Item 8.2 Prepare school budget every year**

Table 4.5(a) reveals that 93 (84.5%) of students respondents agreed strongly that the SGB should prepare the school budget every year, while 17 (15.5%) disagreed. Table 4.5(b) indicates that 99 (90%) of adult respondents stated that the school governing body should prepare a budget on a yearly basis. Only 11 (10%) disagreed with the idea. The SGB need empowerment as far as financial matters are concerned.

**Item 8.3 Do basic work on budget**

Table 4.5(a) revealed that 98 (89.1%) of student respondents agree and strongly agreed that the SGB should do basic work on budget. Only 12 (10.9%) respondents disagreed with the statement. Table 4.5(b) reveals that 91 (82.7%) of adult respondents agree and strongly agreed that the SGB should do basic work on budgeting. Only 19 (17.3%) disagreed and strongly disagreed with the idea. The implication of these findings is that the majority of respondents felt that the SGB should be equipped with relevant skills for budgeting.

**Item 8.4 Should decide the priorities of the budget**

Table 4.5(a) reveals that 94 (85.5%) of students respondents agree and strongly agree that the SGB should decide the priorities of the budget and only 16 (14.5%) of respondents disagreed with the statement, while table 4.5(b) shows that 100 (90.9%) of adult respondents agree strongly that the SGB should decide the priorities of the budget. Only 10 (9.1%) disagreed with the statement. The significance of this finding is that the majority of respondents felt that rural school governors lack knowledge of budgeting priorities. This implies that rural school governors are not clear about the
budget priorities. They need to be empowered as far as budget priority decisions are concerned.

**Item 8.5 Should have budgeting skills**

Table 4.5(a) reveals that 100 (90.9%) of students respondents agree and strongly agree that the school governing body should have budget skills. Only 10 (9.1%) of respondents are against the SGB having the budgeting skills issue. In table 4.5 (b), 98 (89.1%) of adult respondents agree strongly that the governing body should have budgeting skills, only 12 (10.9%) of respondents disagree with the statement. The significance of this finding is that the majority of respondents felt that rural school governors need empowerment since they lack the necessary skills and expertise.

### 4.9 SCHOOL DISCIPLINE (STUDENTS AND ADULTS)

Table 4.6 (a & b) illustrates students and adults views on school discipline.

#### Table 4.6(a) school discipline (Student)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>9.1 Keep discipline and control any form of crime</td>
<td>4</td>
<td>3,6</td>
<td>6</td>
<td>5,5</td>
</tr>
<tr>
<td>in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Governors handle conflict in schools</td>
<td>4</td>
<td>3,6</td>
<td>7</td>
<td>6,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Determine disciplinary measures for learners</td>
<td>4</td>
<td>3,6</td>
<td>8</td>
<td>7,3</td>
</tr>
<tr>
<td>who misbehave</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4 Responsible for appointment and dismissal of</td>
<td>19</td>
<td>17,3</td>
<td>13</td>
<td>11,8</td>
</tr>
<tr>
<td>teaching and non-teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.5 Should be equipped with conflict management</td>
<td>8</td>
<td>7,3</td>
<td>2</td>
<td>1,8</td>
</tr>
<tr>
<td>skills</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Table 4.6(b) School discipline (Adults)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Keep discipline and control any form of crime in school</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1.8</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>9.2 Should handle conflict in schools</td>
<td>3</td>
<td>2.7</td>
<td>12</td>
<td>10.9</td>
</tr>
<tr>
<td>9.3 Determine disciplinary measures for learners who misbehave</td>
<td>4</td>
<td>3.6</td>
<td>13</td>
<td>11.8</td>
</tr>
<tr>
<td>9.4 Responsible for appointment and dismissal of teaching and non-teaching</td>
<td>25</td>
<td>22.7</td>
<td>19</td>
<td>17.3</td>
</tr>
<tr>
<td>9.5 Should be equipped with conflict management skills</td>
<td>6</td>
<td>5.5</td>
<td>13</td>
<td>11.8</td>
</tr>
</tbody>
</table>

**Item 9.1 To keep discipline and control any form of crime in schools**

Table 4.6(a) reveals that 100 (90.9%) of students respondents agree and strongly agree that the SGB should keep discipline and control crime at schools. Only 10 (9.1%) disagreed to the statement. Table 4.6(b) shows that 106 (96.4%) of adult respondents felt that the school governing body should keep discipline and control any form of crime at schools. Only 21 (1.9%) were against the opinion. Adult respondents stated that the SGBs are incapable of doing that.

The implication of this finding could be due to the fact that the majority of respondents were familiar with the stipulations of SASA (1996) concerning discipline in the school.

**Item 9.2 Should handle conflict in schools**

Table 4.6(a) indicates that 99 (90%) of students respondents agree and strongly agree that the SGB can handle conflict in schools. Only 11 (10%) of students respondents felt that the SGB are incapable of doing that, while table 4.6(b) reflects that 95 (86.4%) of adult respondents agree and strongly agree that the SGB should handle conflict in schools. Only 15 (13.6%) disagreed
and strongly disagreed with the statement. The implication of this finding is that the majority of respondents (students and teachers) felt that this job should be left to the SGBs, because of the workshops they attended, they possess little knowledge on conflict management.

**Item 9.3 Maintain school discipline**

Table 4.6(a) reveals that 93 (84.5%) of students respondents agreed and strongly agreed that governing bodies should maintain school discipline. Only 17 (15.5%) respondents disagreed with this statement. Table 4.6(b) reflects that 93 (84.5%) of adult respondents agreed strongly that the SGB should maintain discipline while 17 (15.5%) disagreed. This could be due to the fact that maintaining discipline is part of the SGB’s duties as stipulated by SASA (1996).

**Item 9.4 Responsible for the appointment and dismissal of teaching and non-teaching staff**

Table 4.6(a) reveals that 78 (70.9%) of students respondents agreed strongly that the SGB is responsible for the appointment and dismissal of teaching and non-teaching staff. Only 12 (10.9%) disagreed, while 4.6(b) reflects that 66 (60%) of adult respondents agreed strongly that the SGB should appoint and dismiss teachers. Only 44 (40%) disagreed and strongly disagreed with the statement. The implications of this finding is that the majority of respondents felt that the duties taken by the SGB, are complex and require professional skills.

**Item 9.5 Should be equipped with conflict management skills**

Table 4.6(a) reveals that 100 (90.9%) of students respondents agreed and strongly agreed that the student governors should be equipped with conflict management skills and specialized knowledge for solving problems encountered in schools. Only 10 (9.1%) disagreed with the statement, while
Table 4.6(b) shows that 91 (82.7%) of adult respondents agreed and strongly agreed that the SGB members should be equipped with the necessary skills.

4.10 MISSION STATEMENT DEVELOPMENT (STUDENT AND ADULTS)

Tables 4.7 (a & b) illustrate students and adults' views on the development of mission statement by the SGB.

Table 4.7(a) development of mission statement (Students)

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>10.1 Adopt the constitution</td>
<td>6</td>
<td>5.5</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>10.2 Develop the mission statement of the school</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>10.3 Support the principal, educators and other staff members</td>
<td>6</td>
<td>5.5</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>in the performance of their profession roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4 Adopt a code of conduct</td>
<td>6</td>
<td>5.5</td>
<td>6</td>
<td>5.4</td>
</tr>
<tr>
<td>10.5 Recommend to the HOD of education</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>10.9</td>
</tr>
<tr>
<td>the appointment of teachers at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.6 Administer and control school properties</td>
<td>6</td>
<td>5.5</td>
<td>9</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Key: SD = strongly disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 4.7(b) development of mission statement (Adults)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>10.1 Adopt the constitution</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>6.4</td>
</tr>
<tr>
<td>10.2 Develop the mission statement of the school</td>
<td>3</td>
<td>2.7</td>
<td>6</td>
<td>5.5</td>
</tr>
<tr>
<td>10.3 Support the principal, educators and other staff members</td>
<td>8</td>
<td>7.3</td>
<td>4.5</td>
<td>26.4</td>
</tr>
<tr>
<td>in the performance of their profession roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4 Adopt a code of conduct</td>
<td>4</td>
<td>3.6</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>10.5 Recommend to the HOD of education, the appointment of educators at school</td>
<td>3</td>
<td>2.7</td>
<td>24</td>
<td>21.8</td>
</tr>
<tr>
<td>Administer and control school properties</td>
<td>7</td>
<td>6.4</td>
<td>10</td>
<td>9.1</td>
</tr>
</tbody>
</table>
Table 4.7(a) and 4.7(b) analyse the development of a mission statement as seen by students and adult respondents. This information is provided on a four-point scale.

**Item 10.1 Adopt the constitution**

Table 4.7(a) reveals that 100 (90.9%) of students respondents agreed and strongly agreed that the student governors should adopt the constitution. Only 10 (9.1%) of respondents disagreed with the statement, while table 4.7(b) reveals that 103 (93.6%) of adult respondents agreed and strongly agreed that the SGB should adopt the constitution. Only 7 (6.4%) disagreed with the statement. The implication of this finding is that, the majority of respondents (students and adults) felt that the duties of the SGB is to make sure that rules and regulations established, are implemented at schools.

**Item 10.2 Develop the mission statement of the school**

From table 4.7(a) 105(95.5%) of students respondents agreed and strongly agreed that the SGB should develop the mission statement of the school, 5 (4.5%) disagreed with the statement, while table 4(b) reveals that 103 (93.6%) of adult respondents agreed and strongly agreed that the school governing body should develop mission statement. Only 9 (8.2%) disagreed, stating that the SGB is incapable of doing that. This suggests that the majority of respondents felt that, to develop a mission statement is a complicated issue for the SGB. Rural schools SGB’s need to be equipped with the relevant knowledge and skills that will assist them in drawing up the mission statement.

**Item 10.3 Support the principal, educators and other staff members in the performance of their professional roles**

Table 4.7(a) item 10.3 reveals that 100 (90.9%) of students respondents agreed that the SGB should support the principal, educators and other staff members in the performance of their professional roles. Only 10 (9.1%)
disagreed strongly with the statement, while in table 4.7(b) 97 (88.2%) of adult respondents agreed and strongly agreed that the SGB should support the principal, educators and other staff members in the performance of their professional roles. Only 13 (11.8%) disagreed with the statement. The implication of this finding is that, the majority of respondents felt that the SGB should support and work co-operatively with the principal and his/her staff, in order to achieve best results.

**Item 10.4 Adopt the Code of Conduct**

From table 4.7(a) 93 (89.1%) of students respondents agreed strongly that SGB should adopt the code of conduct as members of the SGB. Only 12 (10.9%) disagreed with the statement. They felt that SGB is incapable and lacks the necessary knowledge, while from table 4.7 (b) 103 (93.6%) of adult respondents agreed strongly that the SGB should adopt the code of conduct. Only 7 (6.4%) disagreed with the statement. The implication of this statement is that the majority of respondents, agreed strongly that the SGB should adopt the code of conduct.

**Item 10.5 Recommended to the HOD of Education the appointment of new teachers at school**

Table 4.7(a) reveals that 95 (86.4%) of students respondents agreed and strongly agreed that the student governors as SGB members should also recommend the appointment of teachers to the HOD of Education. Only 15 (13.6%) disagreed with the statement. This may be due to lack of familiarity with the South African School Act of 1996. While table 4.7(b) reveals that 83 (75.5%) of adult respondents agreed strongly with the statement. Only 27 (24.5%) disagreed with the statement. This implies that many respondents felt that the SGB's were familiar with the channels of appointment of teachers, so they can recommend to the HOD of Education the appointment of new teachers.
Item 10.6 Administer and control school properties

From table 4.7(a) 95 (86.4%) of student respondents agreed and strongly agreed that the SGB should administer and control school properties. Only 15 (13.6%) of respondents disagreed with the statement, this may be due to their unfamiliarity with the stipulations of SASA (1996), while table 4.7(b) shows that 86 (80%) of adult respondents felt that adult governors should administer and control school properties. Only 22 (20%) disagreed with the statement. The implication of this finding is that, the majority of respondents felt that the SGB is responsible for the administration and control of school properties. They only need more empowerment and skills, to perform their job effectively.

4.11 ADDITIONAL VIEWS OF RESPONDENTS ON ANY OTHER ROLES THAT ARE IMPORTANT TO SGB’s (STUDENTS AND ADULTS)

Table 4.8(a) and 4.8(b) provides information on the respondents’ views concerning roles and skills needed by school governing bodies. The responses were categorised and ranked from the highest to the lowest.

Table 4.8(a) Any other roles that are important for the SGB (Students)

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To make sure that school funds are properly used</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>1</td>
<td>To participate actively in school matters</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Keep the community informed about school developments</td>
<td>106</td>
<td>96.4</td>
</tr>
<tr>
<td>4</td>
<td>Attend to discipline problems</td>
<td>98</td>
<td>89.1</td>
</tr>
<tr>
<td>5</td>
<td>To train new SGB members</td>
<td>90</td>
<td>81.8</td>
</tr>
</tbody>
</table>

Table 4.8(b) Any other roles that are important for the SGB (Adults)

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To keep the community informed about school developments</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>1</td>
<td>To participate actively in school matters</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>To make sure that school funds are properly used</td>
<td>100</td>
<td>90.9</td>
</tr>
<tr>
<td>4</td>
<td>To train new SGB members</td>
<td>95</td>
<td>86.4</td>
</tr>
<tr>
<td>5</td>
<td>Attend to discipline problems</td>
<td>90</td>
<td>81.8</td>
</tr>
</tbody>
</table>
In rank number 1, Table 4.8(a) reveals that 110 (100%) of student respondents recommended that the SGB should make sure that school funds are properly used, while table 4.8(b) revealed that 110 (100%) of adult respondents recommended that the SGB should keep the community informed about school development. The students and adults opinions differ slightly. Students view funds as the priority, while adults viewed that the community (parents) are the first to be informed about the school developments, so that they can agree about the amount to be paid for the school development.

For rank number 2, table 4.8(a) indicates that 110 (100%) of students respondents recommended that student governors as members of the SGB need to participate actively in school matters, in order to gain experience, knowledge, skills and potential. Table 4.8(b) reveals that 110 (100%) of adult respondents also recommended that adults SGB’s should participate actively in the school matter. The implication of this finding is that all the respondents felt that active participation in school matters is a key for success. So extensive knowledge, skills and potential is needed for encouragement and objectives achievement of the SGBs.

In rank number 3, Table 4.8(a) shows that 106 (96.4%) of students respondents recommended that the community should be kept informed about school developments for effective governance to take place, while table 4.8(b) shows that 100 (90.9%) of adult respondents felt that the SGB should make sure that school funds are properly used. The significance of these findings is that students and adults opinions differ. This implies that they need more knowledge and skills as far as the stipulations of SASA (1996) are concerned.

For rank number 4, Table 4.8(a) reveals that 98 (89.1%) of student respondents recommended that the SGB should attend to discipline and problem matters in schools, while table 4.8(b) reveals that 95 (86.4%) of adult respondents recommended that the governing body’s role is to train new
members. The implication of these finding is that even if the students and adults governor’s opinions differ, but they still lack knowledge and skills.

In rank number 5, Table 4.8(a) reveals that 90 (81.8%) of students respondents recommended that student governors should train new members in order to participate in school matters and achieve their objectives, while table 4.8(b) reveals that 90 (81.8%) of respondents should attend to discipline and problem matters among students and (adults) teacher governors. This similarity of responses indicates that there is a problem to be solved as far as discipline is concerned in rural schools. So skills are needed.

11.2 Ways in which rural school governance can be improved

Table 4. 9 (a & b) illustrate the views of students and adults on ways in which rural governance’ skills can be improved. The responses were categorised and ranked from the highest to the lowest.

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshops</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Visiting urban school to observe how they manage things.</td>
<td>106</td>
<td>96.4</td>
</tr>
<tr>
<td>3</td>
<td>Participation of all stakeholders</td>
<td>105</td>
<td>95.4</td>
</tr>
<tr>
<td>4</td>
<td>Further Education and training for financial skills</td>
<td>102</td>
<td>92.7</td>
</tr>
<tr>
<td>5</td>
<td>Establish school governors associations (forums)</td>
<td>100</td>
<td>90.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshops</td>
<td>109</td>
<td>99.1</td>
</tr>
<tr>
<td>2</td>
<td>Visiting urban schools to observe how they manage things</td>
<td>101</td>
<td>91.8</td>
</tr>
<tr>
<td>3</td>
<td>Establish school governors associations forums</td>
<td>100</td>
<td>90.9</td>
</tr>
<tr>
<td>4</td>
<td>Financial further education and training for financial skills</td>
<td>98</td>
<td>89.1</td>
</tr>
<tr>
<td>5</td>
<td>Participation of all stakeholders</td>
<td>90</td>
<td>81.8</td>
</tr>
</tbody>
</table>

In rank number 1, Table 4.9(a) reveals that 110 (100%) of student respondents recommended that workshops for student governors should be
provided for effective performance in their jobs, while 109 (99.1%) of adult respondents also recommended workshops for governing bodies, where they will be provided with information expected for effective job performance.

For rank number 2, table 4.9(a) indicates that 106(96.4%) of student respondents in felt that visiting urban school governors for observation, can be vital or fruitful to rural schools, while table 4.9(b) shows that 101 (91.8%) of adult respondents also felt that visiting urban school to observe how they manage things and governance, could be fruitful to rural governors for best job performance.

In rank number 3, table 4.9(a) shows that 100(90.9%) of student respondents felt that the establishment of school governors associations (forum) could be of great help. This is where they could share ideas and learn to express themselves. Table 4.9(b) reveals that 100 (90.9%) of adult respondents are also of the same opinion. They also felt that establishment of school governors associations could broaden their minds as far as school governance is concerned.

For rank number 4, table 4.9(a) indicates that 102(92.7%) of student respondents recommended that further education and training for financial skills development is very important to rural school governors, since they are in-charge of the school money, while table 4.9(b) reveal, that 98 (89.1%) of adult respondents also felt that further education and training will equip the SGB with financial skills. The implication is that the students had slightly higher response than adult, but they also felt that financial skills are essential for rural school governors.

In rank number 5, Table 4.9(a) reveals that 105(95.4%) of students respondents recommended that participation of all stakeholder, is important, while table 4.9(b) also stated that participation of stakeholders is essential and this would strengthen their sense of belonging and ownership. The implication is that even if the students’ response is slightly higher than those of adults, they are of the same opinion of participation of all stakeholders as important.
11.3 Teachers exclusion in the governing body

Table 4.10 (a & b) illustrate the views of students and adults on the exclusion of teachers as SGB members. Their responses were categorised and ranked from the highest to the lowest.

Table 4.10(a) views on the inclusion of teachers in the SGB (Students)

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assist the student with ideas and solution to educational problems</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Help SGB with new ideas on how to develop schools in general</td>
<td>109</td>
<td>99.1</td>
</tr>
<tr>
<td>3</td>
<td>Present learners needs and developments</td>
<td>107</td>
<td>97.3</td>
</tr>
</tbody>
</table>

Table 4.10(b) views on teacher inclusion in the SGB (Adults)

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Present learners needs and problems to the SGB</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Present the teacher needs and problems to the SGB</td>
<td>105</td>
<td>95.4</td>
</tr>
<tr>
<td>3</td>
<td>Help SGB with new ideas of how to develop school in general</td>
<td>98</td>
<td>89.1</td>
</tr>
</tbody>
</table>

In rank number 1, Table 4.10(a) shows that 110(100%) of students respondents recommended and viewed teachers as important. The teachers assist the student with ideas and solution to educational problems, while table 4.10(b) revealed that 110 (100) of adult respondents viewed teacher as important since they present student's needs and problems to the SGB. A high percentage of teachers represent and provide students with guidance and shape them to be the best leaders of tomorrow.

For rank number 2, Table 4.10(a) reveals that 109(99.1%) of student respondents recommended that teachers should be included in the SGB since they help the SGB with new ideas on how to develop schools in general, while 105 (95.4%) of adult respondents in Table 4.10(b) viewed teachers as very important since they present their problems.
In rank number 3, Table 4.10(a) shows that 107(97.3%) of student respondents view teachers as important members of the SGB and needed to be included in the governing body. Teachers represent students’ needs during school hours. They felt that no school could run without teachers. Table 4.10(b) reveals that 98(89.1%) of adult respondents recommended that teachers should be included in the SGB since they help and provide them with new ideas pertaining to education.

11.4 Additional views of respondents on inclusion students in School Governing Body

Table 4.11 (a& b) illustrate the views of students and adults on the inclusion of students as SGB members. Their responses were categorised and ranked from the highest to the lowest.

**Table 4.11(a) illustrate the inclusion of student in the SGB (Students)**

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They are mediators between the SGB, the students and teachers</td>
<td>108</td>
<td>98.2</td>
</tr>
<tr>
<td>2</td>
<td>They should be involved in all school matters concerning governance</td>
<td>100</td>
<td>90.9</td>
</tr>
</tbody>
</table>

**Table 4.11(b) additional views on the inclusion of students in the school governing body (Adults)**

<table>
<thead>
<tr>
<th>RANK</th>
<th>CATEGORY</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They should be involved in all school matters concerning governance</td>
<td>109</td>
<td>99.1</td>
</tr>
<tr>
<td>2</td>
<td>They are mediators between SGB, students and teachers.</td>
<td>101</td>
<td>91.8</td>
</tr>
</tbody>
</table>

In rank number 1, Table 4.11(a) reveals that 108(98.2%) of student respondents recommended that students should be included in the SGB. Students indicated that they are entitled to be members of the SGB and to participate as representatives of other fellow students. Table 4.11(b) reveals
Table 4.12 Comparison of responses of adult and student governors

<table>
<thead>
<tr>
<th>COMPOSITION OF SCHOOL GOVERNING BODY</th>
<th>ADULTS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>SD</td>
</tr>
<tr>
<td>6.1. Parents are to be given more seats</td>
<td>3.52</td>
<td>0.64</td>
</tr>
<tr>
<td>6.2. The principal to act as an ex-officio member</td>
<td>3.76</td>
<td>0.56</td>
</tr>
<tr>
<td>6.3. The community to decide the SGB members</td>
<td>3.72</td>
<td>0.56</td>
</tr>
<tr>
<td>6.4. Teacher representatives are to be included</td>
<td>3.86</td>
<td>0.8</td>
</tr>
<tr>
<td>6.5. Students to be included</td>
<td>3.41</td>
<td>0.78</td>
</tr>
</tbody>
</table>

**Item 6.1 Parents to be given more seats (m=3.52; 3.55)**

In Table 4.12, item 6.1 reveals that parents should be given more seats, the adults scored a mean of 3.52, which suggest that their response could be rated as high and positively. The students obtained a mean of 3.55, which suggests that they are highly positive. This indicates that they are in favour of the item said. It means that the students agreed that parents should contribute and participate actively in the school governance. They need to be given more seats in the school governing body.

**Item 6.2 The principal act as an ex-officio (m=3.76; 3.63)**

Table 6.2 reveals that the principal should act as ex-officio according to the views of adult respondents. Adults' obtained a mean value of 3.76 and students obtained the mean value of 3.63. This indicates that the respondents wanted the principal to be an ex-officio member of the governing body because of his knowledge.

**Item 6.3 The community to decide SGB members (m=3.72; 3.73)**

Table 4.12 reveals the adults response to item 6.3, that is, the community to decide the SGB members as having a mean score of 3.72. This implies that
all the respondents support the idea. This may be due to the adults' awareness, knowledge, capabilities and dedication to their job that encouraged the community's decision.

In the same item 6.3, students have the mean score of 3.73. They therefore, supported the concept of the community to decide the SGB members being mainly due to the fact the community mainly consist of the students' parents and, thus, are aware of the advantages and disadvantages that they face from the same perspective.

**Item 6.4 Teacher represent actives are to be included (m=3.86; 3.74)**

Item 6.4 reveals that teacher representatives be included in the governing body had a mean score of 3.86 by adults. The implication is that the rating reflected a highly positive response, this is due to respondent's belief that teachers are closer to students than to any other stakeholders in the school governing body. Their feeling that adults representatives should be included is positively high. The students scored a mean of 3.74, which could be rated a bit low than that of teachers. This could be due to the fact that students are unclear of the composition of the SGB as stipulated by SASA (1996).

**Item 6.5 Students to be included (m=3.41; 3.57)**

Item 6.5 for students to be included in the school governing body had a mean score of 3.41 from adults and 3.57 from students. The adult mean score of 3.41 is a bit less than those of students because they doubt if students can do the job effectively as a school governors. The students mean score of 3.57 is rated positively high and this reflects their feeling of being ready to participate in the school governing body to represent their fellow students.
4.13 FUNCTIONS AND RESPONSIBILITIES OF THE SGB COMPARISON

The objective of this section is to find out if there is significance difference between views of adults and students mean scores. The views are compared on the basis of duties and responsibilities as provided in table 4.13.

Table 4.13  Functions and responsibilities of the SGB

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ADULTS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>7.1. In-charge of school policy development</td>
<td>2</td>
<td>3.61</td>
</tr>
<tr>
<td>7.2. Responsible for parent’s annual meetings</td>
<td>3</td>
<td>3.43</td>
</tr>
<tr>
<td>7.3. Should set up and administer school funds</td>
<td>5</td>
<td>3.10</td>
</tr>
<tr>
<td>7.4. Responsible for appointment and dismissal of teachers</td>
<td>1</td>
<td>3.62</td>
</tr>
<tr>
<td>7.5. Control of discipline and use of drugs in schools</td>
<td>4</td>
<td>3.26</td>
</tr>
</tbody>
</table>

Key = N1 (Adults) = 110  N2 (students)=110, X= mean; SD= Standard deviation) T.V= (T-Value), R (Position) t = (1,96, P=0,05)

Item 7.1 In-charge of school policy development

Item 7.1, which has a rank of 2 for adults, had a mean score of 3.61 which means they highly support the statement on this item, the students have a mean of 3.46, thereby, supporting the idea. It might be due to teachers, as professionals, believing that students need skills and guidance on policy development, but still their little contribution counts a lot in policy development.

Item 7.2 Responsible for parents annual meetings

Item 7.2 with a rank of 2 for students, show that the students had a mean score of 3.53, which is a high response. This indicates that they are clear
about the item. Adults had a mean score of 3.43, which means that they are hesitant about this concept. Teachers as professionals believe that students do not have sufficient knowledge to convince parents. This implies that skills are needed to encourage adults and students to address annual meetings.

**Item 7.3 Should set up and administer school fund**

Item 7.3 had teachers, with the rank of 5, scoring a mean of 3.10. Adults are of the opinion that the governors should set up and administer school funds while students governors had a mean score of 3.13 and ranked 5 also, positively support the statement. From such findings it is clear that the administration of fund by rural school governors is not satisfactory and this need to be attended to as soon as possible. Financial skills of rural school governors need to be developed.

**Item 7.4 Responsible for appointment and dismissal of teachers**

Item 7.4, ranked 1 of adults obtained the mean score of 3.62 less than 3.66 of students but both rated positive. Parents are a bit hesitant. They do not really support the idea of appointment and dismissal of teachers issue while students idea is similar to that of adults although positively higher than those of adults. The implication is that rural school governors should be formulated.

**Item 7.5 Control the use of drugs and school discipline**

Item 7.5 ranked 4 and the mean score of 3.26 of adults and 3.26 of students with the rank of 4 are similar. Both parties showed a neutral mean value, meaning that they viewed it as a serious problem since they both do not have expertise as far as drugs and discipline in schools are concerned lately. This implies that, discipline and drug issues in schools, need skilled and law professionals (crime experts) to deal with it. Drugs and school discipline need to be tackled as soon as possible in rural schools and relevant skills should be provided to the governors.
4.13 INTERVIEW RESPONSES

This section provides information from interviews of teachers and parents governors, with regard to the governance of schools in rural areas in the Mafikeng Area Project Office of the North West Province. The following is their responses.

**Question:** Do you have a school governing body in your school?

**Responses:** Yes. The respondents agreed that they have SGBs in their schools.

**Question:** Can you tell about the SGBs structure?

**Responses:** The SGB comprises of parents, teachers, students and the principal as an ex-officio member. This composition is elected by the community for the achievement of the school goal and for the satisfaction of the community. Principal alone should not elect his/her own members, as this cause to misunderstandings between him/her and community members.

**Question:** Can you tell about the decision-making process in your school?

**Responses:** The respondents stated that the vast majority of rural school governors are not trained and have neither the experience nor expertise in decision-making process. They (SGB) are on the teachers and senior management team for information upon which the decision could be made.

**Question:** Were you involved in financial issues in you school?

**Responses:** The respondents agreed that they were involved in financial issues, but they emphasized that, if workshops on financial training programmes can be expanded, more knowledge and expertise will be gained.
This will promote effective control and administration of funds in rural school governance.

**Question:** What makes the SGBs not to serve their full office term?

**Responses:** The respondents stated that, lack of co-operation between the staff and SMT is what discouraged them. Because they are semi-literate or illiterate, they lack confidence to take their places on ‘board’ and work as they are expected to. This makes them feel that they lack skills and experience to perform their duties, hence, gradually withdrew their interest and not to serve the full term of office.

**Question:** How can rural school governors be empowered?

**Responses:** The respondents stated that, parents and students in rural schools need to be enlightened as far as school governance is concerned. Students will be in a position to explain the policies on student behaviour to their fellow students and explain policy in general to the parents to promote harmonious and effective governance.

The respondents stated that if the Department of Education can translate the back-up materials into the SGB’s home language there would be a better understanding and effective job performance.

They emphasized that, training programmes should be held three (3) days quarterly and workshops to be conducted through the medium of the SGB’s language. After every workshop or seminar, rural school principals should organize mini-workshops or/and follow-ups for SGBs. This will provide the SGB with knowledge and necessary skills for school governance.
4.14 SUMMARY

This chapter outlined the findings on the roles and skills needed by the school governors of the rural schools in the Mafikeng Area Project Office of the North West Province.

The empirical study reveals that there is significant difference between the viewpoints of the teachers, parents and learners on the roles and skills of the school governors as stipulated by SASA(1996).

The roles and skills identified by the respondents as needing more attention are that:

- school governors should undergo training on how to draw budgets for their schools;
- they must have skills on managing schools properties;
- the governing body should make sure that school funds are properly administered; and
- students are disciplined in an effective manner.
CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The purpose of this chapter is to give the summary of the previous chapters. These chapters will now be discussed under paragraph 5.2.

5.2 SUMMARY OF THE STUDY

This study focused on the roles and skills needed by rural adult (parents, teachers, principals) and student governors in the Mafikeng Area Project Office of the North West Province.

Chapter one highlighted the roles and skills needed by rural school governors. The statement of the problem and the aim of the study were clearly outlined.

Chapter two highlighted the nature and scope of school governors. Furthermore the definition of concepts, roles, powers, composition, duties and responsibilities of SGBs were dealt with in this chapter. Focus was also directed at skills needed by the school governors for the efficient and effective running of the school.

Different governance models were discussed in this study. Each model is based on different conceptions of what governance is and its duties and responsibilities.

In chapter three, a descriptive empirical investigation of the study was discussed. Two questionnaires were designed. One questionnaire was administered to adults (parents, teachers, principals) and the other to student governors in order to assess their views on school governance (c.f 2.2.2.). The main aim was to elicit information concerning a variety of aspects related
to school governance and, also, to find out whether there were any challenges in their work or ways of empowering them (c.f. 3.4.2).

Chapter four dealt with data analysis and interpretation of the findings from the empirical investigation. It was clear in the study that the majority of respondents were concerned with the composition, function (duties) and responsibilities of SGBs.

Chapter five will now present findings, recommendations and the summary.

5.3 MAJOR RESEARCH FINDINGS

In chapter One, study aims were highlighted. Thus, this section will discuss the findings.

5.3.1 Findings on aim 1

In terms of Aim 1: which is to determine from the literature the nature and scope of the roles and skills needed in school governance (c.f. 1.3). The following findings were made:

The nature and scope of school governance roles and skills is broad and complex. It deals with several problems encountered pertaining to the composition, powers, duties (functions) and responsibilities of governing body members, as well as legal status (see paragraph 2.3.1; 2.3.2 & 2.3.3).

The school governing body should be accountable in all respects. The literature study indicated the following guidelines about the duties of the SGB:

- have to deal with school budget and finance;
- parental involvement;
- responsible for general discipline; even during unrest. They should know how to manage conflict;
• establish and implement a performance management policy for appraising all staff;
• the school governing body provide human service to pupils;
• help to raise standards of pupil achievement; and
• new school governors to be provided with strategies which will enable them to acquire additional knowledge and skills (see paragraph 2.3.3.1).

Through co-operation, determination and commitment in their job, efficiency and effective results can quickly be achieved (see paragraph 2.3.3.2).

5.3.2 Findings on aim 2
In terms of aim 2, which is to determine from the literature the guidelines which could help in the development of rural school governors are as follows:

• clarity of what is to be done in school governance; and
• provision of information concerning financial skills.

Generally the findings indicated that the rural school governors lack guidance and clarity of what they need to do in terms of governance as a whole. Strategies, which will enable them to acquire knowledge and skills, are important for effective performance (see paragraph 2.3.5.4).

5.3.3 FINDINGS ON AIM 3

According to aim 3, which is to determine empirically the roles and skills needed by rural school governors, the following findings were made:

The empirical investigation indicated that a high percentage of rural school governors felt that drawing up a school budget, addressing parent’s annual meetings, giving a financial report to parents, and dealing with school discipline are challenges for them.
The general feeling of rural school governors was that they should be empowered because they lack the relevant knowledge and skills for governance.

5.4 RECOMMENDATIONS

The following are recommendations of this study.

Recommendation 1

The education department should workshop the SGB members regularly with specific reference to SASA (1996).

Motivation

For effective and efficient work to be done people need to know exactly what is expected of them. The school governing body members need to be workshopped in skill development and for correct performance of their duties. The newly appointed SGB members need to learn from the experienced ones and share experiences.

Recommendation 2

The design of well-structured training programmes is essential. The department should offer these trainings annually to the school governors especially to those in rural schools.

Motivation

Since the policy implementation problem still exists in rural schools, the government should support initiatives in governors training programmes as it did from 1967 to 1980 especially for rural schools. For the rural school governance to be successful, it must be adequately resourced in terms of finance and personnel. The school heads (principals) should also be involved
in order to give valuable advice to their respective school governors. To be a school governor, needs time, commitment, skills and wise decisions both from the knowledgeable and experienced. Governors with relevant expertise should be sought after.

Recommendation 3

The use of sub-committees in governance to develop expertise and confidence

Motivation

Expertise and confidence could be developed through the use of sub-committees in school governance. Co-operative governance allows sufficient flexibility and the use of resources. It also allows commitment with concern for the quality of education offered. Emphasis on professional management at school level must incorporate co-operative management and partnership in governance.

Recommendation 4

Translation of Back-up Materials into home languages is important

Motivation

A pamphlet or a resource booklet summarising the workshop and circulars should be translated in the SGB's home language to give them a record of proceedings to which they can refer at leisure. The use of audio cassettes can be valuable.
Recommendation 5

Regular formal discussions should be held

Motivation

Formal discussions should be held regularly to assist school governors to become more comfortable with their duties. They also get the opportunity to exchange views freely and fully in school developmental issues for efficient school governance and collective involvement.

Recommendation 6

Involvement of other governors in regional and local workshops

Motivation

When the circuit invites one person to a meeting (principal or chair person of the SGB) it will delay the process of spreading the information, which will somehow be distorted, especially in rural schools because of unstable membership. Regular workshops of the SGB members, the school head and one teacher will enable the information to reach parents on time. Different interests and responsibilities have to work hand in hand for the sake of good school governance. Through the exchange of ideas, the school governors’ minds can be broadened. Ignorance of this aspect might result in schools being ineffective and unproductive.

Recommendation 7

Maintenance of School discipline among students and teachers

Motivation
School governors need to be given an opportunity to do something to express themselves, in order to understand the nature of accountability, they are involved in. They are the driving forces behind restructuring of school discipline and have full responsibility of school premises. Learners are the main victims of malpractice in schools, so as young serving agencies should be involved to help with discipline. School governors should be made familiar with special education that mandates and addressed the question of drugs and discipline in general and guarantee that legal mandates are met.

Recommendation 8

Practical work and feedback to be conducted by governors

Motivation

Rural school governors decision-making was often constrained because they are solely reliant on senior management teams for information. They need to be given a chance to conduct meetings to encourage independence and to express their views, this will enable them correct their mistakes in time.

Recommendation 9

Control of school money and literacy improvement among school governing bodies

Motivation

Further training institutions should be established in order to reduce literacy and provide necessary skills to promote excellence. School governors should be encouraged to register with further education and training institutions, for effective job performance. This will broaden rural areas SGB’s knowledge and equip them with financial skills.
for effective administration of finance. Furthermore, training of school governors, especially in rural schools, where illiteracy still exists is important. The SGBs should have a broad understanding of educational, political, and economist system relating to governance and this will help the rural governors with financial implications.

This study revealed that the lack of skills is a threat to the stability and effective school administration in the rural schools of the North West Province.
BIBLIOGRAPHY


## SECTION A

**BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION OF STUDENTS GOVERNORS**

Please answer the following questions by putting a cross (x) on the appropriate number written in a box or use an open space provided.

### 1. AGE CATEGORY IN YEARS

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 15</td>
<td>1</td>
</tr>
<tr>
<td>15 – 17</td>
<td>2</td>
</tr>
<tr>
<td>18 – 20</td>
<td>3</td>
</tr>
<tr>
<td>21 – 23</td>
<td>4</td>
</tr>
<tr>
<td>24 – 26</td>
<td>5</td>
</tr>
<tr>
<td>27 and above</td>
<td>6</td>
</tr>
</tbody>
</table>

### 2. GENDER

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

### 3. PRESENT GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – 8</td>
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</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

3.6 Should grades be considered during the election of governors

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
3.7 Give reason(s) for your answer in 3.6

3.8 Which of the following describe the settlement type of your school

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
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</tr>
<tr>
<td>Urban</td>
<td>2</td>
</tr>
</tbody>
</table>

4. RANK SCHOOL TEACHERS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>1</td>
</tr>
<tr>
<td>HOD</td>
<td>2</td>
</tr>
<tr>
<td>Deputy</td>
<td>3</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION B: SCHOOL GOVERNOR'S PERCEPTION

Please indicate whether the following statement stipulates the role of the SGB's, by using a cross (x) on the appropriate block. Should the following statement be regarded as the role of the principal? Use a cross on the appropriate answer in a block.

5. THE ROLE OF THE PRINCIPAL

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 He/she encourages the staff to work hard</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5.2 He/she is a supervisor over teaching and non-teaching staff</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5.3 In-charge of legal responsibility of administration of the school</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5.4 He/she is in-charge of the internal organisation of the school</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
5.5 He/she have to work hand in hand with the student and the principal

<table>
<thead>
<tr>
<th></th>
<th>1. Yes</th>
<th>2. No</th>
</tr>
</thead>
</table>

6. COMPOSITION OF THE GOVERNING BODY

Indicate how important the statement is, by using the following keys:

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Parents are to be given more seats</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>6.2 The principal should act as an ex-officio member</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>6.3 The community should elect the SGB members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>6.4 Teacher’s representatives are to be included</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6.5 Students are also members of the SGB</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

7. FUNCTIONS AND SKILLS OF THE SCHOOL GOVERNORS

<table>
<thead>
<tr>
<th>Function</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 In-charge of school policy development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>7.2 Responsible for parent’s annual meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>7.3 Responsible for curriculum development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>7.4 Maintain and repair school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>7.5 In-charge of training new members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>22</td>
</tr>
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</table>

8. FINANCIAL MANAGEMENT SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Should set up and administer school fund</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>8.2 Prepare school budget every year</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>
### 8.2 Prepare school budget every year

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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### 8.3 Do basic work on budget

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<th>1</th>
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### 8.4 Should decide the priorities of the budget

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<thead>
<tr>
<th>1</th>
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### 8.5 Should have budget skills

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### 9. SCHOOL DISCIPLINE

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<tr>
<th>SD</th>
<th>D</th>
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<th>SA</th>
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</table>

#### 9.1 To control the use of drug and any form of crime in schools

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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#### 9.2 Should handle conflict in schools

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<tr>
<th>1</th>
<th>2</th>
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#### 9.3 Maintain school discipline

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<thead>
<tr>
<th>1</th>
<th>2</th>
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#### 9.4 Responsible for appointment and dismissal of teaching and non-teaching staff

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<th>1</th>
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<th>4</th>
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#### 9.5 Should be equipped with conflict management skills

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<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
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</table>

### 10. DEVELOPMENT OF MISSION STATEMENT

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
</table>

#### 10.1 Adopt a constitution

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<thead>
<tr>
<th>1</th>
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<th>4</th>
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</thead>
</table>

#### 10.2 Develop the mission statement of the school

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</thead>
</table>

#### 10.3 Support the principal, educators and other staff members in the performance of their professional roles

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#### 10.4 Adopt a code of conduct

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#### 10.5 Administer and control school’s properties

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<th>4</th>
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</table>

### SECTION C

### 11. GENERAL QUESTIONS

#### 11.1 State any other roles you think are important for the SGB

...
11.2 Suggest ways in which rural school governance skills can be improved

11.3 What are your views regarding teacher exclusion in the Governing Body

11.4 What are your views pertaining to the inclusion of students in the Governing Body
NORTH WEST UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION

SECTION A
BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION FOR ADULTS

Please answer the following questions by putting a cross (x) on the appropriate number written in a box or use an open space provided.

1. AGE CATEGORY IN YEARS
   | 1.1 Below 30 | 1 |
   | 1.2 31-35    | 2 |
   | 1.3 36-40    | 3 |
   | 1.4 41-45    | 4 |
   | 1.5 46-50    | 5 |
   | 1.6 51 and above | 6 |

2. GENDER
   | 2.1 Male | 1 |
   | 2.2 Female | 2 |

3. PROFESSION
   | 3.1 Std 8 + Diploma | 1 |
   | 3.2 Std 10 + Diploma | 2 |
   | 3.3 BA + Profession | 3 |
   | 3.4 B.Ed Hons | 4 |
   | 3.5 Other: Specify | 5 |

3.6 Should qualifications be considered during the elections of governors
   | Yes | 1 |
   | No  | 2 |
3.7 Give reason(s) for your answer in 3.6

3.8 Which of the following describe the settlement type of your school

<table>
<thead>
<tr>
<th>Rural</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>2</td>
</tr>
</tbody>
</table>

4. RANK

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>1</td>
</tr>
<tr>
<td>HOD</td>
<td>2</td>
</tr>
<tr>
<td>Deputy</td>
<td>3</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION B: SCHOOL GOVERNOR'S PERCEPTION

Should the following statements be regarded as the role of the principal. Use a cross next to the appropriate answer.

5. THE ROLE OF THE SGB

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 He/she encourages the staff to work hard</td>
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<td></td>
</tr>
<tr>
<td>5.2 He/she is a supervisor over teaching and non-teaching staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.3 In-charge of legal responsibility of administration of the school</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.4 He/she is in-charge of the internal organisation of the School</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
5.5 He/she have to work hand in hand with the student and the principal

<table>
<thead>
<tr>
<th></th>
<th>1. Yes</th>
<th>2. No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8-12</td>
<td></td>
</tr>
</tbody>
</table>

6. COMPOSITION OF THE GOVERNING BODY

Indicate how important the statement is, by using the following keys:
1. Strongly Disagree (SD)
2. Disagree (D)
3. Agree (A)
4. Strongly Agree (SA)

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Parents are to be given more seats</td>
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<td>3</td>
<td>4</td>
</tr>
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<td>6.2 The principal should act as an ex-officio member</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.3 The community should elect the SGB members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.4 Teacher's representatives are to be included</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.5 Students are also members of the SGB</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

7. FUNCTIONS AND SKILLS OF THE SCHOOL GOVERNORS

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 In-charge of school policy development</td>
<td>1</td>
<td>2</td>
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<td>7.2 Responsible for parent's annual meetings</td>
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<td>7.3 Responsible for curriculum development</td>
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<td>7.4 Maintain and repair school</td>
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<td>7.5 In-charge of training new members</td>
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8. FINANCIAL MANAGEMENT SKILLS

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<td>8.1 Should set up and administer school fund</td>
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<td>8.2 Prepare school budget every year</td>
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8.3 Do basic work on budget
8.4 should decide the priorities of the budget
8.5 Should have budget skills

9. SCHOOL DISCIPLINE

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9.1 To keep discipline and control any form of crime in schools
9.2 Should handle conflict in schools
9.3 Determine disciplinary measures for learners who misbehave
9.4 Recommend appointment and dismissal of teaching and non-teaching staff
9.5 Should be equipped with conflict management skills

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10. DEVELOPMENT OF MISSION STATEMENT

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10.1 Adopt a constitution
10.2 Develop the mission statement of the school
10.3 Support the principal, educators and other staff members in the performance of their professional roles
10.4 Adopt a code of conduct
10.5 Administer and control school's properties

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SECTION C

11. GENERAL QUESTIONS

11.1 State any other roles you think are important for the SGB

........................................................................................................................................
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........................................................................................................................................
11.2 Suggest ways in which rural school governance skills can be improved

11.3 What are your views regarding teacher exclusion in the Governing Body

11.4 What are your views pertaining to the inclusion of students in the Governing Body
TO: REGIONAL MANAGERS
ARE PROJECT OFFICERS
SITE MANAGERS
EDUCATORS

RESEARCH PROJECT: FIELD WORK

The Department of Educational Planning and Administration hereby request you to grant our ACE, B Ed (Hons) and M Ed postgraduate student(s) permission to conduct research in school(s)/ college(s) under your jurisdiction.

TOPIC: RULES AND SKILLS NEEDED BY RURAL SCHOOLS IN THE MAFIKEN AREA PROJECT... OF THE NORTH WEST PROVINCE

Student Name: J. A. E. K.

Thanking you in anticipation.

Yours sincerely

Prof M.W. Legotlo
HOD: Educational Planning & Administration

Enq. Prof. M. W. Legotlo
Head of Department

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