

Promoting best interest and development of the school: perceptions of school governing bodies in rural schools

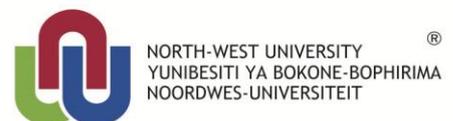
**RPP Baloyi
22016759**

Dissertation submitted in fulfilment of the requirements for the
degree Magister Educationis in Education Management at the
Potchefstroom Campus of the North-West University

Supervisor: Dr CP van der Vyver

May 2017

It all starts here™



ACKNOWLEDGEMENT

My heartfelt thanks go to the following, support structures, without whom this study would not have been possible:

- Dr CP van der Vyver, for his expert guidance, enthusiasm and encouragement throughout this study. I acknowledge your on-going supervision and patience. Your critical yet positive comments shaped this study. Thanks are also due to the University Student Support Structure, who organised structured workshops on all critical research points.
- The District office of the Department of Education - Vhembe, Malamulele central circuit office and all schools for giving me the permission to conduct the research.
- My husband Muchini Jonas Baloyi, thank you for your support, understanding and encouragement. I nearly gave up but you gave me all the reasons to persevere.
- My daughter Kuhlula and my two sons Fumani and Mfumow'tile Baloyi, sometimes I missed your birthdays and family holidays but you understood my course. Thank you very much.
- My parents Dr Billy and Florence Maluleke thanks for your motivation and support.
- My brother Eric, sisters, Conny and Abby thank you for giving me enough space to study.

Khanimamba

ABSTRACT

The South African Schools Act (SASA) 84 of 1996 gives the SGB a mandate to promote the best interest of the school and also to ensure its development. The SASA democratised school governance by giving schools to the communities and making it mandatory for parents to serve on school governing bodies (SGBs). The SGB is responsible for the promotion of the best interest and development of the school. The research sought the perceptions of members of the SGB on their role of promoting the best interest and development of the school. A detailed literature review was undertaken to determine what the best interest of the school and school development entail. The research investigated the type of training the SGB's received in promoting the best interest and development of the school.

A qualitative research design, embedded in the interpretivist paradigm in the form of a phenomenological study was chosen as the preferred method of research. Using a qualitative, phenomenological approach the researcher attempted to examine personal experiences and viewpoints of SGBs with regards to their role of promoting the best interest and development of the school. Purposive sampling was used to select the participants in order to obtain insight on how they perceive their role of promoting the best interest and development of the school. Individual and focus group interviews were used to generate data. The researcher was guided, using an interview schedule during the interviews. The trustworthiness was ensured in the collection and interpretation of collected data. Collected data was transcribed and analysed. The data collected was analysed, interpreted and arranged under selected themes, using a content analysis.

The main findings of the research include:

- *Findings with regard to the promotion of the best interest of the school.*

Literature revealed that the promotion of the best interest of the school mean that the SGB must exert its effort, commitment and dedication towards everything that is of the advantage of the school. The SGB is responsible for developing a strategy for ensuring that quality education is provided for all learners at the school. The SGB in the best interest of the school must formulate strategies to achieve the school's vision and mission whilst the principal and staff are responsible for the implementation thereof. SASA implies that school governors regardless of who elected them have to deal with, among other things, determining the admission policy, language and religious policies of the school; developing and adopting a code of conduct for learners; recommending to the HOD the appointment of educators.

It is in the best interest of the school that the SGB and the SMT must work closely together in fulfilling their functions for the smooth running of the school. The role of the SGB in promoting the best interest of the school may include and not limited to the following matters relating to curriculum issues, provision of adequate resources and general support.

- *Findings with regard to training SGB's received in promoting the best interest of the school and school development.*

Some SGBs did not receive training at all. The few SGBs who received training underwent an induction workshop which was said to be insufficient and inadequate. The training did not capacitate members of SGBs on their key areas of operation as the whole scope of school governance was squeezed into some few hours of training.

- *Findings with regard to how the principal and members of SGBs in rural public schools perceive their role of promoting the best interest and school development.*

Most SGB members have a limited understanding of what promoting the best interest of the school entail. Some understanding was shown in promoting the best interest and development of the school through their involvement in the curriculum issues of the school, management of resources, offering different types of support to the school and the control of finances in the school. Many SGBs are still not involved in policy development in their schools. The development and understanding of policies still seem to be a challenge for most SGBs in rural schools.

- *Findings with regard to the formulation of guidelines to empower SGB members in rural areas in promoting the best interest and development of the school.*

Guidelines were formulated to empower SGBs on their promotion of the best interest and development of the school.

Finally, recommendations were made to different levels of the Department of Basic Education to assist SGBs in the promotion of the best interest and development of the school.

Key words: Best interest, rural, school development, school governing body, secondary schools, training.

OPSOMMING

Die Suid-Afrikaanse Skolewet, (SASW) 84 van 1996, gee die skoolbeheerliggaam (SBL) die mandaat om in die beste belang van die skool op te tree en ook om die ontwikkeling daarvan te verseker. Die SASW demokratiseer skoolbeheer deur skole aan gemeenskappe terug te gee en maak dit verpligtend dat ouers op skoolbeheerliggame moet dien. Die SBL is verantwoordelik om die beste belang en ontwikkeling van die skool te bevorder. Hierdie navorsing het gepoog om persepsies van lede van die SBL ten opsigte van hul rol om die beste belang en ontwikkeling van die skool te bevorder en te verstaan. 'n Gedetailleerde literatuuroorsig is onderneem om vas te stel wat die bevordering van die beste belang van die skool en skoolontwikkeling behels. Die navorsing het ook verder die aard van die opleiding wat die SBL ontvang het, in die bevordering van die beste belang en ontwikkeling van die skool, ondersoek.

'n Kwalitatiewe navorsingsontwerp, ingebed in die interpretivistiese paradigma in die vorm van 'n fenomenologiese studie, is gekies as die voorkeur-metode van navorsing. Met die gebruik van 'n kwalitatiewe, fenomenologiese benadering het die navorser gepoog om persoonlike ervarings en menings van lede van skoolbeheerliggame met betrekking tot hul rol in die bevordering van die beste belang en ontwikkeling van die skool te ondersoek. Doelgerigte steekproefneming is gebruik om die deelnemers te selekteer, ten einde insig te bekom hoe hulle hul rol in die bevordering van die beste belang en ontwikkeling van die skool sien. Individuele- en fokusgroep onderhoude is gebruik om data te genereer. Die navorser het die onderhoude gelei, met behulp van 'n onderhoud skedule. Vertrouenswaardigheid en kredietwaardigheid van die navorsing is verseker in die insameling en interpretasie van data. Ingesamelde data is getranskribeer en geanaliseer. Die data wat ingesamel is met 'n inhoudsanalise ontleed, vertolk en geplaas onder gepaste temas.

Die belangrikste bevindinge van die navorsing sluit in:

- *Bevindinge met betrekking tot die bevordering van die beste belang van die skool*

Literatuur het aan die lig gebring dat die bevordering van die beste belang van die skool beteken dat die SBL al sy pogings, verbintenis en toewyding moet uitoefen tot voordeel van die skool. Die SBL is verantwoordelik vir die ontwikkeling van 'n strategie om te verseker dat gehalte onderwys voorsien word vir alle leerders by die skool. Die SBL moet strategieë formuleer om die visie en missie in die beste belang van die skool te bereik, terwyl die skoolhoof en personeel verantwoordelik is vir die implementering daarvan. SASW impliseer dat die skoolbeheerliggaam, ongeag wie hulle verkies het, onder andere gemoeid moet wees met, die bepaling van die toelatingsbeleid, taal- en godsdiensbeleid van die skool; die ontwikkeling en aanvaarding van 'n

gedragskode vir leerders; en om aanbevelings aan die departementshoof te maak rakende die aanstelling van opvoeders.

Dit is in die beste belang van die skool dat die SBL en die skoolbestuurspan (SBS) nou moet saamwerk in die uitvoering van hul pligte vir die optimale funksionering van die skool. Die rol van die SBL in die bevordering van die beste belang van die skool kan die sake insluit wat verband hou met kurrikulumkwessies, voorsiening van voldoende hulpbronne en algemene ondersteuning, alhoewel die SBL nie tot hierdie sake alleen beperk is nie.

- *Bevindinge met betrekking tot opleiding wat die SBL ontvang het in die bevordering van die beste belang van die skool en skoolontwikkeling.*

Sommige skoolbeheerliggame het geen opleiding ontvang nie. Die paar skoolbeheerliggame wat wel opleiding ontvang het, het slegs 'n induksie werkswinkel ondergaan, wat as ontoereikend en onvoldoende beskou is. Die opleiding het lede van skoolbeheerliggame nie voldoende toegerus in sleutelareas van hul verantwoordelikheid nie, aangesien die hele omvang van skoolbeheer in 'n paar uur se opleiding ingeperk is.

- *Bevindinge met betrekking tot die persepsie van skoolbeheerliggame in landelike openbare skole rakende hul rol in die bevordering van die beste belang van die skool en skoolontwikkeling.*

Die meeste lede van die SBL het 'n beperkte begrip van wat die bevordering van die beste belang van die skool behels. 'n Mate van begrip is wel getoon in die bevordering van die beste belang en ontwikkeling van die skool deur middel van hul betrokkenheid by kurrikulumkwessies van die skool, die bestuur van hulpbronne, bied van verskillende tipes ondersteuning aan die skool en die beheer oor finansies in die skool. Baie skoolbeheerliggame is steeds nie betrokke by die ontwikkeling van beleide in hul skole nie. Die ontwikkeling en begrip van beleide blyk nog 'n uitdaging vir die meeste skoolbeheerliggame in landelike skole te wees.

- *Bevindinge met betrekking tot die daarstelling van riglyne om SBL-lede in die landelike gebiede te bemagtig in die bevordering van die beste belang en ontwikkeling van die skool.*

Riglyne is geformuleer om Skoolbeheerliggame te bemagtig oor hul bevordering van die beste belang en ontwikkeling van die skool.

Ten slotte is aanbevelings gemaak op verskillende vlakke van die Departement van Basiese Onderwys om skoolbeheerliggame te help met die bevordering van die beste belang en ontwikkeling van die skool.

Sleutelwoorde: Beste belang, landelike, opleiding, sekondêre skole, skoolbeheerliggaam, skoolontwikkeling.

ABBREVIATIONS LIST

SGB -	School Governing Body
HOD -	Head of department
EM -	Education Management
WSD -	Whole School Development
SDP -	School Development plan
SIP -	School Improvement Plan
SASA -	South African Schools Act
CA -	Content Analysis
SBM -	School-based Management
RCL-	Representative Council of Learners
SMT-	School Management Team

TABLE OF CONTENTS

ACKNOWLEDGEMENT	I
ABSTRACT	II
OPSOMMING	IV
ABBREVIATIONS LIST	VII
DECLARATION	VIII
CHAPTER 1 ORIENTATION	1
1.1 Introduction and background	1
1.2 Problem statement and motivation	2
1.3 Keywords and clarification	4
1.3.1 School governing body (SGB)	6
1.3.2 The South African Schools Act (SASA).....	6
1.3.3 Rural areas.....	5
1.3.4 School governance.....	6
1.3.5 Education management.....	4
1.3.6 Promoting the best interest of the school.....	5
1.3.7 School development	6
1.3.8 School-based Management (SBM)	5
1.4 Research questions	7
1.5 Purpose of the study	7
1.6 Theoretical perspectives	8
1.7 Research design and methodology	9
1.7.1 Research design.....	9

1.7.2	Sampling strategy	10
1.8	Methods of data generation	11
1.8.1	Individual interview	11
1.8.2	Focus group interviews	11
1.9	Method of data analysis	12
1.10	Trustworthiness.....	12
1.11	Ethical consideration	13
1.12	Contribution of the study.....	14
1.13	Synthesis.....	15
CHAPTER 2 THEORETICAL PERSPECTIVES ON PROMOTING THE BEST INTEREST AND DEVELOPMENT OF THE SCHOOL		16
2.1	Introduction	16
2.2	Concept clarification	16
2.2.1	Decentralisation.....	16
2.2.2	School governance.....	17
2.2.3	Best interest of the school.....	18
2.2.4	School development	19
2.3	Legislative framework for the functioning of the SGB.....	20
2.3.1	Composition of the SGB	20
2.3.2	Term of office of SGB representatives	22
2.3.3	Eligibility	23
2.4	Functions of the SGB.....	23
2.4.1	Section 20 schools	23

2.4.2	Section 21 schools	24
2.4.3	No-fee schools.....	26
2.5	The enhancement of the capacity of SGB.....	28
2.6	Professional management and governance	30
2.6.1	Governance.....	31
2.6.2	Professional management	32
2.6.2.1	Education management (EM)	32
2.6.3	Interrelatedness between governance and management.....	34
2.6.3.1	School-based Management (SBM)	34
2.7	Decentralisation of power	35
2.7.1	Stakeholder participation	38
2.7.2	Regulated participation	39
2.7.3	Weighted participation	39
2.8	Promoting the best interest of the school and ensuring school development	39
2.8.1	Promoting the best interest of the school	39
2.8.1.1	Curriculum issues	40
2.8.1.2	Provision of resources	41
2.8.1.3	Providing support.....	43
2.8.1.4	Policy development	46
2.8.1.5	Asset management.....	55
2.8.2	School development	56
2.8.2.1	Whole School Development.....	56

2.8.2.2	School Improvement Plan.....	57
2.8.2.3	The provision of resources.....	57
2.8.2.4	School Development Plan	58
2.9	Governance in rural schools	60
2.9.1	The socio-economic conditions.....	60
2.9.2	Rural areas are not attractive to educators	60
2.9.3	Inappropriate teaching methods	61
2.10	Synthesis	62
 CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY		 63
3.1	Introduction	63
3.2	Research design and methodology	63
3.2.1	Research paradigm	63
3.2.2	Qualitative research.....	65
3.2.3	Strategy of enquiry: phenomenology	66
3.2.4	Population and sampling	67
3.3	Data collection	68
3.3.1	Individual interviews.....	71
3.3.2	Focus groups.....	72
3.3.3	The interview schedule	73
3.4	Data analysis.....	73
3.5	Trustworthiness and credibility.....	76
3.6	Ethical consideration	77

3.7	Summary	78
CHAPTER 4 DATA ANALYSIS AND DISCUSSION OF RESULTS		79
4.1	Introduction	79
4.2	Process of data analysis	79
4.3	Discussion and analysis of data.....	80
4.3.1	Themes identified with regard to training on the roles and responsibilities of the SGB.....	81
4.3.1.1	Training	82
4.3.1.2	Roles of the SGB.....	89
4.3.2	Themes identified regarding promoting the best interest of the school.....	93
4.3.3	Themes identified regarding the development of the school	104
4.4	Summary	113
CHAPTER 5 SUMMARY, FINDINGS AND RECOMMENDATIONS		118
5.1	Introduction	118
5.2	Summary of the research.....	118
5.3	Findings of the research	120
5.3.1	Findings with regard to the research aim one	121
5.3.1.1	Findings with regard to the promotion of the best interest of the school (§2.8).....	121
5.3.1.2	Findings with regard to school development (§2.8.2)	125
5.3.2	Findings with regard to research aim two.....	127
5.3.3	Findings with regard to research aim three	129
5.3.4	Findings with regard to research aim four	133

5.4	Recommendations.....	135
5.4.1	Recommendations to the Department of Basic Education	135
5.4.2	Recommendations to District and Circuit Offices	135
5.4.3	Recommendations to schools.....	137
5.4.4	Recommendations for further research.....	137
5.5	Limitations of the study	137
5.6	Conclusion.....	137
LIST OF REFERENCES		139
ADDENDUM A: INTERVIEW SCHEDULE.....		154
ADDENDUM B: PARTICIPANT INFORMATION AND CONSENT FORM.....		157
ADDENDUM C: PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT.....		161
ADDENDUM D: PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT.....		163
ADDENDUM E: PERMISSION TO DO RESEARCH IN SECONDARY SCHOOL		165
ADDENDUM F: PERMISSION TO DO RESEARCH INCLUDING SGB MEMBERS IN SECONDARY SCHOOL		167
ADDENDUM G: FOCUS GROUP 1 (ENGLISH)		169
ADDENDUM H: PERMISSION TO DO RESEARCH IN SECONDARY SCHOOL		179
ADDENDUM I: ETHICS APPROVAL		181
ADDENDUM J: LETTER FROM THE LANGUAGE EDITOR		182

LIST OF FIGURES

Figure 4-1: Training and roles 81

Figure 4-2: Best interest of school..... 94

Figure 4-3: School development..... 105

CHAPTER 1

ORIENTATION

1.1 Introduction and background

The democratic government of South Africa in its inception in 1994 introduced an education system that phased out school committees where schools in South Africa were governed by these committees (Beckman & Prinsloo, 2009). The previous structures of management in schools had been undemocratic, unjustified and unrepresentative. This system was replaced by the school governing bodies (SGBs) with the aim of promoting democratic representation of stakeholders in public schools (Van Wyk, 2004).

The aim of introducing the South African Schools Act (SASA) no. 84 of 1996 was to promote democratic school governance, and also to introduce a governance structure involving all the stakeholders of education in active and responsible roles, in order to promote issues relating to tolerance, democracy, collective decision making and rational discussion. The SASA was introduced with the aim (among others) to govern the functions of all SGBs of all public schools. It gave all stakeholders, and parents in particular, the opportunity to be involved in the governance of schools where their children were learning. This act brought changes to the way schools were governed and therefore mandated for the establishment of democratic structures of school governance in public schools (RSA, 1996). Parental involvement at governance level was new for many rural schools in South Africa. Uncertainty of their functions and duties together with the limited time for training of school governors as the main role-players in the SGB, makes it sometimes difficult for principals to work harmoniously with parental SGB members (Heystek, 2004).

The functions of school governing bodies (SGBs), introduced by SASA, is very different from the previous functions of school committees before 1996. The difference is that previously there was no statute or Act with clear guiding principles on how the SGB should function. Now the SASA expects the majority representation on governing bodies to be parents and gives them the mandate to play an important role in decision making about their children's education (SASA, 1996).

This chapter provides an outline of the research which investigates the perceptions of the SGB on their role of promoting the best interest and development of the school. It starts by presenting a discussion of the problem statement and motivation for the study (§ 1.2.), followed by the clarification of key words used in this research (§1.3). The research question is clearly specified (§1.4) followed by the aims of the study (§1.5). The theoretical perspectives of this research are

outlined (§1.6) and an explanation of how the research method was used in the study is also given (§ 1.7). The strategy used for sampling in this research is also indicated (§1.7.2), together with the method of data generation (§1.8) and analysis (§1.9). This chapter also explains the trustworthiness of the research (§1.10) as well as the ethical consideration of the study (§1.11). It further indicates the contribution of the study (§1.12) and a preliminary chapter division (§1.13).

1.2 Problem statement and motivation

One of the functions of the school governing bodies (SGBs) as presented in the South African Schools Act (SASA) no. 86 of 1996, sec 20 (1) (a) is to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. The SASA authorise school governing bodies (governance) to govern the school alongside the management team of the school. This act also gave parents an opportunity to be part of the education of their children. In South African schools, parents are required by law to form the majority of representation on SGBs, including the chair of the SGB being a parent (Mncube, 2007). In this attempt, power and voice is given to parents to advance issues of democracy and social justice, in a country that was fraught with racism, oppression and authoritarianism. SGBs in well-developed areas are well informed of their duties and very knowledgeable. They bring with them knowledge, skills and expertise which they effectively use to support principals (Van Wyk, 2004). On the other hand in many rural schools parents still find it difficult and sometimes impossible to assume their responsibilities because they lack knowledge, experience and skills, coupled with low levels of literacy (Heystek, 2004).

The majority of SGBs (parent component) in rural areas find it difficult to understand their role in school governance because they are illiterate (Lemmer & Van Wyk, 2004). These challenges keep on showing up in different ways where parents do not see a need of active involvement in school governance (Chaka, 2008). Many principals perform governance duties without being challenged or noticed by other members of the school governing body. One of the contributing factors is that in the past (before 1996), there was no clear and visible distinction made between school governance and management (Van Wyk, 2004) and no mandated role players to officially “support” the principal (Heystek, 2004).

The SGB, and in particular the parent component, in most rural areas intuitively or unaware shift responsibility for taking major decisions to the principals and educators. The above statement is echoed by a report from Heystek where principals complained about doing the work which is supposed to be done by the SGB and about a lack of support from the SGB (Heystek, 2004). Principals are still seen as having the sole responsibility of leadership and educators feel that their SGB members lacks confidence and are not certain about their roles (Van Wyk, 2004). A

report done by Kader Asmal indicates the recognition of the government that SGB's in many rural areas as well as less advantaged urban areas find it difficult to exercise their functions (Department of Education, 1996). The parliamentary education committee in its report published on 4th July 2013 states that "at the moment, the quality of governance in many rural schools is inadequate due to incapacity and lack of professional support which therefore leads to the quality of governance in many rural schools to remain inadequate" (Department of Basic Education, 2013).

The core function of the SGB is to promote the educational interest of the school and consequently of the learner (Mabaso & Themane, 2002). It is the responsibility of the SGB to uphold section 20 (1a) of the South African Schools Act (South Africa, 1996) which states that "it is the duty of the governing body to promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school". Furthermore section 20(1e) states that "it is also the responsibility of the governing body to support principals, educators and other employees in the performance of their professional duties".

There is a lack of capacity in rural areas with regard to parent governors to fulfil their duties. These SGBs find it difficult to functioning as the law requires (Squelch, 2001). Another counterproductive factor is the grey area between the exact function of parents and the principal, that contributes to malfunctioning and dysfunctional rural schools which makes the idea of self-managing schools to be seen as unrealistic. Bush and Heystek point out that, irrespective of the significant difficulties facing the South Africa's educational system, SGBs still provide quality public education for all learners (Bush & Heystek, 2003). The Ministerial Review Committee (2004), in its report, regards the SGBs as a unifying factor at schools, despite many researchers having rejected such a view (Karlsson, 2000; Sayed & Soudien, 2004).

For any organisation to be successful there must be effective governance. When for any reason the organisation fails, there has been a failure of governance (Association of School and College Leaders, 2012). The success of any country's education system is, to a great extent, dependent on the collaboration and mutual trust existing between partners in school (Mncube, 2005). The Department of Basic Education acknowledged the fact that there is a great need to have a different strategy to uplift rural education and rural development (Surtly, 2011) .

Previous research indicates that parents in SGBs particularly in rural areas, shows a lack of participation in decision-making processes involving critical educational issues which include management of finances, educator conduct as well as employment of educators (Ndlazi, 1999; Christie, 2001; Msila, 2004; HSRC, 2005). The empowerment of parents from impoverished

backgrounds is further recommended if they are to contribute meaningfully in the education of their children. This view is corroborated by Mncube, who highlights numerous factors leading to the a lack of parental participation on SGBs, among other things he highlights unequal power relations in the SGB; the contribution of the socio-economic status; the lack of training which eventually leads to lack of confidence; differences based on cultural expectations of diverse communities; lack in sharing of information; the rural–urban divide; language barriers; poor organisation, and a high turnover rate of governors (Mncube, 2005).

There is still a need for further investigation on the supportive role of governing bodies in rural areas and also on whether SGB members in rural areas understand their role of promoting the best interest of the school and also their understanding of school development (Mncube & Harber, 2013). Previous studies indicated the need for further investigation on stakeholders' participation in school governance (Mabaso & Themane, 2002). Research is needed in order to investigate the gap in understanding discovered in this research, which could be adopted as a widespread phenomenon. This may further provide for effective solutions.

This study concentrates on two distinct functions of the SGB laid down by the South African Schools Act 20(1), namely to "(a) promote the best interest of the school and (b) strive to ensure its development through the provision of quality education for all learners at the school". This research has focused on the determination of the perceptions of SGB members with regard to their role of promoting the best interest of the school and ensuring its development.

1.3 Keywords and clarification

The following discussion indicates relevant concepts used in this research. The concepts clarified below are aimed at pointing out to the reader how the researcher interprets certain main concepts found in relevant literature.

1.3.1 Education management

Education management refers to all the regulative tasks and actions executed by a person or body in a position of authority in a specific area of regulation; it is a process of allowing formative education to take place (Marishane & Botha, 2011). "Education management is the theory and practice of the organisation and administration of existing educational establishments and systems" (Sen & Monroe, 2014). Education management is also described as the process of planning, organising, leading and controlling the activities of an institution by effectively and efficiently utilising human and material resources so as to accomplish all activities in an organisation (Van Deventer & Kruger, 2011).

1.3.2 Promoting the best interest of the school

The core function of the SGB is *to promote the best interests of the school* and strive to ensure its development through the provision of quality education for all learners at the school (Republic of South Africa, 1996). Promoting the best interest is regarded as a strategic role in the running of the school as it involves the setting of a strategic framework, setting school policies and targets for achieving objectives and monitoring. It also involves the evaluation of schools' progress and using schools' vision and mission to set out aims and objectives of the school (Republic of South Africa, 1996; Van Wyk, 2007).

1.3.3 Rural areas

In this study the term rural areas refers to very small and less developed settlements in the countryside. In these areas the majority of people earn their living by working on the land as either farmers or labourers on farms. Rural areas include the land, people and other limited resources that are situated in the open country and characterised by small human settlements outside the immediate economic influence of major urban centres (Surty, 2011). They are usually unspoilt (both physically and culturally), with little or no development and people living very close to nature. Because of the miserable conditions under which some of these people live these areas are usually described in negative terms. They are characterized by different factors that contribute to the negative influence on the delivery of quality public education and they are considered to be remote and relatively underdeveloped. Many rural communities are very poor and disadvantaged. They do not have basic infrastructure for sanitation, roads, water, and other means of transport, electricity and communication technologies (ICTs) (Surty, 2011; Van der Berg, 2008).

1.3.4 School-based Management (SBM)

School-based Management is regarded as an approach that is aimed at improving the quality of education by shifting important decision-making authority and control in some areas such as budgeting, personnel and curriculum from the central office (provincial office/HOD) to principals, teachers, students and parents at school level (Pushpanadham, 2006; Rodriguez & Slate, 2005). SBM refers to a decentralized educational management strategy that is shaped by the shift of the decision-making authority and also the relocation of resources from the national office to the school. The South African education system encourages active participation of stakeholders (parents, learners, educators and also non-educating personnel) in major decision-making and also the implementation of the decisions. The introduction of the SBM was aimed at improving learner performance and achievement (Marishane & Botha, 2011).

1.3.5 School development

School development is defined as a systematic approach applied by the SGB; it is designed to guide a school towards achieving its vision and mission (Newfoundland, 2014; The Healey Education Foundation, 2010; Marishane & Botha, 2011). School development is also defined as the mechanism of improving the academic infrastructure and the social and security environment of the school (Surtly, 2011).

1.3.6 School governance

The SGBs are responsible for school governance while the principal and the SMT are responsible for school management. School governance is defined as the SGB's functions according to SASA, of determining the policies and rules by which a school is to be organised and controlled. Governance further includes the implementation of such rules and policies ensuring that are carried out effectively in terms of the law and the budget of the school (Department of Education, 2004). School governance is also described as an act of determining school policies and rules by which a school is to be organised and controlled and managed. The SGB is also responsible in ensuring that rules and policies are effectively carried out (Maile, 2002).

1.3.7 School governing body (SGB)

Section 23 of the South African Schools Act of 1996 define a school governing body (SGB) as a statutory legal body of elected people mandated to govern a public school (Republic of South Africa, 1996). Furthermore, Section 23 (1) of SASA indicate that the SGB consists of teachers, the principal, parents of learners who are not employed at the school and learners in the eighth grade or higher (SASA, 1996). Among other things, the school governing body is responsible for policy development and the creation of rules for the school and its members (staff, learners and parents). In other words, the SGB make decisions about how the school will be governed (Van Wyk, 2004).

1.3.8 The South African Schools Act (SASA)

The SASA (Act, no 84 of 1996), is used to provide a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to skills; and to provide for matters connected therewith (Republic of South Africa, 1996). SASA is seen as a tool aimed at redressing the exclusions of the past and facilitating the necessary transformation to support the ideals of participation and representation in schools (Republic of South Africa, 1996; Karlsson, 2002).

1.4 Research questions

This research sought to investigate the main research question as indicated below:

What are the perceptions of the members of the school governing body regarding their role of promoting best interest and development of the school?

In order to address the above mentioned question the following sub-research questions were identified:

- What does promoting the best interest of the school and school development entail?
- What training did SGBs receive in promoting the best interest of the school and school development?
- How do the principal and the members of the school governing body perceive their role of promoting the best interest of the school and school development?
- What guidelines can be formulated to empower SGB members in rural areas to promote the best interest of the school?

1.5 Purpose and objectives of the study

The main purpose of the study was:

To determine the perceptions of the members of the school governing body regarding their role of promoting best interest and development of the school.

The purpose of this research was broken down into the following research objectives::

- To determine from relevant literature what the best interest of the school and school development entails.
- To determine what training SGBs received in promoting the best interest of the school and school development.
- To determine how the principal and members of school governing bodies in rural public schools perceive their role of promoting the best interest of the school and school development.
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

1.6 Theoretical perspectives

The theoretical stance of the researcher was embedded in the interpretivist paradigm. In this paradigm the individual involved in the research situation constructs reality. The researcher formed part of the research and could not stand apart from the individual(s) she was studying (Fraenkel & Wallen, 2009). The researcher wanted to understand and interpret the meaning members of the SGB ascribe to a social phenomenon, in this instance the “best interest of the school” and “development of the school” as a specific responsibility of the SGB. The concern with this interpretivist approach was with understanding the way in which the individuals on the SGB create, modify and interpret the world in which they find themselves (Cohen, Manion & Morrison, 2007). The data collected included the meanings and purposes of the SGB members. As an interpretivist, the researcher’s professional judgments and perspectives were considered in the interpretation of data; therefore there was a sense of subjectivity in the research (McMillan & Schumacher, 2010).

Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them. According to Maree, (2007:59,60) the following assumptions formed part of the interpretivist perspective:

- *“Human life can only be understood from within”.*

Therefore the researcher formed part of the research and could not take an objective stance and view the research from “outside”.

- *“Social life is a distinctively human product”.*

Working with SGB members within their social context provided a greater opportunity to understand their perspectives about their responsibility as part of SBM.

- *“The human mind is the purposive source of origin of meaning”.*

The researcher uncovered how the members of the SGB regarding their responsibilities were constructed and also gained insight into the meanings the SGB members construct of their reality, this further improved the researcher’s comprehension of the whole.

- *“Human behaviour is affected by the knowledge of the social world”.*

The researcher supported the stance of multiple realities of phenomena. Therefore, the researcher’s conceptual and theoretical framework was enriched by studying the perspectives of the SGB members within their own social context, which is a rural context.

- *“The social world does not exist independently of human knowledge”.*

The researcher acknowledged the influence of her own knowledge and understanding of the role of the SGB in a rural context, and that it will influence the way in which she asks questions and analyses the collected data. Therefore the interpretivist researcher’s own humaneness and knowledge informed her and directed the research (Cohen, Manion & Morrison, 2007).

1.7 Research design and methodology

This research uses qualitative research methodology by means of a phenomenological study. Creswell (2009) describes a phenomenological study as the examination of meanings concerning a phenomenon as explained by participants. The researcher followed an interpretive design where information was gathered from the members of the SGB on their role of promoting the best interest and development of the school. The research design and methodology is described in more detail in chapter 3.

1.7.1 Research design

The methodology used in this study was qualitative. This type of methodology often asks questions about the process, context and/or meaning of an event or phenomenon (Sitko, 2013). This method was aimed at asking questions to members of SGBs of the selected secondary schools as to understand how they perceive their role of promoting the best interest and development of the school. Qualitative research data in this study involved textual materials from interviews which were systematically collected, organised, and interpreted. Participants explored meanings of social phenomena as they experienced them in their natural context (Malterud, 2001). In this study the researcher collected, organised and interpreted the perceptions and experiences of members of SGBs in their role of promoting the best interest of the school and also their understanding of school development.

Qualitative research involved fieldwork where the researcher went to the sampled schools to meet with the participants (members of school governing bodies). The data of the qualitative research were principally verbal and procedures were not strictly formalised. It focused on discovery, insight and understanding from the perspective of those being investigated (Khanyile, 2002).

The researcher worked from an interpretivist paradigm, which reflected an interest in making meanings from participants in their natural setting rather than generalised rules (Van Rensburg, 2001). A phenomenological approach imbedded in the interpretivist paradigm explored the perceptions and experiences of members of school governing bodies in rural schools. This paradigm is known for its empathetic orientation, subjectivity and its qualitative nature. The

interpretivist paradigm deals with internal reality which is seen as subjective, because it is seen by the members of the school governing bodies as participants within the contexts of a rural school (Mungunda, 2004). Following an interpretivist stance, this research aimed at interpreting the meaning, experiences and perceptions of members of the SGBs in the promotion of the best interest of the school and ensuring its development. In this interpretivist study, the researcher attempted to understand the perceptions of members of the school governing body in rural areas.

The strategy of inquiry employed in this study is phenomenology. The aim of phenomenology is to understand phenomena from the perspective of those who experience them. More specifically, the aim was to understand the knowledge and experience of the participants, and how they attached meaning to their experiences, and also to capture the essence of a phenomenon as they experience it (Collingridge & Gantt, 2008).

Phenomenology as a strategy of inquiry assisted the researcher to understand how members of the SGB perceive their role of promoting the best interest of the school and also their understanding of school development. This study explored the depth, width, richness and complexity of phenomena, with a purpose of developing a sense of understanding of the meaning imparted by people (members of SGB) to a phenomenon and their social context (Cohen, Manion & Morrison, 2007), and in this context the researcher specifically inquired information from members of the SGBs in rural areas.

1.7.2 Sampling strategy

Purposive sampling was used as sampling strategy. It is a sample chosen in a deliberative and non-random manner in order to achieve a specific goal (Simon, 2005). Participants were selected because of their defining characteristics that made them the holders of the information needed for the study (Cohen, Manion & Morrison, 2007). Purposive sampling fitted well with the interpretivist paradigm used in this study. In qualitative research a small sample is common, in which the aim is depth rather than breadth (Lemmer & Van Wyk, 2004). A small sample of five secondary schools in Malamulele area was selected. In each school individual interviews with chairpersons and principals were conducted. Furthermore in those selected schools focus group interviews were also conducted with the rest of the members of the SGB (with all components of the SGB represented). The five selected schools are all located in the Malamulele Central Circuit in the Vhembe District. These schools are largely characterized by poverty, unemployment, orphaned children, child headed families (parents working in town leaving children alone at home) and poor basic services.

These schools have a history of pass rates from functional to dysfunctional schools. The sample was not motivated by the achievement of these schools but on a representation basis. Some of the characteristics that motivated the selected sample were that all selected schools are in rural areas, all sampled schools are public schools and participants are members of SGBs currently serving on the SGB. Participants were SGBs of the sampled schools only because they are the ones who participate in decision making in governance. These participants were chosen because of their knowledge and experience as members of the SGB in rural areas.

1.8 Methods of data generation

Individual and focus group interviews were the methods used to collect data. The interview was preferred as it is a two-way conversation where the interviewer asked questions with the aim of collecting data to learn about the views, beliefs, ideas, opinions and the way in which participants behave, with the aim of maintaining rich descriptive data that helped to understand the participant's construction of knowledge and social reality (Cohen, Manion & Morrison, 2007).

1.8.1 Individual interview

An individual interview is a session where the researcher asks each participant questions (Mouton, 2011). It was only through interviewing the SGB members of the sampled schools that the researcher could understand their role of promoting the best interest of the school. The researcher had direct contact with participants in their schools, situation and the phenomenon under study. In each school only the principal and the chairperson of the SGB were individually interviewed.

1.8.2 Focus group interviews

This form of interview capitalised on the communication between research participants in a group set up in order to generate data. In focus group interviews the researcher rely on how members of the group interact with each other (Mouton, 2011). Each focus group included all the components of the SGB which are the parents, the non-teaching staff members, the educators and learners. In each school there was one focus group interview conducted. The reason for interviewing members of school governing bodies in these schools was because of their ability to give the best and most reliable information regarding their own perceptions and experiences of promoting the best interest of the school and how they strive to ensure development through the provision of quality education.

In both sessions semi-structured interviews were conducted with members of the SGB of the selected five schools, audio-recordings as well as field notes were used to record the interviews.

This type of interview directed the investigation and enabled the researcher to identify the development of new lines of inquiry that relate to the phenomenon under investigation. Therefore the data of qualitative inquiry consist most often of the words and actions of people and thus require methods that allow the researcher to capture language and behaviour (Malterud, 2001). Refer to the interview schedule attached in addendum A.

1.9 Method of data analysis

Data analysis refers to "a systematic search for meaning" and initially it consisted of reading the transcripts of the interviews repeatedly as well as comments elicited by the interview schedule (Hatch, 2002). The collection of data through individual and focus group interviews was analysed by breaking them up into small and manageable themes, patterns, trends and relationships in order understand and make sense of them (Mouton, 2011).

The researcher used content analysis (CA) to analyse the data collected with interviews. CA was used as a systematic approach to qualitative data analysis. It assisted the researcher to summarise and identify message content (Cohen, Manion & Morrison, 2007). In any type of communication CA is used to develop objective inferences about a subject of interest. In this research the process of CA consisted of coding raw messages (i.e. textual material, visual images and illustrations) according to a classification scheme (Kondracki, Wellman & Amundson, 2002).

The researcher manually organised transcribed data in preparation for analysis. Transcribed interviews were also coded manually. Coding means classifying and transforming of data into a form that is understandable (Hay, 2005). The process of coding involved the organising of communication content which allowed the researcher to easily identify, index and retrieve content relevant to the research question (Holsti, 1996). Coding is an analytical process in which the data in a qualitative study (interview schedules and transcripts) are categorised to facilitate analysis (Hay, 2005).

1.10 Trustworthiness

In this research trustworthiness involves the correctness and appropriateness of data and also the meaningfulness and usefulness of the specific inferences of data collected during the research (Fraenkael & Wallen, 2008). Trustworthiness was ensured through the following:

- The using of more than one method of data collection (individual and focus group interviews).
- An audio recording instrument was used to record data collected through interviews.

- The researcher used an interview schedule in order to avoid repetition of questions (see Addendum A).
- An external audit was sought in order to improve accuracy of the report.
- Participants were granted an opportunity to review the researchers' report (member checking).
- The context, in which questions were asked and situations were observed, is described (thick description).

1.11 Ethical consideration

Ethics are codes or rules which govern practice. They dictate how information and informants are managed. Ethics in this research were used as a set of morally acceptable principles that are legally acceptable to the larger community (Kgadima, 2006).

Permission was obtained before the research was done (Maree, 2007) from the following offices:

- Department of Education Vhembe District Office.
- Malamulele Central Circuit Office.
- Selected secondary schools' principals.
- Chairpersons of school governing bodies.
- Informed consent was sought from all participants.

The following ethical considerations were taken into account:

- Clearance was sought from the North West University, Faculty of Education Sciences, through its ethics committee. The following ethics code was issued by the ethics committee as confirmation of approval (NWU-00208-15-A2).
- All the Participants were informed before the beginning of any interview session that their participation was on a voluntary basis. They were also informed that if they, for any reason, feel uncomfortable, they may withdraw at any time from participating and they would not be prejudiced for that. Participants were also notified beforehand that the principle of confidentiality would be exercised (Leedy & Ormrod, 2005).

- Interview schedules were submitted to the North West University ethics committee before they were administered to participants.
- Participants were given enough time to decide if they would participate (Kumar, 1999).
- The researcher ensured protection to all the participants against any possible harm that might come as a result of their participation in the research.
- The names of the participants would remain confidential and their identity would not be revealed.
- Participants were informed beforehand that the interview could be stopped at any time during the interview for reasons of obtaining clarity.
- Participants were not exposed to mental stress.
- After the data were collected and analysed, participants were given an opportunity to read their responses.

1.12 Contribution of the study

This study resorts under the research entity EDULEAD. The focus of the EDULEAD entity is: *Leadership, management and governance for performance in diverse educational organisations*. This study was focusing on governance and how members of SGBs in rural areas perceive their role as part of the governance of rural schools. The role of the SGB which was under focus in this research was promoting the best interest of the school as well as school development. These roles were thoroughly described from literature and the perspectives of the members of the SGB in a rural context were gained. A better understanding of this phenomenon led to guidelines for better performance of SGB's in rural contexts.

This study contributed to a broader knowledge and better understanding of the perceptions of members of the SGB on their role of promoting best interest and development of the school. The findings of this study can make a significant input as it also provided guidelines to empower SGB members in rural areas to promote the best interest and development of the school. In order to ensure realistic and comprehensive clarifications for policy makers, it was imperative that the perceptions of members of SGBs in rural areas be investigated, described and understood.

1.13 Synthesis

The aim of this chapter was twofold, firstly to indicate and motivate the necessity of the research and secondly to give an indication of the methodology that was used in the research. With the first aim in mind an introduction and background for the study was given followed by the problem statement and motivation for the research. The research questions and purpose of the study indicated the direction of the research. The second aim of the chapter was to indicate the research design and methodology to be used. In the research design it was explained that the research was embedded in the interpretivist paradigm following a qualitative phenomenological design. The sampling strategy was indicated as a purposive sample, followed by the methods of data generation and data analysis. Issues of trustworthiness and ethical considerations were highlighted. The contribution of the study concluded the chapter.

CHAPTER 2

THEORETICAL PERSPECTIVES ON PROMOTING THE BEST INTEREST AND DEVELOPMENT OF THE SCHOOL

2.1 Introduction

Based on SASA 84 of 1996 section 20 (1), it is the responsibility of the SGB to promote the best interest of the school and also to ensure school development. Hence in chapter one it has been argued that education managers together with their SGBs are expected to establish a schooling environment where proper teaching and learning can take place, they are also expected to protect learners' rights and promote fairness. SGBs are expected to adopt policies that reflect the communities' norms and standards. However, for the educational context the South African constitution emphasises the rights of the individual learner rather than community rights. Even though the term *best interest* is frequently used, there is still a lack of clarity as to what constitutes the learners' best interest (Joubert, 2009). The SASA determines the responsibility of SGBs, as elected representatives of the school communities, to adopt the code of conduct for their schools and other related school policies.

The current chapter attempts to review relevant literature to establish a theoretical perspective on what promoting the best interest of the school and school development entails. Governing bodies must strengthen the relationship between schools and stakeholders. The literature will further reveal whether decentralisation of education is the answer to participative decision making. Relevant concepts are clarified after attention is given to the legislative framework for the functioning of the SGB. The functions of the SGB receive attention as well as school development.

2.2 Concept clarification

2.2.1 Decentralisation

Decentralisation of power is defined as transferring the responsibility to make decisions from the central office closer to the beneficiary (Naidoo, 2005). Decentralisation of power is regarded as an effort made by the central government to provide a framework for the efficient provision of quality public education and school improvement. Decentralisation is aimed at increasing democratic control by allowing members of the school community to be involved in all the decision making processes (Finkler, Kovner & Jones, 2007; Mahlangu, 2008).

In a school setting, *decentralisation* refers to the actual transfer of the authority to make decisions from the national government to the SGB acknowledging that schools will be more productive and successful in addressing their own needs. Therefore SGBs have even greater responsibility and accountability when it comes to shared decision making. The decentralisation of power in a democratic society is based on the belief that all citizens must be given equal opportunity to participate on the decisions that affect them (Khanyile, 2004). However, it must be stated that it is the bureaucratic structures that have given way to shared decision making where parents, educators, learners and non-teaching staff at the school are to share ideas and offer each other support.

The National Department of Education believes that schools must be run on a partnership basis (Van Wyk, 2004), where all stakeholders are given equal opportunity to have a say on how their local schools should run. It has, however, been noted by previous researchers that as a result of decentralising power the relationship between schools and communities become stronger and more productive by providing an another form of accountability to hierachical supervision (Swanepoel, 2008). Furthermore decentralisation of power has brought all stakeholders together in school governance since it enhances the mutual relationship between educators and the community. Thus those who stand in favor of decentralisation base their argument on the assumption that school improvement can be effective if the authority to make decisions is offered to those closest to the learners (Mokoena, 2005). Hence it empowers school governors by giving them additional responsibility in managing school affairs.

Previously school principals were regarded as the only ones knowledgeable to make decesions (Khanyile, 2004). It is against this background that the introduction of SASA indicated a considerable interest in the way SGBs should establish a working relationship with all stakeholders in schools in order to assists schools to work within the community, provincial and national needs.

From the above discussion it is clear that by decentralising power the aim of the government is to make public schools more effective and efficient by involving relevant stakeholders in all the processes of making decisions. SGBs are empowered by law to participate and be involved in school governance. The National Department of Education views parents as important partners who are expected to participate actively in the governance of their local schools.

2.2.2 School governance

School governance refers to processes and systems by which the school is to operate. It is concerned with the way in which schools' resources are allocated and co-ordinated by the

structures of authority in all the schools' activities (Brown & Duku, 2008). School governance is a critical aspect of school leadership (Botha, 2004), where the SASA has given SGBs of public schools authority to carry out policies effectively within the stipulated law.

School governance includes the activity of developing policy and determining rules which assist in the organising and controlling of the school (Xaba, 2011). This implies that the SGB must act within its powers to promote the best interests of the school and, in particular, of learners. School governance is regarded as a function of the SGB which is basically concerned with the guidelines that direct all other functions of the school (Nyambi, 2005). It further deals with the formulation and recommendation of personnel. School governance has always been commended for society advancement.

The purpose of school governance is to create strategies which will ensure that schools provide quality education to all learners, it also ensures that these strategies are implemented effectively (Ngoako, 2011). The SGB monitors and evaluates all the activities and implementation of strategies. In other words, it is the responsibility of the SGB to draft all strategies that will ensure that the school's vision and mission is realised and achieved. It is however the principal and the staff who are responsible for the implementation thereof. SASA also expects governing bodies to play an important role in promoting quality education in public schools.

From the above discussion, the responsibility of the SGB to uphold school governance is outlined. Therefore the SGB as the statutory body formulates and implements policies that govern public schools. School governance has been placed at the centre of public education, where parents of learners at school are expected to play a crucial role in how schools should be run. According to SASA, Section 16, governing bodies are responsible for the governance of the school but should not overstep the line of duty for the principal and educators. School governance further upholds the vision and mission of the school and has been given authority by law to recommend the best quality educators suitable for their schools.

2.2.3 Best interest of the school

SASA 84 of 1996 stipulates that one of the functions of the SGB is to promote the best interest of the school and also to ensure its development (Republic of South Africa, 1996). The SASA in this regard implies that the SGB must direct its efforts towards satisfying the needs of learners in the school. The SGB must work towards fulfilling its responsibility and establishing what will benefit the school and learners in particular (Mokoena, 2005; Swanepoel, 2008). It is, therefore, in this view that the SGB must create policies that will be aimed at protecting learners against all possible

dangers within the school premises. It is also in the best interest of the school that the SGB should hire or recommend to the HOD the appointment of well qualified quality educators.

The above discussion indicates that the best interest of the school goes far beyond managing school funds. It includes all things that are to the advantage of the school. The SGB must channel its efforts into ensuring that learners at school get the best possible quality education. The SGB must also work towards the advantage of all stakeholders and must act as a link between the community and also the school. This concept will be discussed in more detail in par. 2.8.

2.2.4 School development

Development is described as the process of acquiring new ideas, attitudes, knowledge and skills to be attained in short and long term workshops. It therefore asserts the participation of everyone in the projects, programmes and policy consultation (Carl, 2005). Development in itself is an ongoing process which entails continuous improvement. Development is also regarded as the systematic use of scientific and technical knowledge in order to achieve specific objectives.

School development, in particular, is defined as a systematic approach applied by the SGB at the school level designed to guide a school towards achieving its mission (Newfoundland, 2014; The Healey Education Foundation, 2010; Marishane & Botha, 2011). Therefore, school development is always directed at improving the conditions at a school and making them better. In some instances, development can be viewed as offering equal opportunities to all stakeholders. School development has been described as the mechanism to improve the academic, infrastructure, social and security environment of the school (Surty, 2011).

School development includes participatory planning, which is driven by gendered perspective, doing away with marginalisation and exclusion through mainstreaming. Education and development complement each other; therefore, it is maintained that development should be seen as a process of improving effectiveness of educational provision through a continuous review of all the relevant factors from all angles (Clifford, 2010). This includes materials for teaching techniques, institutional structures and policies, as well as the provision of mechanisms for progressive change. School development also includes educators support that is aimed at imparting more knowledge about what they are doing or what they are supposed to do through the provision of workshops. Educators can be empowered in order to improve their performance in all the expected spheres within the educational organisation. Development is a need for educators in order to be able to meet any new challenge, especially those related to curriculum matters (Haines, 2007). Educators need to be updated with what is happening around them and from time to time they need to be developed with better skills on how to approach their work. It

has also emerged from research conducted in South Africa that less support in the form of staff development initiatives has been provided by schools themselves (Carl, 2005; Chaka, 2005).

School development is viewed from the above discussion as the process of adding improvements in the school governance. It is a designed step-by-step approach to change the level at which the school is operating, aimed at achieving the schools' set goal and mission. School development is aimed at enhancing teaching and learning. This concept will be discussed in more detail in par. 2.8.

2.3 Legislative framework for the functioning of the SGB

In order to understand what "promoting the best interest of the school and school development" entails, it is necessary to look at the functioning of the SGB and the legal aspects that provide a framework in which the SGB functions. Promoting the best interest and development of the school can only happen within functions which are allocated to the SGB by different parts of legislation. The main source of legislation that indicates and addresses the functions of the SGB is the South African Schools Act 84 of 1996.

2.3.1 Composition of the SGB

The parents and members of the community see the structure of the SGB as a platform where they can positively engage in educational transformation. The formation of a SGB is based on section 16 of the SASA 84 of 1996. This act provides/stipulates that all public schools in South Africa must have a democratically elected SGB in which parents must be in the majority. The SGB has always been regarded as "a legal structure of parents, educators, non-teaching staff and learners (in the eighth grade or higher) who seek to work together to promote the well-being and effectiveness of the school community and thereby enhancing learning and teaching" (Beckmann, 2009).

SASA 84 of 1996 provides a clear picture of how the SGB should be formed in South African public school governance. It stipulates that membership of SGB's should comprise of the following structure;

The school principal (who is referred to as an ex-officio member of the SGB)

Educators at the school. An educator is a person who teaches, educates, trains or provides professional educational services, including professional therapy and educational psychological services at the school (Department of Education, 2004). This term strictly refers to educators employed by the school. Generally, only two to three educators serve on the SGB. Previous

research indicates that educators depend on the SGB as a whole to meet their needs rather than their own representatives in the SGB as they are unwilling or hesitant to confront their principals during SGB meetings (Maluleka, 2008).

Parents. This refers to parents or guardians of learners at the school. It specifically refers to the biological parents or anybody who is legally entitled to take custody of a learner and take full responsibility of the educational needs of a learner (Msila, 2004).

SASA excludes parents working at the school as parent representatives on the SGB. Grandparents are regarded as parents of a learner if they for any reason live with the learner (Xaba, 2011). Therefore, grandparents can vote and be elected on the SGB. However, if learners live with their parents and grandparents only their parents may be elected on the SGB and not the grandparents (Department of Education, 2005).

Parents of learners at the school must be given a platform to have a say on how things should run at the school and regardless of the school size, parents should always hold a majority through 50% plus one member representation on the SGB (Tsotetsi, Van Wyk & Lemmer, 2008). The establishment of this position of parents in itself is an indication of how valuable their inputs in the school are. Therefore the establishment of a SGB which include parents, educators, and also learners clearly demonstrates the government's commitment to democracy. Furthermore it must be indicated that the involvement of parents in governance of public schools is a way of enhancing democracy and ensuring equity (Nyambi, 2005).

Non-teaching staff. These are members of staff who are not educators; they are institutional based staff members and are appointed according to the Public Service Act, 1994 (Act 103 of 1994). This includes all workers employed by the school as cleaners, clerks, security guards, etc.

Learners. These are learners in grade 8 or higher who are elected in the Representative Council of Learners (RCL).

Co-opted members. The SASA gives SGBs authority to co-opt members of the community into the SGB, should the SGB need assistance in fulfilling its functions. It also indicates that people must be co-opted according to their area of specialisation and expertise (Department of Education, 2005). There are two types of co-opted members who can serve on the SGB, namely, co-opted members with voting rights and those without voting rights. Other additional members may be co-opted on the SGB without voting rights due to their experience in areas that may benefit the school. Non-voting members of the SGB include "members of the community and the owner of the school property (if the property is privately owned, for example the farmer on a Farm

School)” (Van Wyk, 2004). The co-opted members of the SGB are usually expected to bring a dimension to the SGB which other members cannot readily give (Nyambi, 2005). If for any reason a member of the SGB who was elected departs from the SGB and a vacancy is created, any co-opted member with voting rights may, for a period, not exceeding 90 days, be appointed to serve on the SGB. During the period of 90 days a by-election must be conducted to fill the vacancy (Department of Education, 2005).

When members of the SGB have been elected to the office, they must elect persons as office bearers. The office bearers must include at least a chairperson, a treasurer and a secretary. The chairperson of the SGB could be any parent not working at the school (Department of Basic Education, 2012). Participation by all stakeholders in education is formed to achieve better education for all learners. A previous study indicates the necessity of involving parents in decision making of their own children. (Nyambi, 2005). Therefore SASA 84 of 1996 has made a provision for each SGB to elect office bearers from amongst its members (Republic of South Africa, 1996). The opinion of the Department of Education is that no one is to be excluded in the decision of anything which might affect them. Hence an opportunity is granted for all interested parties in education to make their views heard (Grant-Lewis & Naidoo, 2006).

2.3.2 Term of office of SGB representatives

The term of office of the SGB may not exceed 3 (three) years and it dissolves automatically on the election of a new SGB at the end of its 3 (three) year term of office (Chaka, 2005). The term of office of the learner component may not exceed 1 (one) year (Republic of South Africa, 1996) as LRC is elected on a yearly basis. A member occupies a position on the SGB for only twelve months and may also be re-elected afterwards (Van Wyk, 2004). If, during the course of three years any member in the SGB is no longer fit to be in office, their membership automatically lapses (Department of Education, 2004; Nyambi, 2005). However it must be indicated that the main reason for parents to cease their membership as governors is when their children leave or drop out of the school.

2.3.3 Eligibility

The SASA 84 of 1996 indicates candidates to be elected as members of a SGB of public schools. It further indicates that a parent member of a SGB can be the biological parent or a legal guardian of a learner officially enrolled at the school who is not employed at the school (Republic of South Africa, 1996). If for any reason a learner is removed from the schools’ register, the membership of the parent in the SGB automatically cease to exist (Department of Basic Education, 2012).

Educators eligible to serve on the SGB are those employed at the school and learners referred to are those in grade eight or higher who are also elected as members of representative council of learners (RCL) (Department of Education, 2004). Only two members of the RCL can become members of the SGB. If any parent is declared to be mentally ill and all the means of rehabilitation have failed or a parent was convicted of any offence and imprisoned for more than six months their membership automatically ceases to exist (Republic of South Africa, 1996).

2.4 Functions of the SGB

The SASA 84 of 1996 outlines a list of compulsory functions of the school governing bodies of public schools. These functions are divided into two sections which are section 20 and section 21, which indicate the manner in which schools are to be governed. The functions of the SGB form the basis from which promoting the best interest of the school and school development could be viewed. The best interest of the school should be promoted in the fulfilment of these functions.

2.4.1 Section 20 schools

Subject to the SASA 84 of 1996, schools which have been categorised as section 20 are schools that perform functions which are listed on the section 20 of the SASA only. Schools under section 20 do not have the permission to buy their own goods and services as per the arrangement with the department of education (Nyambi, 2005). Therefore, within the stipulated act, the SGB of a section 20 school must, among other things, develop the mission statement of the school, adopt a code of conduct for learners of the school after consultation with the learners, parents and educators of the schools and determine the admission and language policy of the school, within the framework laid down in the Constitution and the SASA, and any other applicable provincial law (Republic of South Africa, 1996). As a corrective measure learners may be suspended from coming to school for only a week. SASA indicates the responsibility of the SGB in the recommendations for employment of educators and non-teaching staff and also to conduct disciplinary hearings for learners, non-teaching staff and educators (Department of Basic Education, 2012).

The SGB is also expected to support the principal, educators and other staff members of the school in the performance of their professional functions (Republic of South Africa, 1996). In order to improve the quality of education in the school, SASA mandates the SGB to make provision for additional resources other than the ones provided by the state (Mestry, 2004). The SGB must also prepare a budget each year which indicates the school's estimated income and expenditure for the following year. It must also ensure a safe environment in schools. School safety and

security is among the SGB's primary roles in public schools which also includes a well fenced school with controlled access and the availability of doors and windows.

The SASA seeks to empower SGBs of public schools and offer them as part of local communities an opportunity to be influential in identifying and addressing the educational needs of the school (Msila, 2004). The involvement of all stakeholders in school communities in school governance is aimed at empowering them to completely change education at the grassroots level. The Department of Education has decentralised school governance with the aim of reducing inefficiency and unnecessary delays in decision making (Booyse, 2013). SGBs are empowered and required to actively participate in the execution of the outlined functions.

Rural schools still experience problems pertaining to school governance; thus SASA has given a considerable amount of powers to perform these allocated functions (Quan-Baffour, 2006). SASA further requires SGBs to determine school rules and policies within the relevant stipulated laws that will assist in the organising, managing and controlling of school's affairs. It is for this reason that SGBs should work in collaboration with principals and SMTs in a manner that will successfully organise schools' activities that will benefit both the school and also the community in which the school operates.

The SGBs of the section 20 and 21 schools (also applicable to no-fee schools) are given a mandate to govern schools through policies. The Constitution of the Republic of South Africa as well as SASA and other relevant legislation guide all policies made by SGBs. This means SGBs of public schools must make policies which, among other things, will:

- Allow the entrance in the schooling system of children of 5 years;
- Promote values of non-racialism and equality among all learners irrespective of gender.
- Help communities to respect and tolerate all religions, cultures and traditions in our country;
- Encourage learners to speak, if possible, more than one official language;
- To promote non-violence and also to treat children with respect while acknowledging their rights.

In section 20 schools the responsibility to pay for the services rendered to the school is that of the provincial office of the Department of Basic Education. The SGBs does not have much say in the management of their duties and allocation of resources (Department of Education, 2005). SGBs

may also apply from the HOD to be in the section 21 of the same act where extra functions are allocated.

2.4.2 Section 21 schools

Section 21 refers to schools that have been allocated additional functions, other than those in section 20. In other words, all of the abovementioned functions of section 20 schools governing bodies are also applicable to section 21 school governing bodies. These additional functions are listed on the section 21 of SASA. Section 21 schools are also referred to as self-managing schools [Part of the notion of decentralisation (§2.7) and school based management (§2.6.31)] (Nyambi, 2005). Hence the SGB of such schools carries considerably more responsibility with regards to school governance.

The SGB may apply to the Head of Department in writing to be allocated any of the following additional functions listed on section 21: The maintenance and improvement of the school's property, buildings and grounds occupied by the school, including school hostels; to determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy; to purchase textbooks, educational materials or equipment for the school; to pay for services to the school; to provide an adult basic education and training class or centre subject to any applicable law; other functions consistent with the act and any applicable provincial law (Republic of South Africa, 1996). However, it must be indicated that plans to maintain and improve the infrastructure of the school should be in accordance with the Department of Education specifications and also be within the specified budget.

The Department of Education, through SASA, has given school governing bodies of section 21 schools authority to effectively manage schools' resources. Clearly, SASA represents a new and a better way of school governance in a democratic era and it can only be successful if school governing bodies work together harmoniously (Tsoetsi, Van Wyk & Lemmer, 2008). However, it has been noted that the ability of parents to properly and effectively manage school finances to a great extent depends on their skills, knowledge and experience (Van Wyk, 2004). Moreover, governors still require training in that will enhance their participation in decision making.

SASA gave Section 21 schools the responsibility to make sound financial decisions (Soga, 2004). Therefore the decision may include, among other things, the maintenance and improvement of school property or buildings, and the collection of school funds where applicable, while the Department of Education is responsible for the remuneration of educators, unless employed by the SGB.

The focus worldwide is changing towards self-managing schools which is embraced on School Based Management (SBM), and the granting of Section 21 status is important and significant in SBM. The governing bodies of Section 21 schools are accountable for all funds and resources in the school. Research proved that granting section 21 status to schools gave a new meaning to freedom, independence and democracy (Soga, 2004; Maddocks, Novkovic & Smith, 2011). In South Africa education authorities and parents are given an opportunity to jointly take educational decisions. Hence, principals together with their SGBs are responsible in delivering effective public education and are also responsible for the proper management and efficient use of school's resources.

The focus of this study as discussed above is mainly on the functions laid down on SASA 84 of 1996 sec 20 (1) that governing bodies of a public school must:

- Promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners.
- Support the principal, educators and other staff of the school in the performance of their professional duties.

These functions are discussed in detail in paragraph 2.8. The next paragraph, however, discusses no-fee schools as this research focuses on quintile 1-3 schools in the rural areas which are all no-fee schools.

2.4.3 No-fee schools

Education is a basic right in South Africa. Section 29 (1) (a) of the South African Constitution states that "everyone has the right to a basic education, including adult basic education". Through the South African Schools Act of 1996, the National Department of Education has made educational attendance compulsory for all children of school going age until secondary schooling. Compulsory education puts the state in a position of ensuring that public education is not expensive and can easily be accessible. It also put pressure on parents and guardians to send their children to school (Booyse, 2013).

The No-Fee schools receive cash grants from the government to compensate them in school funds that should have been charged. In the best interest of the school the SGB should be able to account for all the monies in the school in an annual audited statement. South Africa's rural areas are characterised by poverty and high rates of unemployment. Therefore, if primary and secondary education was not subsidised, many children would experience difficulties enrolling to

schools (Borgonovi, 2010). In the light of the aforementioned the *No-Fee Schools Policy* was introduced as a government policy designed to make education easily affordable and accessible to poor children (Department of Education, 2004). This policy affords children in rural areas an opportunity to access quality public education. Children in these schools are also able to access the National School Nutrition Programme.

Education in the no-fee schools is funded from the government budget and the SGB has been given a mandate by SASA to supplement the school fund through fundraising activities. The South African Schools Act of 1996 exempts parents of learners from poor backgrounds to pay for their education. Schools in rural areas (quintile 1-3) are the main beneficiaries of this policy as they are expected to serve poor learners (Chaka, 2005).

There are currently over 9 800 no-fee schools in the country, benefiting approximately 3.5-million learners (Department of Basic Education, 2011). The *No-Fee School Policy* was aimed at aiding poor learners. This is in line with the country's constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources. The policy was introduced as part of the Education Amendment Act. This policy benefitted parents of learners who could not pay for their school fees hence schools in poor areas cannot charge fees as they are exempted based on the poverty levels of the local community (Dieltiens, 2005). The state uses the *Poverty Index* supplied by Statistics South Africa to determine which schools to be subsidised.

Like Section 21 schools, no-fee schools are also expected to promote the best interest of the school by efficient spending. They are also expected to pay for everything i.e. stationary, water, lights, telephone, etc. But in this case, the provincial education departments determine how much of the allocation can be spent on what, such as 60% curriculum, 17% maintenance, 10% on sports, 8% on ablution and 5% on transport (may only be applicable in Limpopo). The provision of resources in these no-fee schools is a huge challenge since the money *for Norms and Standards* does not cover for everything. Therefore in the interest of the school, the SGB should look for opportunities of raising additional school funds. Moreover rural areas are characterised by high level of illiteracy or low levels of education which might compromise the promotion of quality education (Anderson & Lumby, 2005).

The money for schools allocated as stipulated by the *Norms and Standard* is usually deposited into the schools' account on a half-yearly basis (might be different according to provinces). From this money the SGB in the interest of the school is expected to draw up a "paper budget", since the money is available on paper only. The budget should indicate the schools' intention of spending the money. The percentages of schools' allocations differ from one province to another

depending on the number of learners the schools have. In the interest of the school the SGB in a no-fee school only fills in requisition forms for support materials, such as textbooks, stationary, furniture etc. Then the responsibility of procuring all resources in the schools rests on the shoulders of the provincial department (Beckmann, 2009).

2.5 The enhancement of the capacity of SGB

The primary challenge that faces school governing bodies in public rural schools is the capacity to govern (Xaba, 2011). Members of governing bodies are people who care enough about education of their children and what goes on in their local schools, and who want to be involved in making a difference. Therefore there is a great need of capacitation, inductions and workshops (Botha, 2004). A continuous capacitation of members of school governing bodies in rural schools will eventually stimulate interest of what is happening at their schools.

It has been noted that the Provincial Departments of Basic Education, through their offices on the district and circuit levels, fulfilled their duty of training SGBs (Tsoetsi, Van Wyk & Lemmer, 2008). Irrespective of all the efforts of providing training of SGBs, including financial resources channelled for the purpose of training SGB members studies continue to report many difficulties in the governance of South African public schools (Heystek, 2004; Dieltiens, 2005; Grant-Lewis & Naidoo, 2006; Brown & Duku, 2008).

School governance and support are specifically dealt with at the provincial, district and circuit levels. Irrespective of the effectiveness of these initiatives, SGBs are still reported to experience governance challenges. Many research studies pointed out the inability of members of the SGB to effectively carry out their functions, roles and responsibilities as stipulated by SASA (Mestry, 2004; Chaka, 2005). The Department of Education has alluded to the fact that in many South African schools, SGBs are neither fit nor effective in engaging with the business of education (Republic of South Africa, 2005). SGBs have been established with the purpose of expanding democracy and constituting a school governance structure that represents all stakeholders in education.

Previous research has viewed capacity training as an act of helping SGBs by giving them baseline knowledge and orientation to governance of public schools. The training of SGBs helps governors with little or lack of knowledge in school governance to perform their expected functions with certainty (Brown & Duke, 2008). However even the experienced governors still need further capacitation (Quan-Baffour, 2006). Apart from what has been stated above, training of SGBs should always be kept in mind as the corner-stone of school governance. Continuous training is necessary because it capacitates stakeholders with regards to the management and governance

and it further advocates for the improvement of quality public education provided to learners in schools (Chaka, 2005).

The education authorities need to continuously train SGB members in order to eliminate potentially severe problems that could defeat the whole purpose of public school SGBs as a democratic mechanism to localise governance. It has been recommended that the training offered to the SGBs should be offered in their vernacular language instead of one that just suits the providers (Van Wyk, 2004). In addition, they should also be provided with copies of SASA in their own languages. Research has indicated that the government is greatly concerned with the lack of skills and experience of SGBs in rural and disadvantaged urban areas (Van Wyk, 2004). Moreover, the provincial government has created and funded introductory training of SGBs to enable them to perform their expected functions more effectively. Officials of the Education Department are expected to render assistance and support to the SGBs (Republic of South Africa, 1996).

Indeed, there is a great concern for continuous capacitation of school governors because the shift to decentralised school governance and management in itself expects the SGB to skilfully deal with difficult issues and tasks they are expected to execute (Beckmann, 2009). Researchers often mention the importance of providing effective training for school governors, particularly the parent component of the SGB (Van Wyk, 2007). There is incapacity with regards to the key areas of operation of school governance, such as managing accounts, appointing educators and developing policies in critical areas such as language, discipline and religion (Heystek, 2004).

Previous research indicates that a concern was raised that parents are hesitant to serve on SGBs due to inexperience and lack of knowledge in school governance (Naido, Joubert, Mestry, Mosego & Ngcobo, 2008). Moreover, the factors stated above contribute to governing bodies working only as crisis committees (Tyala, 2004). The limited training offered to main role players in the SGB has always been coupled with uncertainties on their function and duties (Heystek, 2006). A well capacitated and effective SGB will possibly have the following features: a good working relationship with the principal, effective time management, effective SGB meetings and also organised training and continuous development of governors (Chaka, 2005). All these could contribute to promoting the best interest of the school. Regular workshops could eventually eliminate conflicts that usually arise between the principal and members of SGB, because of a lack of knowledge and understanding of the different roles in professional management and governance (Heystek, 2004; Van Wyk, 2007).

2.6 Professional management and governance

Many educationists have attempted to differentiate between professional management and governance. It is however evident that there is an overlap between these two concepts (Heystek, 2004; Mestry, 2006). These grey areas have given rise to many conflicts between principals and parent members of SGBs. Because governance and management are closely connected and affect the education of learners, SGBs and school management teams need to work closely together (Van Wyk, 2004). Researchers have argued that whenever both teams named above work closely together with full dedication there is improvement of quality in the process of teaching and learning (Mestry & Khumalo, 2012).

SASA indicates the difference between school governance and professional management; however the specific functions of the school governors and the school management team are not always obvious or certain. A case in point is that members of the school management team (the principal, the deputy principal and sometimes a head of department), serve on the SGB of a public school; therefore, a conflict of interest may arise. There is little attempt to distinguish between the role of a SGB and that of the principal (Heystek, 2004). The difference between governance and management is therefore inadequately explained. There seems to be vagueness on the perception of governors being responsible for a schools internal organisation. This topic is also not addressed in booklets, hand-outs and training courses (Anderson & Lumby, 2005). The SASA clearly indicates that the SGB stands in the position of trust and mutual understanding, which therefore means that a balance must be maintained between the roles through common sense and good relationships. But the concern can be raised that maintaining equilibrium between the SGB and the SMT remains a challenge. Both the principal and the chairperson of the SGB should supervise and uphold good working relations towards each other (Beckmann, 2009). It becomes insufficient for the principal and SGB to theoretically know their functions and responsibilities without clearly stating each other's boundaries and meeting points. The demarcation will therefore act as protection against any possible misuse or abuse of power (Booyse, 2013).

2.6.1 Governance

The purpose of introducing a governance policy in a democratic South Africa in education is to encourage partnership and active participation in school governance by all relevant stakeholders (Quan-Baffour, 2006). There must however be a good working relationship between all stakeholders in education including the Provincial Department of Basic Education, since the accountability on the side of the department is minimal. Irrespective of the committees' different experience in school governance, the department's role is to ensure equal participation by all

stakeholders. SASA, in section 16, states that the governance of every public school is vested in its SGB. As such, the SGB stands in a position of trust regarding the school and subject to this law and any other applicable provincial law (Republic of South Africa, 1996).

Governance involves parental involvement together with other relevant stakeholders in supporting the school (Swanepoel, 2008). Hence school governance involves, among other things, formulation and adoption of policies and rules for the school and its members (staff, learners and parents). In other words, it is about making decisions about how the school will be governed. In broad terms, school governance is a legal structure where the SGB exercise its power and right to make decisions (Rossouw, 2007). The SGB is responsible for defending the constitutional principles for successful and co-operative governance which is important and may be implemented to school governance.

There is still a concern of the clash that exists between governance and management functions of the school (Heystek, 2004; Van Wyk, 2004). It becomes important that the SGB and all its members must maintain harmony and stability in public schools. The SGB must uphold effective, honest, open, and accountable governance of their schools. They must exercise their responsibility of working together defining each other's roles and responsibilities characterised by mutual trust through encouraging healthy relations, where they help and support one another, and trying by all means to stick to procedures so as to avoid legal confrontations towards each other (Botha, 2004; Quan-Baffour, 2006).

Since the SGB is not responsible for professional and daily operations of the school, it may in no way interfere or investigate educator's behaviour or any other employee of the government in the school (Republic of South Africa, 2005). The rights of the SGB in the school are limited and it cannot evaluate the performance of educators.

2.6.2 Professional management

The principal is legally mandated to oversee the professional management of a public school (Republic of South Africa, 1996). The school principal is the overall manager in the school who is responsible for managing and supervising educators and support staff. The principal must see to it that the delivery of the school curriculum is within the expectations of the government and must also undertake to support learners in their educational journey, co-ordinating everything to do with the learners, the educators and the day to day running of the school together with the School Management Team (SMT) (Xaba, 2011).

The principal sits in the position of highest authority when it comes to the running of the school. The Department of Education encourages all school principals to make decisions that are advantageous to the school. Principals are expected to make sound decisions that will not in any way compromise or destroy the national efforts of building a nation based on sound moral and ethical values. So their responsibility is to make certain that schools are run effectively and efficiently (Republic of South Africa, 2005).

The principals and their SMTs are responsible for the daily school operations (Rossouw, 2007). These activities are aimed at ensuring that SMTs are effective in cultivating the culture of teaching and learning in schools, as well as promoting a high degree of skills in educators involved in managing the school. It is very important to point out that SASA stipulates that the professional management of a public school is the responsibility of the principal as mandated by the HOD (Republic of South Africa, 1996). The principal has delegated powers to effectively carry out the management task in the school (Quan-Baffour, 2006). Meanwhile, the HOD expects the principal to co-operate and comply in issues related to school management. An outside agency may be used to evaluate and review the performance of school principals and also offer meaningful advice (Botha, 2004).

2.6.2.1 Education management (EM)

Education management (EM) embraces all the elements of school management which, among other things, includes SBM. The literature reveals a number of definitions that describe education management. All the definitions of the term *management* reveal commonness to a great degree; it is a continuous activity aimed at giving informed direction in the achievement of organisational objectives (Anderson & Lumby, 2005; Department of Education, 2005; Booyse, 2013).

EM is an on-going process which has objectives that should be achieved on a daily basis (Anderson, 2005). It comprises of the processes of planning, organising, directing and controlling the activities of the school using all available human and material resources so as to effectively and efficiently accomplish functions of teaching and learning (Ranson, Farrell, Peim & Smith, 2005). In order to accomplish a school's objectives, the school management team is responsible for the smooth running of the school and should support the vision (Hancock & Jones, 2012; Hoadley, 2013). Hence in an educational context, education management is viewed as a field of study and practice concerned with the operation of educational organisations.

EM is viewed as actions in a specific field or area of regulation, which allow formative education to take place. It is further regarded as the process for creating and supporting effective educational organisations (Department of Basic Education, 2012). Moreover, education

management is the theory and practice of the organisation and administration of existing educational establishments and systems. It implies an orderly way of thinking which has been described in operator terms of what is to be done, how it is to be done and how to know when it has been done (Chaka, 2005). EM often results in an integration of education and society. Moreover, education management is seen as an extra ordinary extensive effort which deals with proper practices in education. It is greatly concerned with the proper management of human and material resources by educational institutions (Anderson, 2005). Human elements include: children, parents, teachers and other stakeholders and material element include finance, buildings and grounds, equipment and instructional supplies (Department of Education, 2004).

EM involves the management of educational processes such as ideas, laws and regulation (Haines, 2007). Furthermore, it mainly focuses on the blending of both governance and management of public schools. The purpose of education management is to bring learners and educators under conditions that will more successfully promote the attainment of education objectives. Another purpose of educational management is to enable the right learners to receive the right education from the right educators (Khuzwayo, 2007), while the government is bearing all the financial costs in order to allow learners to benefit from their learning. As education is a key area of concern of governmental and public management, it is important that all schools in the country be provided with sufficient and excellent infrastructure which must be in line with socio-political aspirations of people.

2.6.3 Interrelatedness between governance and management

Governance and management of public schools, refer to the system which oversees the balance of power between all stakeholders' involved in decision-making processes of the school (Rangongo, 2011). The above-mentioned concepts have separate functions yet they are closely connected. Their common goal is to enable the school to provide productive and effective education. However, the balance of power between these two functions always raises concerns for everyone involved. In any school governance, members of the SGB are encouraged to support but not interfere with the professional work of educators (Botha, 2004). The principal's role in the school is two-fold as he/she is responsible for professional management of the school while being an ex-officio member of the SGB (Chaka, 2005). Therefore, in order to ensure proper accountability a sound collegial relationship needs to exist between the school management and governance.

In order for the SGB to effectively support the principals, educators and other staff in the school in their daily function of carrying out their professional duties, there is a great need of a healthy,

sound relationship between the SGB and all other stakeholders in the school. As important as the SGB's support to educators, the SGB also needs support and assistance from the education department as a whole (Rangongo, 2011). The introduction of the concept of decentralisation of schools requires from stakeholders in the school to obtain different skills that will enable them to fulfil their expected functions (Van Wyk, 2004). It is important for the school and the local community to maintain a sound working relationship to ensure that an optimal teaching and learning situation is achieved in all public schools (Heystek, 2004).

From the educational context above, it is evident that school management and school governance are closely related as they both form part of SBM. A sound and healthy relationship is required from both the principal and the SGB. Furthermore SBM (which will be discussed further below) creates an opportunity for all the functions within the school to share decision making processes.

2.6.3.1 School-based Management (SBM)

In the previous paragraphs a distinction was made between management and governance of schools. In this paragraph the notion of SBM brings management and governance together. It is clear and obvious that the role of the school principal enormously evolved over the years. The SBM has been introduced in order to implement educational changes as in itself it embraces decentralisation of decision-making powers on the level of the school (Department of Education, 2005; Swanepoel, 2008). With the introduction of SBM, the government aims at devolving more responsibility to schools and providing them the right to self-manage their operations and resources and planning for school development. Schools are accountable to their local school community and other relevant stakeholders in their overall performance of providing among other things quality education to learners, financial management and the management of other resources. All of this might have a direct impact on learners' learning outcomes. Schools are also encouraged to be clearer and open in their operations (Khuzwayo, 2007).

The SBM framework of governance is school-based, learner centred and also quality-focused (Clifford, 2010). It encourages every school to develop its own characteristics, establish its culture and identity, seek self-improvement and pursue school excellence. The SBM assists schools in achieving and promoting quality education, which means that every school should adopt a structure of teaching and learning and a management framework that suits the needs of the school and the community. Through SBM schools strive to develop a management system that ensures quality teaching and learning (Swanepoel, 2008).

School-based management does not declare a school's independence; all schools are still subjected to the control of the Department of Basic Education and the constitution (Swanepoel &

Booyse, 2006). As a matter of fact, schools are required to operate within a prescribed framework of governance and comply with the rules and regulations of the education department, other related laws and the relevant code of conduct. Furthermore, school accounts should be properly examined by a registered auditor as they account to the public for their performance (Republic of South Africa, 1996).

Key elements of SBM include defining responsibilities of each stakeholder involved, broad participation by members of the public or school community, developing professionalism in schools and also setting goals. Moreover the above discussion emphasises the close relationship between school governance and management which therefore make each concept dependant on the other for the smooth running of the school as an organisation. SBM furthermore involves in one way or the other the decentralisation of power which will be further discussed below.

2.7 Decentralisation of power

The concept of decentralisation rises from the fact that the state together with relevant stakeholders in education must share power of running schools on an equal basis (Nongubo, 2005; Finkler & McHugh, 2008). By decentralising, the government has given power to communities to take crucial decisions in the governance of public schools. School governance was structured by the government with a focus on community decision making and participation. While resources and support are provided by the provincial and district departments, the responsibility of how schools should be run is conferred on SGBs (Maluleka, 2008). Decentralisation of power means that the responsibility of governing schools no longer solely rests on the shoulders of school's principals only (Naidoo, 2005). It is for this reason that the central government relinquished its powers to the SGB.

The devolution of authority always leads to a healthier and stronger relationship between schools and communities and provides an alternative form of accountability to bureaucratic surveillance (Tyala, 2004). Decentralisation gave birth to mutual responsibility, co-operation and collaboration in decision making between educators and the community (Dieltiens, 2005). Those in favour of decentralisation recommend that if schools seek to ensure improvement, all those relevant stakeholders should be given an opportunity to participate in decision making processes (Nelson Mandela Foundation, 2005).

Studies reveal that the education can be used to the development of a learning society; however, all relevant stakeholders must come on board (Mestry & Khumalo, 2012). In South Africa, it must be understood that neither parents nor educators in the past participated in decision making except the principal whose word was final (Heystek, 2004). It is against this background that there

is now considerable interest in the way SGBs establish working relationships with all stakeholders in schools to enable schools to function according to community and national needs. It becomes extremely important for SGBs to have a say in the functioning of schools including the employment of educators in schools, as well as the extent to which educators accept the role and legal status of governing bodies as required by the SASA of 1996 (Republic of South Africa, 1996).

Noticeable changes in education can only be achieved through devolution of power and through decision-making processes inclusive of all stakeholders (Chaka, 2005). The decentralisation of decision-making powers in education is not only a local but also an international trend (Botha, 2004).

From the previous paragraph it is evident that the crux of parent involvement is shared decision-making. It is, therefore, against this background that SASA introduced a governance structure that involves all the stakeholder groups in active and responsible roles in education in order to promote issues of democracy: tolerance, rational discussion and collective decision-making (Republic of South Africa, 1996). However, it must be indicated that governance is not only about budget lines, personnel issues and field trip approvals. It is also about values and vision and strategic leadership (Department of Basic Education, 2012). The re-invention of school governing bodies ushered in a new paradigm of collective decision making and a fresh reconstruction of what the functions of SGB are.

Governance in a decentralised structure provides for the well-distribution of authority where power is transferred to the lower levels of the school. Therefore, the democratically elected SGB is empowered to take decisions. The rationale for the establishment of decentralised governance is solely based on the desire to make schools more efficient and effective (Anderson & Lumby, 2005).

Decentralisation promotes public participation in decision making by bringing stakeholders closer to one another. The SGB demonstrate an importance of their involvement and embodies the principle of partnership and mutual responsibility for a public school. Therefore this type of partnership is solely based on the democratic principle of decentralisation and the distribution of authority from national and provincial spheres of the government to the school level. This makes parents to have a very strong decision voice (Van Wyk, 2007). Decentralisation is seen as a tool that enhances the usage of resources more responsibly and efficiently as it also enhances development in schools since it encourages participative decision-making (Mncube, 2009). Furthermore, decentralisation enhances the principle of shared decision-making which

presupposes open communication, consultation and a willingness to negotiate (Anderson & Lumby, 2005).

Educational decentralisation removed centralised control in educational issues; hence it extended its power of decision making to all stakeholders in the school. By redistributing and sharing power a decentralised policy in education empowers communities to take charge of schools within their jurisdiction (Beckmann, 2009). It has been noted that the involvement of communities in education matters improves the quality of education. Recent studies maintain that if we want to rewrite the script to enable good schools to flourish, we need to rebuild communities (Clifford, 2010; Hoadley, 2013). Any efforts of school improvement should be embedded in community building. Other involvement such as the improvement of educator skills of teaching, curriculum development, effective governance, providing more authentic assessment, empowering teachers and parents and increasing professionalism should rest on the foundation of community building. The creation of a democratic structure which consists of all major role players in education e.g. parents, educators and learners is a classic example of community building (Booyse, 2013). It is for these ideals that the government enacted and promulgated the SASA 1996 which mandates the establishment of SGBs and vests the governance of every public school in its SGB.

It is therefore in the best interest of the school that SGBs of public schools should partner with the government in governing schools (Mncube, 2009). In order for schools to achieve educational goals there must be a good partnership and co-operation between the home and the school. SASA acknowledges community and parental roles in the education of their children (Quan-Baffour, 2006). Hence it has made it obligatory for parents to be actively involved in the education of their own children. The government sees parents, guardians and members of the community as equal partners in education. Hence they are expected among other things to assume responsibility as educators and supporters of teaching and learning both at school and also at home and also to advocate good governance (Department of Basic Education, 2012).

The decentralised system of school governance has unique characteristics which among other things indicate that members of the SGB should have been officially elected and live in the vicinity of the school. Moreover, each community member knows and understands their environment and context better than anybody else.

Decentralisation of power involves the ability of stakeholders to participate in decision making processes in school. In the South African educational policy discourse, three competing notions of decentralisation of power relating to school governance have been discerned namely

stakeholder participation, regulated participation and weighted participation (Republic of South Africa, 2004).

2.7.1 Stakeholder participation

Stakeholder participation refers to all individuals and groups in the society who have more legitimate rights of participation in school governance than others (Anderson, 2005). Members of a community where a school is situated are encouraged by law to participate in decision making processes. Which, therefore, means that school governance should at all times reflect the interests of the particular school community within which it is located and serves (Republic of South Africa, 2008).

SASA specifically mentions parents (including caregivers and legal guardians), educators, learners, principals and supporting staff as the stakeholder groups to be involved in the school governance. Members of the community, by virtue of having children in their local schools, should be involved in decision-making processes and should therefore be encouraged to participate. Therefore all stakeholders must have a say in matters relating to the education of their own children (Anderson, 2005).

2.7.2 Regulated participation

Regulated participation refers to a committee that is specifically formed in order to assess the functions of SGBs in schools and thereby advise the government (Botha, 2004). In other words we may refer to them as advisory boards to the Minister of Education. They are also referred to as statutory Governance Councils. In order to ensure quality of school governance the advisory board (sometimes referred to as statutory governance council) should be active at both national and provincial levels of the Department of Education (Department of Basic Education, 2012).

2.7.3 Weighted participation

Weighted participation in school governance structures embraces all the groups discussed above. SASA provided that parents on the SGB should be in the majority which will then afford them an opportunity of having a say in almost everything (Republic of South Africa, 1996).

2.8 Promoting the best interest of the school and ensuring school development

This study is based on the function of the SGB which is outlined in the SASA 20 (1) which implies that the SGB of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.

2.8.1 Promoting the best interest of the school

SASA 84 of 1996 stipulates that the SGB must promote the best interest of the school and also ensure its development (Republic of South Africa, 1996). For the purpose of this study the best interest of the school would mean that the SGB must exert its effort, commitment and dedication towards everything that is of the advantage to the school (The Human Rights Watch, 2004). SGBs must look at ways to address the needs of the school by doing all things possible and within their reach to benefit the school. The SGB is responsible for developing a strategy for ensuring that quality education is provided for all learners (Xaba, 2011). It is in the best interest of the school that the SGB formulates strategies to achieve the school's vision and mission whilst the principal and staff are responsible for the implementation thereof. All members of the SGB must strive for the best interest of learners and the school as a whole. Therefore, the role of school governors is defined by the meaning of governance.

In South Africa, promoting the best interest of the school in reference to SASA implies that school governors, regardless of who elected them, have to deal with, among other things, determining the admission policy, language and religious policies of the school; determining rules for religious observance at the school; developing and adopting a code of conduct for learners; recommending to the Provincial Head of Department the appointment of educators and non-educators at the school; supplementing the resources provided by the state; and preparing an annual budget. The above mentioned aspects (policies) will be dealt with under paragraph 2.8.2.

It is in the best interest of the school that the SGB and the SMT must work closely together in fulfilling their functions for the smooth running of the school (Naidoo, 2005). The role of the SGB in promoting the best interest of the school may include, but is not limited to, the following matters relating to curriculum issues, provision of adequate resources, general support and the recommendation or appointment of educators.

2.8.1.1 Curriculum issues

It is understood that a school curriculum covers all which is deemed necessary to be taught to learners at an educational institution. A school curriculum represents what society wants or expects from education (Carl, 2005). It is in this view that the curriculum must embrace all the elements of education provided by the school in order to achieve educational goals (Msila, 2004). These elements may include content, teaching, learning and also assessment.

The SGB may also consider taking action to compensate for perceived failing in the school curriculum by, among other things, volunteering their services in teaching some subjects if they

have capacity or by hiring a tutor for extra tuition in problematic areas (Nongubo, 2005). School governing bodies, in collaboration with the schools' staff, may occasionally organise career exhibition programmes for students in order to boost their academic motivation (Kelly, 2009). Learners in rural areas lack sufficient information on possible career options, which influences their motivation towards learning as well as their achievement in a negative way. It is recommended that governors can invite professionals in different career fields to talk to learners about their different professions (Brown & Duku, 2008). The motivation and encouragement will motivate learners positively. Information received from different professionals may be a push factor to learners to study even harder. Professionals may again be positive role models for learners, more especially when they come from the same neighbourhood and background as them. Through the SGB, schools may plan educational trips to agro-based industries, mines, water treatment plants, dam sites and institutions of higher learning (Clifford, 2010). It is through these types of educational trips that learners are stimulated and exposed to different career options that may motivate them to take their education seriously.

The involvement of SGBs in curriculum issues assists governors to know and be aware of the educational objectives of their schools (Hancock & Jones, 2012). Moreover, governors must also be aware of instructional content, material, resources and also processes that are used to evaluate the attainment of educational objectives. A school curriculum outlines skills, performances, attitudes and values which learners are expected to achieve in school. Parent governors must note that learners will always need parental supervision at home since the curriculum dictates that learners can work on groups or individually, inside or outside the school (Hoadley, 2013), hence active participation of parents in the issues relating to the knowledge of curriculum is required. Therefore in the best interest of the school, governors must dedicate their efforts in designing the best possible curriculum suitable for their schools (Hancock & Jones, 2012).

2.8.1.2 Provision of resources

It is within the responsibility of the SGB to provide and manage the school's resources. However, this responsibility demands from the members of the SGB business acumen, financial awareness, planning ability, IT knowledge and excellent management skills (Verbeek, 2006). Resources needed at school may include (but are not limited to) human resources and physical and material resources.

- **Human resources**

Human resources include all educators and non-teaching staff hired at different levels of the school system to ensure a broad range of functions and bring together different types of expertise. Human resources account for a very large proportion of educational expenditure. Over 82% of current expenditure on education is devoted to compensating teachers and 16% to compensating other staff as planning, instruction, collaboration and professional development (Department of Basic Education, 2012).

Human resources are to be distributed across the school system, depending, among other things, on the existing qualification requirements across different levels and sectors of the school system (Madu, 2006). Human resources further implies the control of educator and school leader recruitment, i.e. if school leaders and educators are supplied to schools by the Department of Basic Education or hired at school level. It is in the best interest of the school that where the SGB is responsible for human resource recruitment, it should develop policies on the attraction and retainment of suitably qualified teachers that have the necessary skills which match the needs of learners in the school. In the management of human resources, decisions regarding the allocation of teacher time as resource should also be taken into account.

Looking at the best interest of the school and in particular of learners, the SGB in quintile 1 & 2 schools (since schools in these quintiles cannot afford to hire educators) may encourage the voluntary services of parents who have expertise in particular 'problem' subjects of the school e.g. physical science, natural science, mathematics, economics and accounting. However, SGBs in quintile 4 & 5, if none of their members or parents can teach any of the 'problem' subjects the SGB can create an 'SGB teaching post', with the aim of engaging the services of an experienced and qualified educator to teach the learners till such time that the Department of Education will offer the school permanent appointment of educators (Rangongo, 2011).

- **Physical and material resources**

The SGB must use the school's budget as an important financial management tool, to ensure that adequate resources are procured in a cost-effective manner in order to enhance teaching and learning (Choonara, 2008). However, rural schools specifically are struggling to maintain a positive financial balance which impacts on their ability to respond to the changing needs of learners. Hence it compromises the best interest of learners in rural quintile 1-3 schools (Brown & Duke, 2008). Given the labour-intensive nature of education, a relatively small proportion of overall expenditure is devoted to physical resources. It is in the best interest of the school that the

SGB should acquire and manage these resources. It is in this view that proper spending on physical resources is done according to prescripts.

Material resources include such items as computers, textbooks and other instructional materials which must be provided by the SGB. The role of the SGB is to make sure that there are adequate resources at the school that will enhance quality teaching and learning (Chaka, 2005). Members of SGB could assist the school to improve learner performance by donating resources necessary for proper learning. Many rural schools still lack adequate basic resources for teaching and learning and this makes the process of teaching difficult (Anderson & Lumby, 2005). As representatives of parents the governors can appeal to parents to donate teaching and learning resources such as books, computers, type writers, overhead projectors, furniture, duplicating papers, chalk, pens and pencils and other teaching and learning materials which are necessary to enhance teaching and learning.

The Department of Education declared rural school (quintile 1-3) as no-fee schools. Lack of resources in these public rural schools is partly historical and these same communities do not have sufficient money to contribute to improve education standards in their schools. This unusual strange situation makes it crucial for SGBs to supplement the insufficient resources of their schools (Anderson & Lumby, 2005). It is with this view therefore, that the SGB must take decisions on how money should be spent in the school and should make funds available for resources and also take initiative in raising such funds for resources.

2.8.1.3 Providing support

It is in the best interest of the school if the SGB provides support to the principal, educators, learners and other stakeholders in the school. The support provided could manifest itself in different forms:

- **Providing professional support**

The need to support the school principal and his/her staff is enshrined in the South African School Act 84 of 1996. SASA emphasises that the SGB should support the school principal and his/her staff in carrying out their professional duties. The interpretation and application of support can be in many forms and stem from different attitudes. However, it might be difficult to distinguish between support from the SGB and intrusion on the professional domain of educators (Heystek, 2004).

Professional support refers to the ability of the SGB to identify the professional needs of educators and therefore takes actions of organising relevant programmes to address them (Prontheroe, 2007). It is the responsibility of the SGB to make a budget available for funding of such programmes.

It has always been regarded as the responsibility of the SGB to support the principal and his/her staff by creating a school atmosphere which is conducive to teaching and learning (Department of Basic Education, 2012). SGBs must be aware of how to support and when to support without over-stepping the professional line of responsibility. Moreover the SGB stands in the position of trust (Heystek, 2004). Professional support by the SGB will enhance a positive effective learning climate. Schools with effective learning climates have high achievement, regardless of the type of community served by the school (Swanepoel & Booyse, 2006). Ineffective school learning climates are associated with low levels of achievement which are closely linked to an ineffective school climate.

The challenge for governors and for the senior staff remains the 'moving' category and this means that they must look to the school's internal condition and seek to foster the right climate (Beckmann, 2009). It is in the interest of everybody at school that the SGB from time to time invites professionals to conduct seminars on conditions for good teaching and learning as well as the negative impact that disruptions have on school programmes (Beckmann, 2009). Seminars may lead to dialogue between school authorities and learners. The involvement of parents in schools will encourage self-discipline on learners and establish a culture of learning and teaching (COLTS) at the school (Haines, 2007). The involvement of parents could improve learner achievement by eliminating discipline problems and allowing educators and learners to concentrate on teaching and learning.

The SGB can exchange information, participate in decision-making, help at school, and collaborate in children's learning. As parents its members must become active partners in the educational process. When parents and families are involved in their children's education, children do improve as well (Anderson, 2005).

The SGB may promote the best interest of the school by seeking potential sponsors to finance different projects and programmes aiming at improving teaching and learning. Among other things the SGB may plan to award good work by both learners and educators. It is very important for the SGB to be seen a part of the school as much as possible. It is with this view that the SGB may look for people with relevant knowledge and skills from the local community or even outside to train the staff and offer professional support, where necessary (Anderson, 2005). From the above

discussion we can therefore say that the support from SGB may create an atmosphere of high staff morale which will in turn create a positive relationship between members of SGB and the staff (Ofsted, 2011).

- **Providing moral support**

Providing moral support is an act of encouraging a person and showing that one approves of what he or she is doing as well as giving practical help (Prontheroe, 2007). Moral support by parents in schools helps learners in becoming better people. Schools and SGBs in particular need to raise awareness of the importance of a good moral behaviour in schools. Moreover it is the responsibility of the SGB and of the parents in particular to make learners aware that if they study, they will be better people not only in their own lives, but in their respective communities (Estrada, 2010). The SGB can create time of talking to learners about respect, tolerance, love, discipline and being persistent in what they want to achieve.

Caring schools establishes a link between learners' academic achievement and their need to feel safe, accepted, and valued. Learners surely benefit from performing community service, which in turn reminds them of important virtues, and of practicing good habits (Stern, 2013).

Rural areas are generally characterised by violence, riot and vandalism. These factors hamper effective teaching and learning to take place (Beckmann, 2009; Hancock & Jones, 2012). The SGB must offer moral support to educators at school. Schools and SGBs can best support educators by helping them manage the stress of their profession and by increasing the teachers' capacity for reflection and empathy (Weissbound, 2008).

If educators are left alone to deal with moral issues, a situation of this kind can impact negatively on learner performance which is why the SGB should help to prevent violence at school by stressing continuous awareness. The governors as parents of learners at school must advise learners not to disorganise the teaching and learning climate of the school as that can negatively affect their academic achievement (Smit & Oosthuizen, 2011).

Schools are now prioritising educator-development to assist educators in dealing with learners' behavioural problems. If these problems are not urgently addressed it will disrupt effective learning in all classrooms. Fortunately, programs exist to help teachers deal effectively with these students. Capacitation of educators breaks down their isolation and creates a stronger more caring school community.

The SGB provides support to the school by offering its time and services to address the educators', the learners', and the principal's complaints and dissatisfaction trying to resolve this in a friendly and peaceful manner. The SGB must continuously ensure that there is effective peace and unity at the school and it must also seek ways to maintain order and allow effective teaching and learning to progress smoothly (Mashau, Steyn, Van der Walt & Wolhuter, 2008).

The school comprises of different people from different backgrounds including different interest groups. Conflicts usually arise among these different groups of people. Therefore the SGB must act as a mediator between the stakeholders concerned where necessary and within their constitutional right (Brown & Duke, 2008). It is also in the best interest of the school that the SGB must encourage peace and unity between the school community and the school itself. The SGB may show moral support by attending funerals pertaining to educators and learners. In their spare time members of the SGB may attend cultural and sporting activities of the school.

- **Providing financial support**

Most no-fee schools (quintile 1-3) in rural areas find it difficult to run their schools. Therefore it must be clear that financial support by SGB is not limited to proper administration of school finances. SGBs should rather support schools through the rendering of communal labour (Mashau, Steyn, Van der Walt & Wolhuter, 2008), wherein the SGB may encourage the community to volunteer their services such as repairing broken doors, fence, windows, tables, chairs (desks) and paint classrooms or erect gates to the school. The SGB can also invite donors to donate monies to school and also do fundraising. SASA clearly indicates financial functions of the SGB which, among other things, include budgeting, reporting and also accountability. Therefore the SGB may support the school by proper allocation of finances which will therefore fund the vision of the school.

- **Technical support**

Technical support in the school context refers to the management and administration of school equipment and maintenance of its infrastructure (Haines, 2007). It is the responsibility of the SGB, therefore, to maintain school buildings and all other equipment used in schools.

Little has been done by the National Department of Education in alleviating problems pertaining to technical support on rural schools where children attend schools that are without drinking water or proper sanitation, putting them at unnecessary risk of disease, even though it is against SASA regulation (The Human Rights Watch, 2004). Families in rural areas are very poor and schools are still poorly resourced in provinces that have inherited large rural homelands. Educators clearly

need to be supported by the SGB by providing them with adequate resources to aid learners. Large numbers of rural schools are without basic amenities and struggle to provide educators and learners with informative and stimulating materials (The Human Rights Watch, 2004).

2.8.1.4 Policy development

As a self-reliant learning organisation, every school should take full responsibility for creating its own school related policies in accordance with national and provincial directives. Therefore policies provide specific guidelines and directives for the proper management and governance of schools (Department of Basic Education, 2012). In order to avoid conflict when policies are formulated the SGB should outline it clearly what the process entails and who the ultimate decision-makers are. If possible a small committee may be called together by the SGB to gather ideas from different stakeholders in the school.

It is in the best interest of the school that the SGB should ensure that school policies serve the intended purpose and do not conflict with existing school policy legislation (Department of Education, 2004). SGBs must formulate school policies that will assist them in promoting the best interest of the school and ensure proper school development. Therefore co-opted members in the SGB with legislation knowledge would be useful in assisting the SGB in formulating policies such as the language policy, religious policy, admission policy and other related policies. However it is of great importance that in decision making the SGB must be able to differentiate between a policy and a law. In the formulation of school policies there are limitations that must be strictly considered.

As SASA stipulates, it is in the best interest of the schools that the SGBs should draft and adopt school policies. Therefore the values of each community influence the development of the school policies. There are main values that influence policy formulation such as tolerance, ubuntu, respect and equity (Department of Basic Education, 2012). However, research indicates that community values, principles and policies depend a great deal on what the community regards as good or bad (Nieuwenhuis, 2007). Among other things the SGB may promote the best interest of the school by drafting policies that will maintain school discipline and promote quality learning. The following discussion focuses on different policies that may assist the SGB in promoting the best interest of the school.

- **Code of conduct**

SASA 84 of 1996 provides that every public school should adopt a code of conduct for their respective schools in order to maintain school discipline. The code of conduct should be aimed

at establishing a disciplined and purposeful school environment which is dedicated to the improvement and maintenance of quality education of public schools. The code of conduct should contain provisions of due process, safeguarding the interest of the school.

It is in the best interest of the school that the SGB must adopt its own code of conduct. SASA outlines the adoption of a school's code of conduct for learners as an important function of the SGB. Departmental legislation and notices specified this as a role of the SGB (Anderson, 2005). The SGB is the most relevant structure to draw up a code of conduct. The majority of members in the SGB are parents of learners in the school, and these parents have voting rights in the SGBs to influence the content of the code of conduct. In this sense, parents are responsible for the conduct and discipline of their children (Department of Education, 2005).

The SGB, in the interest of the school may adopt a code of conduct after consultation with all relevant stakeholders has taken place. It is in the best interest of the school that attempts must be made to hear the opinions of all relevant stakeholders in the school community and to encourage the maximum participation of all those concerned (Grant, 2013). The opinions of minority groups and independent thinkers may also be considered. After everything has been carefully considered and all inputs from the school community noted, all participants will have ownership of the document and will eventually support it. The code of conduct is binding on every learner at the school.

The adoption of a code of conduct as a specific "rule-making" function or tool is the responsibility of the SGB. In adopting the code of conduct legal requirements must be considered. Moreover the compliance of learners with the code of conduct constitutes an important administrative action. The code of conduct must take note of the rights and interests of learners in the school. Hence the law prescribes that these actions must be conducted lawfully, reasonably, and procedurally fair (Khuzwayo, 2007).

SASA empowers SGBs to maintain discipline in their respective schools. It is in the best interest of the school that learners must be encouraged not to contravene their school's code of conduct as it carries the force of law (Clifford, 2010). Moreover, learners must be notified well in time about due process and the functions of a code of conduct, i.e. which in case of a serious transgression of the code, recommendations may be made for a learner to be expelled from the school. However, if learners feel that the application of the code of conduct was in some way not fair and just, they should not feel dejected or depressed as every code should include communication channels, grievance procedures and due processes. Therefore learners should know their rights in the school.

A code of conduct should work towards promoting the interest of the school by outlining specific regulations and rules such as school wear, general learner behaviour, the establishment of a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. It should also outline how misconduct on the side of learners will be persecuted including the process for protecting all the parties involved in disciplinary proceedings (Borgonovi, 2010). Furthermore it must be a written document which all learners and parents know about and have read and be drawn up after considering guidelines determined in accordance with section 8(3) of the SASA, No. 84 of 1996.

It is in the best interest of the school that the SGB should govern efficiently and effectively, therefore the code of conduct must make provision of disciplinary measures in case of misconduct (Hoadley, 2013). The SGB acting in the name of the school is under a legal obligation to always act in the best interest of the school it serves. The school, as juristic person, will be liable for legal consequences or damages incurred by the SGB acting in the name of the school, as the SGB's conduct could incur legal responsibilities on behalf of the school. Damages incurred by the SGB in acting *ultra vires* (beyond its authority) can implicate legal liability in a private capacity (Khanyile, 2004). If the SGB is found guilty by a court it may be instructed to redress damages that were caused to an affected party. In such a ruling the members of the SGB may be held liable for the disbursement of damages incurred by the affected party.

One of the aims of the school's code of conduct is to promote proper and good behaviour and to set standards for positive discipline. However, it also deals with negative discipline (e.g. unacceptable behaviour and conflict) and provides measures to deal with such incidents. The SGB must act in the best interest of the school in case of disciplinary measures which are aimed at promoting and maintaining a well-disciplined school environment and, simultaneously, prohibit and punish unacceptable conduct through measures that also encourage the culprits to improve their behaviour (Department of Basic Education, 2012). Furthermore the SGB may also use the code of conduct to promote, maintain and enforce learner discipline in the school, and restore order and equilibrium in the learner community (Haines, 2007). Moreover emphasis must be put on the content of the document which will in turn promote positive school discipline.

Learners are not exempted from complying with the set rules on the code of conduct. Therefore no excuses will be accepted based on ignorance. Learners are expected to behave in a respectful and polite manner towards their peers in the school, the Learner Representative Council (LRC), all members of staff and visitors to the school (Maluleka, 2008). The SGB should stress the fact that learners are also expected to abide by the school rules with regard to appearance and behaviour when representing the school both during and after school hours, at school and away

from school. Learners are not expected to act or behave in a way that will discredit themselves or their school.

The code of conduct in the school should be used to promote the rights and safety of all learners, teachers and parents, ensuring learners' responsibility for their own actions and behaviours, prohibiting all forms of unfair discrimination and intolerance, eliminating disruptive and offensive conduct (Mashau, Steyn, Van der Walt & Wolhuter, 2008). It must clearly indicate the expected learner behaviour at the school as well as the consequences of such misbehaviour. The code of conduct is applicable to all learners whether inside or outside school premises.

From section 8(4) of SASA a clear indication is given which provides that all learners attending a school are bound by the code of conduct of that particular school. It is in the best interest of the school that all learners attending the school are expected to sign a statement of commitment to the code of conduct (Beckmann, 2009). Its administration is the responsibility of the Disciplinary Committee of the School (Chaka, 2005). The code of conduct acts in the best interest of all learners as it is meant to ensure that no learner may at any time behave in a manner that will disrupt the learning activity of other learners, or will cause another learner physical or emotional harm. Hence it promotes the spirit of constructive partnership wherein parents and educators work together to resolve problems.

Disciplinary process and suspension of a learner at school as part of the code of conduct

The South African Schools Act 84 of 1996 stipulates that a learner is subject to the discipline of the school if the learner is registered as a learner at a school. It is in the interest of the school that there should be a disciplined school environment that will allow the process of teaching and learning to flow uninterrupted (Darden, 2008). Hence it is the responsibility of the SGB to uphold school discipline. All stakeholders, including learners, should constantly be reminded of what constitutes misconduct and the consequences thereof.

In the interest of the school, the SGB when conducting a disciplinary hearing should always take note of the following: "the future prospects of the accused learner may be destroyed by the findings of the tribunal; the educational welfare of other learners at the school may be disadvantaged by the findings of the tribunal; there is a possibility that it may create the impression that discipline and order at the school are not conducive to effective education" (Department of Education, 2008). It is in the best interest of the school that the code of conduct must form the basis of the investigation, the hearing, the findings and recommendation (Darden, 2008).

It is in the best interest of everyone that all disciplinary hearings must take place with the following principles in mind: *Audi alteram partem* and due process (Mncube & Naicker, 2011). Both parties must be given equal opportunity to present their case in a dispute and it must also be ensured that the hearing takes place in a fair and just manner. However the code of conduct must indicate that the institution of disciplinary proceedings may lead to suspension or expulsion.

In order to ensure discipline and a purposeful school environment, school rules (the code of conduct) must be consistently implemented and properly enforced. Furthermore sound school governance requires from a SGB to be knowledgeable about the legal obligation and consequences of a code of conduct. In short, it requires school governance that is based on a solid legal footing (Botha, 2004).

If a learner is not satisfied with the disciplinary action taken a review of the matter may be requested only if sufficient grounds exist. The learner may in no way disregard the punishment of the Disciplinary Committee as this may lead to temporary suspension pending a hearing. The disciplinary hearing of such misconduct may be attended by the learner in question and any other learner if needs be (for the purpose of defence). The schools' Disciplinary Committee will consist of the following members: the SGB chairperson, two (2) parent representatives from the SGB, the principal and one educator.

Suspension of a learner means that any learner found guilty of any offence, may not be entitled to attend a class at the school for a period of time that may not exceed one week, may not be entitled to hold office or perform any duties and functions contemplated by any relevant law relating to school governance for the period of the suspension and may not be entitled to participate in extra-curricular activities at the school (Department of Education, 2008). However with regards to a serious type of an offence, if it is in the best interest of the school, in consultation with the head of department, the principal may provisionally suspend a learner until such time when the results of the hearing by the disciplinary committee have been finalised.

From the above discussion, the SGB (disciplinary committee) in the best interest of the school may institute disciplinary action against a learner in respect of serious misconduct only if there is sufficient evidence to institute such proceedings. The SGB may recommend to the Head of Department (HOD) to further take the actions of expelling a learner if the learner is found guilty of a serious misconduct (Department of Education, 2004).

- **School financial policy**

The SGB of a public school is mandated by SASA to draft a finance policy which will focus, among other things, on the correct administration of school finances. The finance policy of the school is a tool which is aimed at proper regulation and utilisation of school funds (Davies, 2005). It is in the interest of the school that SGBs must always maintain a positive financial status. Moreover, it is very important for the SGB to have a clear understanding of the school financial policy. The department of education has declared various school policies (including a finance policy) to be mandatory. It needs to be updated every three years. Furthermore the Department of Education has developed a training manual called the Basic Financial Management for Education Action Zone Schools for a basic School Financial Management Workshop which is aimed at assisting SGBs of public schools.

It is in the interest of the school that the SGB with regards to its finance policy is expected to apply sections of SASA that relate to financial school management and implement it accordingly, set up committee structures within schools, especially a Finance Committee, delegate through the principal certain financial responsibilities to ensure transparency and accountability, manage financial matters at school effectively within the parameters of the law and to develop key financial controls in all public schools (Mestry & Ndhlovu, 2014).

The SGB should understand that a financial policy of the school forms part of school governance. It resides under the competency of the SGB to create and detail such a policy which will only come into effect once the necessary procedural process has been completed (Clarke, 2007). The School Financial Policy becomes legally binding for all the parents of the school once the policy has been accepted by the SGB itself and then presented and accepted at an Annual General Meeting by the majority of the parents present (Department of Education, 2004).

The finance policy must promote the interest of the school by, among other things, indicating in detail the responsibilities of the SGB, the receipt and recording of money, the safekeeping and transport of money on hand, the depositing of money at a financial institution or through special service providers, payments, procedures and authorisation concerning the issuing of cheques, the use of petty cash, stock control and asset registers, the principles of the budgeting method utilised, the procedure that needs to be followed when acquisitions are made by the school, the financial year, the reporting mechanisms and the auditing of the school's financial statements (Xaba, 2012). The SGB must perform all of the said functions / responsibilities above with the sole aim of promoting the best interest of the school through proper financial management at school.

- **Language policy**

SASA 84 of 1996 allocates policy-making authority to SGBs. Therefore the SGB must act in the interest of the school by determining its school's language policy. Furthermore it is in the interest of the school that factors such as demographic, cultural and linguistic diversity of the school community must be taken into consideration when drafting and adopting a language policy (Chaka, 2005). In promoting the interest of the school a language policy of the school should also acknowledge the rights of minority groups. Furthermore, external stakeholders and/or co-opted members of the SGB with legislation knowledge are useful in assisting the SGB in formulating a language policy.

In the preamble of the *Norms and Standards for Language Policy in Public Schools* the government recognises the South African cultural diversity as a valuable national asset and accepts the task of promoting multilingualism. It is in the interest of the school that the school policy must be in line with the country's constitution national and provincial language policy which indicates that the learner has the right to choose the language of learning and teaching. The language policy in schools enables parents on behalf of the learner the right to choose the language of learning and teaching. Moreover, the language policy assists in the maintenance of home languages, but also in acquiring additional languages (Chaka, 2008).

The SGB should promote the interest of the school by indicating how multilingualism will be promoted when determining the language policy (Chikoko, 2008). Whatever is contained in the schools' language policy should strive to promote the interest of all; furthermore there should be no conflict between the national, provincial and school language policies. By adopting a code of conduct the SGB will be promoting the protection of languages and cultural rights as an intrinsic part of the education of every person. Not only does recognition of language and culture reflect respect of human dignity, but it also underlines a specific entity as well as respect and recognition for diversity. Hence the Bill of Rights protects language and cultural freedom (Currie & De Waal, 2005).

- **Admission policy**

SASA 84 of 1996 decentralised the admission of learners to public schools and communities. SASA mandates the SGB to adopt an admission policy for a public school. It encourages participation of all stakeholders in the SGB. Moreover, parents must be encouraged to apply for their children's admission in a school well on time before the end of the year. The determination of the school's admission policy is the responsibility of the SGB, however the policy must be in line with the constitution, SASA and applicable provincial law. It is in the best interest of the school

that SGBs of public schools may in no way conduct a form of test for admission purposes (Department of Education, 2005).

Even though SGBs have been given the authority through decentralisation and parent participation in school education, and the positive improvement of democratisation, they must never misuse their power and authority by discriminating against deserving learners (Chaka, 2008). The admission policy should assist the SGB in doing what is right for the school without prejudice or discrimination.

In accordance with the Constitution of the Republic of South Africa 1996, Section 9 the SGB must strive to promote the interest of the school by not allowing discrimination in learner admission based on any ground (Brown & Duke, 2008). The admission of learners must strictly be governed and regulated by the country's constitution and by the admission policy which must clearly define the roles, powers and functions of the structures responsible for the process of admission. In the interest of the school the admission policy should clearly outline what is legally permitted and prohibited when admitting learners.

SGBs should use the admission policy to promote the interest of the school by determining policies that address the educational needs of all learners at schools (Chikoko, 2008). In homogenous schools, where learners belong to one cultural background and one language, the drawing up of policies does not pose any challenges. However most South African schools are multicultural and multilingual. The determination of policies such as a language or a religious policy does pose challenges. In the admission policy factors such as demography, majority and minority language choices, availability of human and physical resources as well as the cultural background of the school and community should be noted and acknowledged.

- **Religious policy**

SASA 84 of 1996 upholds the constitutional rights of all citizens to freedom of conscience, religion, thought, belief and opinion, and freedom from unfair discrimination on any grounds whatsoever, including religion, in public education. Based on SASA, all SGBs of public schools are required to draft a religious policy which is aimed at promoting schools that does not discriminate on the grounds of race, religion, gender orientation and disability and which strives to develop a sense of commitment to a multi-cultural South Africa (Panel, 2008). A religious policy in schools is as important as all other policies because, among other things, it promotes love, respect, tolerance, friendship, self-discipline, inclusivity and non-racialism among all learners (Department of Basic Education, 2012).

In drafting a religious policy the SGB should be sensitive to religious interests of all learners at the school and must ensure that individual learners and groups are protected from ignorance and stereotypes (Currie & De Waal, 2005). It is in the interest of the school that a schools' religious policy should include the common values that all religions promote, such as the human search for meaning and the ethic of service to others, as well as the desirable social ends, such as expanding understanding, increasing tolerance, and reducing prejudice.

A religious policy in the interest of the school should be used to develop capacity to respect the rights of others and to appreciate cultural diversity and different belief systems. Moreover, a religious policy should promote spiritual philosophies which are linked to the community and its social values and practices. It is very important that the SGB, through the religious policy, must emphasise values and moral education. Furthermore, a religious policy links education with new initiatives in cultural rebirth (the African renaissance), moral regeneration, and the promotion of values in our schools.

Our diversity of language, culture and religion is a wonderful national asset which our learners are to embrace (Sesane, 2014). SGBs are guided by the country's constitution which has worked out a careful balance between freedom for religious belief and expression and freedom from religious coercion and discrimination (The Human Rights Watch, 2004). Moreover the SGBs of public schools should use the religious policy to ensure that everyone in South Africa has the right to freedom of conscience, religion, belief and opinion. This guarantees freedom of religion and learners are free to exercise their basic right to religious conviction, expression and association.

2.8.1.5 Asset management

Based on section 20(1) of SASA 84 of 1996, it is in the best interest of the school that the SGB should administer and control the school's property (including land and buildings that the school occupies). Furthermore, a section of the same act provides that all assets obtained by a public school at or after the promulgation of the Schools Act, remain the property of the school, except that this applies only to schools that have not had section 21 functions allocated to them.

In the interest of the school and also in terms of section 37(6) of SASA, public school assets should be used only for educational purposes at or in connection with such school. The SGBs of schools with both section 20 and 21 functions have the responsibility to look after the schools property. It is therefore the responsibility of the SGB to maintain school facilities and also to provide for this function in their annual budget. Furthermore SGB's are to create and maintain sporting facilities.

Responsibilities of governing bodies of public schools, however, differ according to their quintiles (quintile 1, poor schools to quintile 5, rich schools). The manner in which the SGB promotes the best interest of the school will also differ depending on the availability of funds at the school (Grant, 2013). The allocations differ significantly between quintile 4 and 5 and quintile 1-3; therefore quintile 4 and 5 schools charge additional school fees to make up for the additional funding needed to run the school such as upgrading and maintaining of school facilities, paying for extra educators to lower the teacher learner ratio.

A school quintile ranking is important as it determines the amount of funding that a school receives each year and whether or not the school can charge fees (Department of Basic Education, 2012). Through the given funds the SGB should plan, allocate and provide facilities needed for teaching and learning. Meanwhile learners attending quintile 1-3 schools do not pay school fees at all. However, in order to compensate these schools for their loss in fee income, the state provides them with a larger *Norms and Standards* allocation than schools classified as "fee-paying" schools in quintiles 4 and 5 (Grant, 2013).

The SGB may promote the best interest of the school by proper management of the recommended *per learner* allocation for each quintile as determined by the National Department of Basic Education (Battery, 2005). From the above discussion it is clear that school assets are part of teaching and learning and the SGB should manage all these properly. Rural schools in the main lack adequate resources like laboratories, libraries, computer lab etc. The SGBs should do everything within their power to provide and properly manage schools' facilities.

2.8.2 School development

It is the function of the SGB to promote and ensure school development. School development is aimed at facilitating development of people in an organisation. It focuses on student achievement, learning and empowerment (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2005). It also relates to the development of a curriculum and teaching programmes that are based on what is known about learning. It optimises human fulfilment and increases organisational capacity. School development implements focused change strategies which build policy context and external support networks. It also establishes local infrastructure and networks, supported by good external facilitation to assure policy coherence (Mokoena, 2005).

The planning process of school development includes but not limited to the following:

2.8.2.1 Whole School Development

Whole School Development (WSD) is an important factor of leadership and management as it leads towards effective governance of the school. It involves all stakeholders in the planning process as it broadly engages all relevant aspects of the school by conducting an audit of circumstances and conditions in a school, prioritising the needs of the school and striking a balance between development and maintenance activities within a school (Khuzwayo, 2007). The focus of the WSD does not necessarily concentrate only on the quality or particular style of leadership and management but also on the impact of leadership rather than its intentions (Hoadley, 2013). School development is about taking the whole school through a process of development (Soga, 2004). The whole school refers to every part of the school, both academic and otherwise.

WSD plays a positive role for the school as an organisation, and also for individuals and leaders (Swanepoel, 2008). Therefore a school is viewed as a living, dynamic and changing organisation that needs continuous development (Botha, 2004). As a matter of fact WSD is closely related to an individual's process of personal development and how people see leadership and management as the heart and mind of the whole organisation. It is within the rights of the SGB to pursue ways that will promote and encourage school development.

2.8.2.2 School Improvement Plan

The SGB together with the principal should work together to contribute towards school development by (among other things) developing a School Improvement Plan (SIP) which serves as a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made (Hansraj, 2007). Furthermore a SIP is selective as it is meant to help principals, teachers and SGB plan ahead and it helps to identify when and where to put effort.

In developing the SIP, the principal, staff, SGB, parents, and other stakeholders work together through a variety of activities focused on three areas of priority: curriculum delivery, school environment and parental involvement (Department of Education, 2008). It is through the SIP that schools should be able to establish the following: a goal statement, performance targets, areas of focus, implementation strategies, indicators of success, time lines, responsibility for implementing strategies and checkpoints for status updates opportunities for revisions (Davies, 2005). Each and every school and school community has unique needs and characteristics. A well-managed SIP reflects these specific needs. Moreover, the overall objective of SIP should also focus on enhancing the level of school achievement. In the interest of the school, principals,

educators, parents and SGB are to set goals for improving the way the curriculum is delivered and the management and improvement of a school's infrastructure (Bruns, Filmer & Patrinos, 2011).

2.8.2.3 The provision of resources

The SGB should ensure that all the school does contributes towards enhancing the educational opportunities. The SGB ensures school development through the provision of adequate resources in schools (Swann, Peacock, Hart & Drummond, 2012). For better teaching and learning to take place in a school dilapidated classrooms, broken tables, windows, doors, louvers, and gates must be repaired and maintained. Learners must be protected and not be exposed to the harsh and cold winter or to dusty windy days. Learners may not be able to concentrate on their learning under such poor physical school conditions. A lack of maintenance of school buildings, furniture and learning materials may lead to poor academic output. The responsibility and accountability of managing, maintaining and improving school buildings, property and the environment have been provided to schools by SASA. The SGB may therefore request for permission from the department to build new buildings, renovate old ones or provide their schools with electricity and clean water (International Facility Management Association, 2009). The SGB may improve the quality of education provided to their children by supplementing the resources given to them by the government. School development also includes the development of teaching and non-teaching staff in the school (Barrera-Osorio, Fasih, Patrinos & Santibanez, 2009). School development means that schools should have the capacity to develop their human resources as well as the capacity for cultural change (in terms of school culture).

2.8.2.4 School Development Plan

A School Development Plan (SDP) is a continuous improvement strategy (Middlewood & Parker, 2009), which provides a mechanism for systematic self-evaluation that enables the school community to review its progress, identify priorities and prepare plans for further improvement. It directs the attention and energy of the school community in a systematic way on the central task of the school which is the provision of a quality education that is appropriate to the abilities and needs of all its learners (Walmsley & Rebore, 2009). It focuses on enhancing the quality of teaching and learning through collaborative action. It further enhances the professional role of teachers and promotes their professional development (Borgonovi, 2010).

The fundamental purpose of SDP is to afford schools the ability to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of their learners in a culture that is characterised by change (Assan & Thomas, 2012). It further creates effective school

leadership, management and communication, governance and relationships, quality of teaching and learning, educator development, curriculum provision and resources, learner achievement, school safety, security and discipline, school infrastructure and parents and community involvement (Quan-Baffour & Arko-Achemfour, 2014). The SDP allows stakeholders in the school to create a vision pointing to a direction that their school should take, a shared sense of purpose and a common set of goals as well as consensus on the means of attaining them. It gives schools a legal right to focus on meeting the professional needs of teachers in order to meet the educational needs of learners.

School development also includes the development of teaching and non-teaching staff in the school (Barrera-Osorio, Fasih, Patrinos & Santibanez, 2009). The SDP empower educators to positively contribute to school development and exercising ownership on matters relating to their work, thereby enhancing their sense of being in control of events. In the SDP educators are offered the opportunity to engage in collaborative policy-making, planning and teamwork and to participate in the leadership and management of development work (Clarke, 2009). They also participate in the process identifying their own areas of professional development and also help to seek ways of addressing the identified needs.

The SDP promotes partnership in the school's development by engaging the major parties in the school community such as the principal, educators, parents, learners, in a collaborative dialogue focused on identifying and responding to emerging educational needs (O'Sullivan & West-Burnham, 2011). Participation in such dialogues encourage the commitment and ownership of the policy by all partners or stakeholders. A formalised SDP enables the school to specify resource requirements and to target available resources towards meeting priority needs. The SDP further affords the school an opportunity to effectively manage change by controlling the pace and direction of internal change and to build a capacity to quickly respond to new challenges and development (Rubin, 2009).

2.9 Governance in rural schools

Governance of public schools in rural communities of South Africa faces many serious challenges. Rural communities are mainly characterised by a high level of illiteracy, poverty, unemployment and underdevelopment (Botha, 2004). Traditionally, learners in affluent areas perform much better in school than their counter-parts in rural and less developed areas. Many rural schools are in financial distress which may require additional financial investments and funding. Below are some of the challenges which rural schools face.

2.9.1 The socio-economic conditions

Socio-economic conditions invariably play a role in quality education. Research indicates that the home environment of a learner is an important determinant of educational outcomes. Economic research further indicates that education strongly affects earnings (Jimerson, 2005). Therefore the socio-economic realities of rural areas put learners at a disadvantage. Illiterate and innumerate parents are mainly found in rural areas and this impact negatively directly on rural school governance. Moreover, rural communities lack opportunities, development and resources that one would normally find in a more affluent community (Chaka, 2008). In addition, there is no evidence of professional help and support, proper governance structures, availability of books and other learning materials given to parents in order for them to provide effective parental support to their children (Thomas, 2014).

Previous research indicates that quintile 5 schools (the more affluent schools), usually perform better than the learners in quintile 1 schools, (the poor under-resourced schools) typical of rural area (Department of Basic Education, 2011). SGBs of quintile 1 schools struggle to provide their schools with proper infrastructure. Moreover, rural facilities are in poor conditions, which put another level of financial strain on rural school budgets. In addition, in some rural communities, decreasing enrolment has siphoned off per-learner state aid, placing more burdens on local schools (Anderson, 2005). Therefore, the challenge of the SGB in schools is to maintain good governance.

Research has shown that there might be limitations of educational interventions if these socio-economic factors are not addressed simultaneously (Du Preez, 2013). Furthermore there appears to be a limit to what SGBs can do to overcome the effects of poverty on education. Moreover, differences in learners' home circumstances or conditions define only part of the gap that exists between those who attend rural or urban schools. In fact, schools in urban areas tend to be different than schools in rural areas and towns (Battery, 2005). Urban schools are usually bigger, have a socio-economically more advantaged student body, have more than enough resource allocation, are less likely to experience staff shortages and are more likely to have a higher proportion of qualified teachers who manage small classes compared to rural areas (Assan & Thomas, 2012).

2.9.2 Rural areas are not attractive to educators

Limited resources in rural areas often extend to educators. The lack of financial and other important resources in rural schools compromises the number of qualified educators willing to work in such conditions (Mashoko, 2007). For the same reason, it is difficult for SGBs in rural

schools to attract and retain educators in rural areas. Finding suitable accommodation is another challenge for teachers in rural areas. The physical distance between urban and rural areas creates problems in attracting new educators.

Shortage of educators is less of a problem in urban areas (quintile 4 & 5) than in rural areas (quintile 1-3). Students who attend schools in urban settings are more likely to be able to choose from among a greater number and wider range of extracurricular activities which cannot be accessed in rural schools (Duma, 2010). Moreover, schools in over-populated rural areas usually lack resources, have poor governance structures, and cannot provide different learning environments to their learners compared to schools in less-populated areas. Governance in public schools is usually compromised by the struggle to attract qualified and trained educators which puts strain on good governance. Meanwhile the shortage of qualified educators in rural schools forces SGBs to request members of the community to offer their services on a volunteer basis without compensation.

2.9.3 Inappropriate teaching methods

SGBs in rural schools lack sufficient funds to supplement teaching and learning material. Meanwhile they are also faced with a situation of lack of proper infrastructure (Choonara, 2008). Teaching methods, which educators use in rural schools, are in many instances inappropriate for their particular context (Davis, Williams, Yamashita & Ko Man-Hing, 2006). In sparsely populated areas, multigrade teaching is a reality. In South Africa we have more than 6 500 multigrade schools in rural communities (Department of Basic Education, 2011). Yet, at universities, educators are only trained to teach single grades. Current teacher training does not prepare educators to teach a multigrade class or manage collaborative work and resources. This therefore becomes a huge challenge to educators in rural schools. As a result, educators find it difficult to deal with different cognitive levels of learners in the same class.

Many factors that have a negative impact on quality education characterise schools in rural areas. These areas are usually underdeveloped because of their remoteness. These schools, situated in rural communities are in most instances disadvantaged and poor. They lack basic infrastructure in the form of transport, water and sanitation, roads as well as electricity and technology for information and communication (ICTs) (Department of Basic Education, 2011). The struggle of providing some of the listed services above rests with school governance. The members of a SGB, especially in rural areas, are largely illiterate and therefore do not see nor understand their role in school governance. Moreover, the literature points out many problematic issues in rural school governance such as improper financial administration, power relations between major

stakeholders, the poor relationship between school principals and SGB members (parents), lack of clarity in terms of stakeholders' roles and responsibility, and the undermining parental role in the SGB (Booyse, 2013).

Conditions in rural areas impact directly on the capacity of the SGB to provide good governance as it is reflected in the quality of education the learners receive. Unless rural areas can be developed in both social and economic aspects the achievement of real quality in education will never be realised. Until such time when these areas identified are properly addressed, rural education will limit people's opportunities to lead long, healthy and creative lives, and also to acquire knowledge and enjoy freedom, dignity and self-respect (Kgadima, 2006). Improving school governance in rural areas must go beyond "fixing up schools". A good plan has to address poverty and sustainable development, as well as promoting social cohesion – that is, the need to work together with all relevant stakeholders to solve problems (Borgonovi, 2010). Moreover, formal education in South Africa is seen as part of all other important activities, and people understand very well how living conditions affect families, children and teachers.

Inappropriate teaching methods in rural schools may be caused by many factors. These factors include poor physical conditions of rural schools, insufficient infrastructure and bad conditions of roads which make these schools difficult to reach, improper monitoring of learner performance and school attendance compared to schools elsewhere is weak (Stephens, 2007). Although there have been significant infrastructural improvements since 1994, many rural schools still lack clean running water, electricity, libraries, laboratories and computers. More than one-quarter of the schools in Limpopo have more than 45 learners per classroom (Du Preez, 2013). These conditions compromise the provision of sound quality education for learners in rural areas.

2.10 Synthesis

This chapter explored, through a look at the literature, the legislative framework as well as the meaning of promoting best interest and development of the school. It is evident from the literature that the SGB's responsibility is huge and that there is a great need for capacity building. The promotion of the best interest and development of the school governance demands commitment, dedication, transparency and also accountability. It is with this view that in order to make continuous improvement in school management and school governance all relevant stakeholders are to be involved in all decision making processes. In order to uphold a positive school climate and atmosphere where in quality education can occur, the principal must work in partnership with all the stakeholders in the SGB. The literature indicates that in order for the SGB to ensure school development all stakeholders must be effectively involved in the planning processes. The next

chapter will provide a detailed explanation of the research design and methodology used in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In chapter two a literature review of what the best interest of the school and school development entail was provided. A detailed description of the research design and methodology is provided in this chapter in response to the research questions of what to investigate and how to do it. Attention will be given to the research paradigm, the selected qualitative design, population and sample, data collection and data analysis. This chapter further elaborates on the measures undertaken to ensure trustworthiness and concludes with ethical measures considered prior to and during this study.

3.2 Research design and methodology

A research design refers to a systematic plan according to which relevant data is collected, analysed and interpreted to investigate a particular research problem (Bryman, 2012; Kumar, 2014). A research design is further regarded as a plan for collecting and analysing evidence which makes it possible for the investigator to have answers to the questions that have been posed (Leedy & Ormrod, 2013). A suitable research design should match the kind of questions being discussed. A research design can be used as a broad strategic or logic approach for conducting the research, which has in this instance provided the overall structure for the procedures that the researcher followed, which includes the collection and analysis of data. The research design for this research was used as a plan and structure of the investigation which assisted in obtaining evidence to answer all questions formulated by the researcher (Babbie, 2011).

3.2.1 Research paradigm

Okeke and Van Wyk (2015) regard a paradigm as a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view. A research paradigm furthermore inherently reflects our beliefs about the world we live in and want to live in. A paradigm address three major fundamental assumptions (ontology, epistemology and methodology), such as beliefs about the nature of reality (ontology). The term ontology refers to a branch of philosophy concerned with articulating the nature and structure of the world. The relationship between knower (researcher) and known (epistemology). Epistemology denotes the nature of human knowledge and understanding that can possibly be acquired through different types of inquiry and alternative methods of investigation and assumptions about methodologies. Methodology refers to the activity of the researcher in investigating that what he or she believes can be known (Cohen &

Crabtree, 2006; Okeke & Van Wyk, 2015). A paradigm implies a pattern, structure and framework or system of scientific and academic ideas, values and assumptions. It further indicates what should be studied, how research should be done and also how results being studied should be interpreted (Babbie, 2011).

The researcher adopted an inter-subjective epistemology and the ontological belief that reality is socially constructed. The paradigm which underpins the research in this study is the interpretivist paradigm, as it is about understanding the everyday experiences and perceptions of members of SGBs on their role of promoting the best interest of the school and ensuring school development. Theories in the interpretivist tradition are tested and judged according to the interest of the researcher not because they are right or wrong (Leavy & Hesse-Biber, 2006). Interpretivists believe that reality is pluralistic and constructed in language and interaction (Leavy & Hesse-Biber, 2006). Interpretivist researchers are of the view that reality consists of people's subjective experiences of the external world. Hence the researcher interviewed members of SGBs in order to understand their perceptions on the role they are playing in the school. The core of the research is that meanings are derived from words and actions of the members of SGB as subjects in their real working situation (schools). Interpretivists assume that knowledge and meaning are acts of interpretation. The researcher sought to interpret the perception of members of the SGB with an understanding that there is no objective knowledge which is independent of thinking, reasoning humans. Moreover, interpretivists are anti-foundationalists, they believe that there are different methods to knowledge (Bryman, 2012). Hence the researcher engaged individual and focus-group interviews at five different schools in the area with a view of acquiring different opinions, views and perceptions on the same topic.

The interpretivist paradigm is about epistemology that advocates the necessity for the researcher to understand through inquiry how the members of the SGB perceive their role through their knowledge and experiences (Onwuegbuzie, Leech & Collins, 2008). From the interpretivist paradigm the researcher sought to study the perception of members of the SGB in order to correctly analyse and interpret the findings. Following an interpretive study it is indicated that actions are only meaningful as long as the researcher is able to ascertain how members of the SGB perceives their role of promoting the best interest of the school and how do they ensure school development. An interpretivist paradigm is underpinned, among other things, by interpretation. Therefore to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern. The researcher attempted to understand the phenomena through the meanings that members of SGBs assign to them. In the following paragraph, attention will be given to the specific methodology that is underpinned by interpretivism.

3.2.2 Qualitative research

Qualitative research is underpinned by an interpretivist paradigm. Since the aim of this research is to obtain the perceptions and thoughts of the members of SGB regarding their role of promoting the best interest of the school, a qualitative methodology is most appropriate. The term qualitative research is broadly defined as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Thomas, 2013). In qualitative research the researcher is able to capture people's experiences, opinions, feelings and knowledge which are not distorted or limited by predetermined standardised categories (Keyton, 2011). This research is an interactive research inquiry in which the researcher collects data in a face-to-face situation by interacting with selected persons in their natural settings. Qualitative research involves interpretive and naturalistic approaches to inquiry. Central to interpretivist and naturalistic enquiry is the notion that reality is viewed from the perspective of the researched, and that the setting must not be disturbed by the presence of researchers (Cohen, Manion & Morrison, 2007).

Some of the characteristics of qualitative research that applies to this research include the following:

- Descriptive data

The data collected in this research are descriptive because they are in the form of words rather than numbers. The findings of the research involve direct quotations from the data to illustrate and substantiate the presentations. In the current study the data include interview transcripts and audio recordings of members of SGBs of selected schools. During the process of interviews the researcher took field notes and recorded interviews for transcribing and analysis at a later stage.

- Concerns with processes

Qualitative researchers are concerned with processes rather than with outcomes or products (Keyton, 2011). The researcher in the current study was mainly concerned with how members of SGBs negotiate meaning and apply certain terms. Furthermore, the researcher was concerned about how the SGB members perceive and interpret the best interest of the school and how they understand school development.

- Inductive

Qualitative researchers tend to analyse their data inductively (Bryman, 2012). The researcher did not search out data or evidence to prove or disprove hypotheses; rather, the abstractions were built as the particulars were gathered and grouped together. The researcher used the data

collected to clarify and to answer questions for the research project. The research is inductive due to the flexible design. The data were collected in the form of words and analysed by extracting themes. Concepts were developed from patterns in the data and the researcher found meaning during contact with data; concepts are in the form of themes and categories.

- **Meaning**

The qualitative approach is more concerned with what is meant or perceived. The researcher in this approach is interested in how different people as members of SGB make sense of the role they play in the SGB. Hence the researcher was strictly concerned with what is called the participants' perspective (Bryman, 2012). The researcher was interested in how different members of the school community conceptualise the best interest of the school and how do they understand and ensure school development.

Qualitative research has actual (natural) settings as the direct source of data and the researcher is the key instrument of data collection. The researcher observed participants actions and words since they can be best understood when observed in their natural setting. All the interviews were conducted in schools as that is where the SGB operates. Thus context was seen as the most critical issue in deepening and broadening the meaning of words, attitudes, behaviour and actions of members of SGBs being studied (Thomas, 2013). The researcher believes that divorcing the act, words or gesture from its context is to lose sight of its significance. The researcher noted words, actions and gestures of members of SGBs while expressing their views. A phenomenological strategy of inquiry was used as basis for the research.

3.2.3 Strategy of enquiry: phenomenology

Qualitative research uses several approaches such as narrative ones, ethnography, case study, grounded theory and phenomenology. Phenomenology studies perceptions as they appear in the experience of members of the SGB as participants (Bordens & Abbott, 2008). In other words, this (phenomenological) research tries to answer the questions of the study as posed by the researcher (Cohen & Crabtree, 2006; Bryman, 2012).

This research focuses on the phenomena that occur in a natural setting. Thus the researcher conducts a study in its natural setting attempting to make sense or interpret phenomena in terms of the meanings that members of the SGB as participants bring. From a phenomenological approach, the researcher sought to understand how members of the SGB construct meaning regarding their role of promoting the best interest of the school and ensuring school development. The focus of phenomenological inquiry in this research was based in the experiences and the

interpretation of those experiences. This further translated into gathering deep information and perceptions through inductive qualitative research methods such as interviews.

The researcher, through phenomenology, looked at the way in which members of SGB make sense of the world around them. In this sense their views and actions became more meaningful (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). Phenomenology as a strategy of inquiry was used to discover and express essential characteristics regarding the perception of the SGB in its role of promoting the best interest of the school and its development.

The unit of analysis used in this research is holistic. Qualitative research has been instrumental in finding answers to research questions by examining various social settings and the individuals who inhabit these settings. Therefore the following paragraph explains how members of SGBs were selected.

3.2.4 Population and sampling

A population refers to the entire group of people to whom the research results are applicable (Babbie, 2011). The target population of this research were members of SGBs of rural secondary schools in the Malamulele area of the Vhembe District in the Limpopo Province. The sampling strategy applied in this study was purposive as it was based entirely on the judgment of the researcher (Flick, 2006). Five schools were selected and the selection criteria included that the schools should be secondary rural schools falling within quintile 1-3 (no fee schools). The reason for the selection was as explained in chapter 1. Rural schools (§1 1.7.2), specifically no-fee schools experience more problems in terms of the functioning of the SGB. Purposive sampling afforded the researcher the opportunity of purposively targeting members of the SGB because they are deemed to be useful for getting deeper understanding of how the group perceives the best interest of the school and its development.

Two dysfunctional schools, two average performing schools and one well performing school were selected as the target group. The aim was not to compare the schools but to ensure that schools of all performance levels were represented. In a focus group, the researcher, consciously sought out participants in the SGB representing all the components of the SGB to insure that all viewpoints were adequately represented, as they have the best knowledge and experience in the SGB.

The researcher's choice of purposive sampling was based on some of the following advantages:

- In purposive sampling the researcher could reach a targeted sample quickly.

- Purposive sampling is time efficient; it is less costly and saves effort. It is not rigid and meets multiple needs and interests. Based on the purpose of the study and knowledge of a population the researcher can easily select a sample.

For the purpose of investigation of the phenomenon above, five chairpersons of SGBs, five principals as ex-officio members of the SGB and also five focus groups representing each stakeholder/component in the SGB were selected purposively because they are the holders of the data needed. Each group of participants mentioned above was chosen because it consists of those who are currently members of SGBs in their respective schools and are the best group of people who have first-hand information on school governance.

3.3 Data collection

The data were mainly collected through interviews (both individual and focus group) where appointments were made with the schools concerned. The researcher conducted semi-structured interviews with principals as members of the SGB, chairpersons of SGBs and focus groups with other members of the SGB representing different stakeholders serving on the SGB, of selected schools. It was not possible in this research to conduct all interview sessions of one school on the same date. The easiest participants to find were the principals and in some instances also chairpersons. With regards to focus groups it was difficult since some of the participants are working as nannies, vendors or security guards in the near township and only come home on Friday night. The only available time suitable for members of the SGBs were Sunday morning. All focus groups honoured the appointment and Sunday mornings were used to accommodate every member of the SGB.

Semi-structured interviews (often referred to as in-depth interviews) were preferred as they are less rigid than structured interviews (Seidman, 2006). The researcher's goal was to explore in detail a topic and to allow participants to openly and freely voice out their opinion and ideas in their own words (Gray, 2009).

The researcher understood that for interviews to be successful it depended on the prior construction of a theoretically informed and user-friendly interview schedule (see addendum A). Equally important, those who offered to give their time and share details of their experiences as members of the SGB had the right to expect clear, understandable and supportive guidance through the whole interview process. Interviews were chosen as a method of data collection because of the following advantages (Cresswell, 2005:215):

- They at all times provide the researcher with effective and useable information even when the researcher cannot directly observe the interviewees.

- They give participants the latitude of explaining detailed personal information, attitude, perceptions and beliefs.
- Probing of questions can easily eliminate inconsistent and vague answers from participants.
- The interviewer has total control over the type of information received as the interviewer can ask specific questions to bring forth enough information from participants.
- It is easy for the interviewer to record the exact time, date and place of each interview conducted.
- The interviewer can make sure that all the planned questions are fully answered.
- They provide motivation and openness. A close, open and harmonious relationship may evolve between the interviewer and interviewee allowing an interview to be open and frank.
- It is very difficult for participants to cheat in interviews by receiving or copying answers from others.
- The interview schedule assists the interviewer to ask questions in the order that has been pre-planned.

The above advantages of interviews matched this research because answers from participants were useful in data collection and also during the analysis stage. They afforded the researcher an opportunity of probing questions more specifically when answers were vague and not clear. Furthermore they gave the interviewer an opportunity of structuring questions well beforehand.

Interviews also have got the following disadvantages:

- Interviews can provide information filtered through the views of the interviewer. The interviewer made sure that questions were asked as prepared and no leading question were asked because participants may answer according to the views of the interviewer.
- Interview data may be deceptive and provide the perspective the interviewee wants the researcher to hear. Before all sessions of interview started the researcher requested participants to do their best in providing information that is true and can be trusted. Participants were encouraged to say what they know not what they think the researcher wants to hear.
- Interviewee responses may not be articulate, perceptive or clear. Participants were encouraged not to answer if they did not understand the question. They should rather ask for

clarity and in the case where answers were not clear, the researcher asked the same question again.

In both individual and focus group interviews, the use of semi-structured interviews enabled the researcher the advantage of probing participants' meaning of the topic. This included their feelings, beliefs, ideas, thoughts and actions. The interviews enabled the researcher to interact with participants in their natural settings. Therefore the researcher had to arrange to visit participants in their respective schools for sessions of interviews.

The following guidelines of semi-structured interviews (Gray, 2009:185) guided the use of interviews in this research and they are further discussed as follows.

The length of the data collection period – the researcher tried by all means to schedule the interview period not to be too short or too long. Therefore the period of interview provided the opportunity for continual data analysis, comparison and corroboration. In order for the researcher to collect as much data as possible the length of each interview session was about forty minutes.

Language – the researcher realised the need to use a language that all participants could easily understand without difficulty. Interview questions were phrased simply and clearly in a language that can be easily understood by all participants irrespective of age and level of education (See addendum A). The researcher used two languages which were Xitsonga and English. All school principals were interviewed in English but chairpersons and focus groups were interviewed in Xitsonga since most parents indicated difficulty communicating in English. After data transcription an independent source was employed to translate the transcriptions from Xitsonga to English.

Credible field research – all in-depth interviews were conducted in natural settings that reflected reality of life experience. Therefore all sessions of interviews were conducted in schools. As a qualitative study, the researcher had to enter into the natural field of people whom were studied and had direct contact interviews with them. However the researcher was careful and aware that direct contact with people and their lives could give rise to some ethical problems such as asking sensitive questions, intrusion to privacy and failure to maintain confidentiality (Du Plooy, 2009). The issue of ethics were dealt with in a conscientious manner in paragraph 3.6.

Disciplined subjectivity – the researcher in the study was seen as a facilitator rather than being part of the discussion. Participants were given a chance to express their views without interruptions or intimidation by the interviewer.

3.3.1 Individual interviews

Literature on data collection methods indicates the face-to-face interview as a way of extracting and passing on information to the interviewer from the interviewee (Arthur, Waring, Coe & Hedges, 2012). Therefore face-to-face individual interviews were conducted in order to understand the opinions and views of principals and chairpersons of SGBs on their role of promoting the best interest of the school and how do they understand school development.

The following procedures were followed during individual and focus group interviews:

- A brief introduction was given by the researcher.
- The researcher then explained the purpose of the interview as well as the importance of the participants' answers.
- Participants were informed about voluntary participation, confidentiality and anonymity, it was further indicated that they could withdraw from the interview at any stage and the researcher won't hold it against them.
- Participants were informed that the data collected would be used for research purposes only.
- The principal's office was used to conduct these interviews as it was free from distractions.
- Participants were asked to fill in a consent form (see Addendum B) to give their informed consent for the interview to take place.
- Participants were asked if they were ready to proceed with the questions. The interviewer proceeded in a friendly and polite manner with the interview using the interview schedule (see Addendum A).

Before the beginning of individual and focus group interviews the researcher introduced herself and thanked participant(s) for agreeing to be interviewed. The purpose of the interview was explained and a consent letter (see Addendum B) was issued to all participants for them to read and sign. The researcher discussed the consent form with the participant(s) and allowed questions for clarity. In each school a permission letter from the district office (see Addendum D) and the circuit office of the Department of Basic Education (see Addendum C) was submitted.

Permission to record the interviews and to take written notes was asked from participants before the interview was conducted on both individual and focus group interviews. These were used to

assist the researcher to remember key aspects of the conversation. After the interview, the researcher thanked the participant(s) for allowing to be interviewed and left the premises.

The above mentioned procedure was followed in all the interviews in order to ensure a degree of consistency. This procedure also contributed to the trustworthiness of the research.

3.3.2 Focus groups

Focus groups are small structured groups with selected participants, which are led by the researcher (Seidman, 2006). In this research focus groups have been set up in order to explore individuals' views and experiences, through group interaction. Each group consisted of a representative of each of the stakeholders serving on the SGB, which included one non-teaching staff member, one parent representative, one educator representative and also one learner representative.

In each focus group the researcher ensured that participants contributed as they share common experience and views as members of the SGB and were made to feel comfortable saying it to each other. Thus the active engagement of members of focus group enabled the researcher to obtain a number of different perspectives on the same topic in the participants' own words. Focus groups in this study assisted in brainstorming and generating ideas with participants, discussing different angles of a problem and helped to identify solutions. Furthermore, the focus groups helped in gaining insight into the ways in which individuals in a group situation influence each other (Arthur, Waring, Coe & Hedges, 2012).

3.3.3 The interview schedule

Questions were all written down in the interview schedule (see Addendum A). Before the interview process began there was a short yet comprehensive introduction by the researcher. This introduction served the purpose of breaking any monotony or rigid formality that could be prevalent and more importantly, it provided a flowing transition from one area of questioning to another (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). During the introduction participants were informed about ethical issues concerning them. This resulted in the interviews being uninterrupted and continuing in a smooth manner. Questions in the interview schedule were formulated to gather as much information as possible regarding the specific aspect of interest. Questions were structured to address the purpose and aims of this study. Questions were read from the interview schedule to guide the interviewer. Reading the questions from the interview schedule was far more effective than formulating questions on the spur of the moment. However, probing questions were asked in an attempt to find more information from the participants. All interviews were recorded by audio recording which the participants were made aware of during

the introduction. The interview schedule with all the questions asked during interviews is attached as addendum A.

3.4 Data analysis

The researcher's aim in analysing the data was to establish how members of SGBs make meaning of their role of promoting the best interest of the school and school development. During the process of interviews the SGB members' perceptions, attitudes, understanding, knowledge, values, feelings and experiences were noted by the researcher.

The researcher transformed the research data in the form of audio-recordings of interviews into typed text. These transcripts are regarded as the main form of data. The researcher understood that failing to capture the actual words of the interviewee, no matter what style is adopted or how the questions are phrased the interview would become fruitless. After each interview session interviews were transcribed verbatim. Each participant's audio-recording was carefully listened to and responses were written down word by word. The transcripts were filed per participant per selected schools. This process was followed until all the interviews were transcribed.

For the purpose of reliability and trustworthiness of analysing the data collected, the researcher used the expertise of an independent source to translate data from chairpersons and focus groups from Xitsonga to English.

The data analysis involved the process of methodically arranging interview transcripts and field notes, searching for meaning to come up with the findings for the study. The data consisted of the transcripts and notes taken during interviews. During data analysis transcripts and the notes were read over and over again, and the accuracy of the typed text was checked by listening to the audio-recordings repeatedly in order to discover the meaning of what was said.

Several computer software programmes exist today to assist qualitative researchers. However, these programmes help to organise data but cannot do the analysis for the researcher. The researcher decided to analyse data manually, which was done according to the following procedure: codes were identified and highlighted from the data collected and the codes were grouped according to categories which were later used to create themes. In this research study solid descriptive data is presented to allow the researcher to lead the reader to an understanding of the meaning of the experience or phenomenon studied.

During the data analysis the data were reduced, organised and meaning was given to the data. This dynamic and creative analysis process allowed the researcher to gain a deeper understanding of what was being studied and how to refine the interpretations thereof. In this

research the data were analysed by organising them and by the coding and presenting of the data which are discussed below.

- **Organising the data**

The data collected from field notes and interviews were voluminous. In the organising of data audiotapes, transcribing and filing were used as the most important aspects in organising the data. The researcher used files to organise the information gathered from the participants. Each participant had a file which contained their contact details, required for making arrangements, as well as the data provided by the particular participant during the interviews. Because of the large volume of data collected from the interviews, the researcher organised data immediately after each and every interview.

- **Coding of data**

Coding of data is divided into different parts by a classification system where categories are identified. In order to differentiate between participants the researcher used codes (symbol or abbreviation) to classify words or phrases in the data. During the process of coding, data were analysed and brought together under major themes, concepts, interpretations and propositions. The transcribed data were read carefully and broken down into logical and meaningful pieces, assigning codes to the different segments in the form of descriptive words.

The process of coding assisted the researcher in reducing the collected data. The researcher read through the transcripts and assigned codes that recurred in the data, known as a process of open coding. The process was maintained until the researcher worked through all the individual transcripts. Following the process of coding, the codes were further reduced and classified into categories/sub themes. Categories was grouped together as themes and given a descriptive label. This practice continued until all the data coded, were classified under relevant themes.

- **Presentation of data**

The data were constructed by means of the collection process and shaped by what was collected from interviews. They were organised into readable descriptions with major themes extracted through content analysis. Moreover in this study data analysed and concluded is supported by reference from one or more extracts from a participant's discourse. During the process of selecting quotes, the researcher balanced the selection so that no participant is over quoted than others.

- **Interpretation of data**

The empirical section of this research consists of qualitative individual and focus group interviews. The analysis of the interviews was done by applying a content analysis process. As a result of open coding the following themes were identified:

Themes identified with regards to training on the roles and responsibilities of the SGB;

- Training
 - Reasons for non-training
 - Types of training
 - Efficiency of training
 - Training needs
- Roles
 - Overarching roles
 - Specific roles.

The following themes were identified regarding promoting the best interest of the school:

- Curriculum
- Resources
- Support
- Financial aspects
- Policy matters

The following themes were identified regarding school development:

- Planning
- Resources
- Finances

- Capacity

3.5 Trustworthiness and credibility

The aim of trustworthiness in qualitative research is to support the argument that the research findings are “worth paying attention to” (Cohen & Crabtree, 2006). It differs from the conventional experimental precedent of attempting to show validity, soundness, and significance. This research took into consideration three components of trustworthiness, namely credibility, dependability and confirmability.

Credibility – from the data collected the researcher evaluated whether the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data. During the analysis stage data were quoted as original as they had been transcribed. The researcher made sure that the correct participants were interviewed in order to make the results of the research believable. This research depended more on the richness of the information gathered, rather than the amount of data gathered. The same questions were asked to all participants in order to get rich information on their different perspectives and opinion.

Dependability – dependability in this research is seen as an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. The quality of the research findings can be relied upon since data is strictly from relevant sources that operate in the SGB. Therefore the findings of this research is worthy of trust and is reliable.

Confirmability – the findings of this research is supported by data collected from members of SGBs as participants (Cresswell, 2005; Babbie, 2011). The researcher kept safe the audio-recordings as a proof of data collection.

Trustworthiness of data collected in this study was ensured through the following:

- More than one method of data collection was used (individual and focus group interviews).
- An audio tape recorder was used to record data collected through interviews.
- Interview questions were also written down to avoid repetition.
- Obtaining external auditors to review and evaluate the report. One auditor verified aspects such as accuracy of transcription and the level of data analysis from the raw data through the interpretation, the other translated data obtained from chairpersons and focus group interviews from Xitsonga to English.

- Notes taken during the interviews were also used to ensure correctness during transcribing of data.
- Thick description was used by describing the context in which questions were asked.
- Codes generated from the data were cross-checked by two independent people.
- The researcher drew conclusions based on the understanding of the situation observed and acted on these conclusions.
- Data transcripts were taken back to participants for validation.

3.6 Ethical consideration

Ethical issues in this research are considered very important because it involves people. The researcher had a professional responsibility to ensure that ethical principles were maintained and human rights were protected at all cost. It was essential for the researcher to understand the ethics and responsibilities of conducting individual and focus group interviews (Cohen, Manion & Morrison, 2007). Ethical measures involved the agreement between the researcher and all the participants concerning the use of information collected and recorded and how the findings would be reported (Mar, 2005). It was the responsibility of the researcher to protect all participants from any potential harm, be it physical or psychological, discomfort or any danger that would have arisen during the process of interviewing (Leavy & Hesse-Biber, 2006). In any research study it is regarded as normal practice to observe ethical issues such as voluntary participation in the study (Letherby & Bywaters, 2007).

This research has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 (see addendum I). Permission to conduct this research has been obtained from the Vhembe District Office of the Department of Education (see Addendum D), Malamulele Central Circuit Office and also from all the participating schools (see Addendum C). Prior to the interview all the participants had been guaranteed their privacy and confidentiality. Permission to record the process of interview was also obtained from the interviewees prior to the interview.

All participants had voluntarily agreed to sign an informed consent form (see Addendum C) and were well informed about the purpose of research and implications of their participation. All participants had been informed verbally and in writing that they had the right to withdraw from the interview, without any penalisation, at any point if they were not comfortable to continue as participants. The researcher explained to all the participants about the questions of confidentiality

and anonymity. The names of all the participants were not going to be disclosed at any stage during the research process. One of the ways used to hide the participants' identities was the use of codes which ensured anonymity of all the participants. The researcher avoided sites where participants would feel coerced to participate in the research. Therefore the researcher only used schools as sites to interview the participants which were familiar ground to them. The researcher made sure that participants were not subjected to any risk of unusual stress, embarrassment or loss of self-esteem.

3.7 Summary

In this chapter the research design and research methodology were discussed. The research followed a qualitative phenomenological design embedded in the interpretivist paradigm. A process of purposive sampling was followed in identifying the participants. Data were collected by means of individual and focus group interviews. The transcribed interviews were analysed using a content analysis. Different measures were undertaken to ensure trustworthiness and credibility. The chapter concluded with a view on the ethical aspects that were observed in the execution of the research. In the next chapter the researcher addresses the process of data analysis and presents the results of the analysis.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

The previous chapter described the qualitative research design and the methodology used in this study, as well as the method of data collection. This chapter presents the analysis and discussion of the data generated during individual and focus group interviews. Individual interviews were conducted with five school principals and five SGB chairpersons of selected schools while focus group interviews were conducted in each school with each stakeholder represented on the SGB. The discussion and analysis in this research report is based on the perceptions of members of SGBs of their role of promoting the best interest of the school and ensuring its development. Firstly attention is given to the process followed in the data analysis, after which the analysis follows with the discussion of the identified themes after which a summary concludes the chapter.

4.2 Process of data analysis

Data analysis in this research is based on the results of verbatim quotations from interviews which are regarded as important as they come from the original sources (members of SGBs). The data collected from interviews provides rich information and gave the researcher a direct awareness of the participants' views, experiences and perceptions. The analysis of the data from individual and focus group interviews enabled the researcher to bring to the forth the perception, views and understanding of the SGB on their role of promoting best interest and development of the school.

Content analysis has been used as the most common method of analysing qualitative data as it examines words or phrases from interviews (Boeije, 2010). The researcher was interested in utilising the entire data set to identify underlying themes presented through the data. Content analysis was done through open coding where text has been read over and over again in order to get a global impression of the transcript.

Constant comparison was taken inductively. The inductive approach to qualitative data analysis was followed and it involved analysing data with no predetermined theory, structure or framework. This approach was preferred for its comprehensiveness and ability to create thick descriptions from data which is the key characteristic of qualitative research. The data were transcribed from interviews and typed into a word processing document; transcriptions were analysed manually. The themes that emerged in this study relate directly to the research questions and aims of the study. During the analysis of data, transcripts were read several times so as to get their full meanings for interpretation (Leedy & Ormrod, 2010). The interview transcripts were coded to

organise and reduce the data in meaningful units. Below is a description of how the data were analysed.

The process of data analysis (Leedy & Ormrod, 2010)

- Data recorded from interviews was transcribed verbatim.
- Transcripts were analysed by means of chunking data into smaller meaningful parts.
- Discovering and identifying themes within those transcript data where each chunk was labelled with descriptive code, the codes were grouped by similarity to build a category, after that a theme was developed from categories.
- Making sense of data classified. Colour themes for interpretation were used to provide descriptive accounts and explanations. Three different colours were used to differentiate between the code, category and the theme. After reading through the chunks of information, all data segments were grouped together and marked in the same colour according to codes then all codes were then grouped according to categories which further led to the creation of main themes (see Addendum G)
- The researcher collected together the colour coded data which were in the form of phrases or quotes and statements from interviews as verbatim evidence for the theme identified.

Data analysis in this study involved preparing and organising the data for analysis, then reducing the data through a process of coding and condensing the codes into categories, the categories (sub-themes) into themes and finally representing the data in a discussion. Themes that emerged from the responses of the participants as constants relate to the research aims. A comparative method was used which included the processes of data collection and data analysis. The researcher believes that the themes which emerged from the responses of participants are significant. So in the discussion which follows, excerpts of their responses have been used.

4.3 Discussion and analysis of data

The voices of the participants in the form of direct quotations from the interviews are presented in the data analysis in this research. Quotations from transcripts are the basic source of raw data and evidence in qualitative analysis. The collected data from the interviews are rich in information and gave the researcher a direct feeling of the participants' views, experiences and perceptions. Data analysis was done through the identification of themes and these themes are supported by direct quotations from participants. In each theme a graphical analysis which has been designed

by the researcher is presented. In order to identify responses from participants, the following is an example of how the researcher coded participants:

S1C =School, 1, chairperson

S1P = School, 1, Principal

S1FP – School, 1, Focus group parent/educator/learner/NTS (non-teaching staff)

4.3.1 Themes identified with regard to training on the roles and responsibilities of the SGB

The first theme in this discussion was identified as training on the roles and responsibilities of the SGB. The researcher was trying to establish whether training of the SGB could have an impact on the promotion of the best interest and development of the school. Moreover, since SASA stipulates specific functions for SGBs, this research has been conducted to examine whether members of SGBs do understand their role and responsibilities by promoting the best interest of the school in performing their functions. The training received could have an influence on how the SGB members perceive their responsibility of promoting the best interest of the school and ensuring its development. The above theme has further been divided into two sub-themes namely *training* and *roles* as indicated in the following diagram.

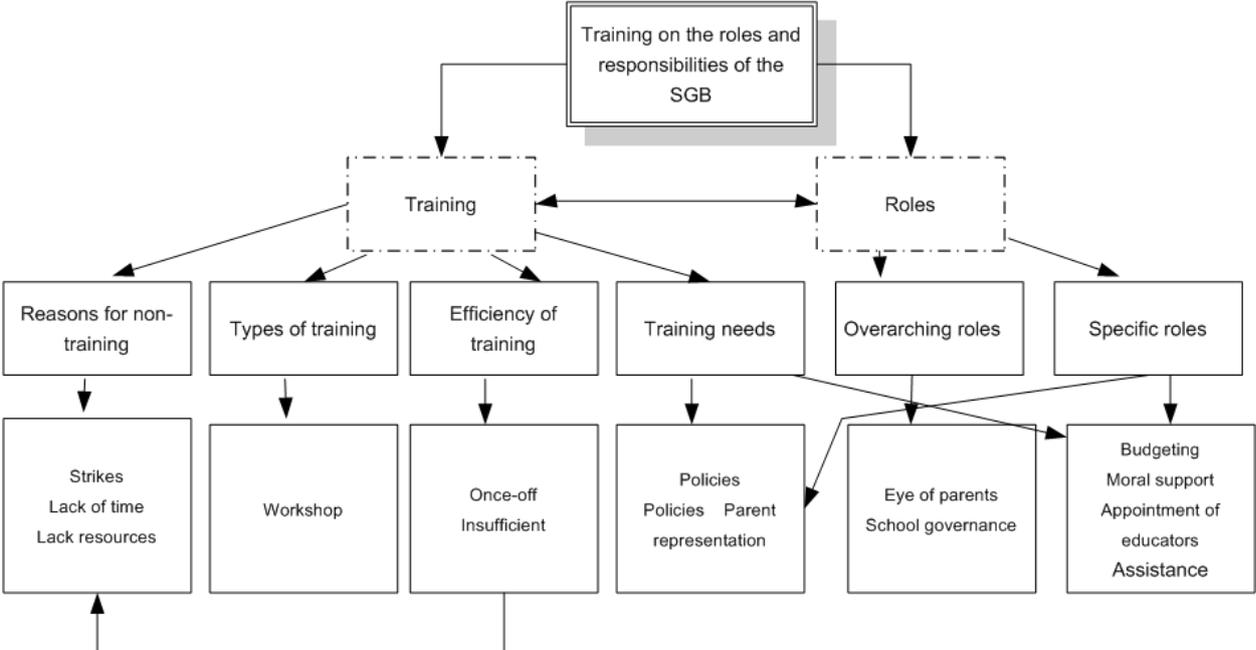


Figure 4-1: Training and roles

4.3.1.1 Training

Training is regarded as the fundamental issue on any committee to enable it to perform effectively (Van Wyk, 2007). It is the responsibility of the Department of Education to equip members of the SGB with basic skills that can enhance their work. As school governors, parents have been elected and entrusted with enormous tasks and responsibilities in the schools under their jurisdiction. These roles are stipulated by SASA (1996:20). This research was aiming at establishing whether effective capacitation of the SGB does contribute to the ability of the SGB to promote best interest and development of the school and whether it increases the understanding of its role (Department of Basic Education, 2012). The following discussion was based on the training of SGBs as governors.

- **Lack of training**

Training in the SGB is important like in any other committee as it empowers people to be effective and knowledgeable about the roles. In order to understand whether the SGB does fulfil its expected role of promoting the best interest of the school, the researcher tried to establish whether stakeholders serving on SGBs did receive training to enable them to work efficiently in the SGB. Some SGBs indicated a lack of training as commented below:

S2C: We have not yet received training since we were elected.

The same sentiment was shared by another participant who also indicated the lack of training in school governance:

S4C: We didn't receive any training.

The researcher noted that interviews were conducted six months after the elections of SGBs where schools were supposed to have been capacitated by then. From the responses of participants, the SGBs of at least two schools did not receive any training. The lack of training makes SGBs to be dysfunctional as they don't know what is expected from them. This in turn could also imply that they do not know exactly how to promote the best interest of the school in the execution of their duties. The following discussion focuses on the reasons for non-training. During the interviews the researcher enquired from the participants if perhaps they know the reasons or factors that could have contributed for their lack of training.

- **Reasons for non-training**

Training of the SGB is very crucial if they are to implement their roles efficiently. However in their responses members of the SGB could only speculate as there has been no reason given to schools for their lack of training. This is confirmed by the following comment:

S4C: I think it is caused by the unavailability of the training personnel or people to assist us or there's a lack of resources such as money.

The lack of knowledge on the failure of the department to provide training was further indicated by another participant below:

*S4P: Maybe the authorities do not have time or they do not feel like
(Shrugging of shoulders)*

It must be noted that in the area of Malamulele where this research was conducted there have been strikes and schools were closed for a period of a month. Therefore there might have been lack of communication from the department and also poor monitoring of attendance in the workshops conducted:

S2C: We don't know, the cause could be the shortage of finance or the time during which we were elected because last year was a busy year in Malamulele due to strikes.

The lack of training limited the knowledge of the members of the SGB on their roles and responsibility. The establishment of functional SGBs throughout requires extensive and all-inclusive developmental training programmes in identified areas of governance. It is the responsibility of the Department of Basic Education in collaboration with other stakeholders to organise these developmental programmes for SGB members. The rest of the schools interviewed (i.e. except the participants of schools 2 and 4) indicated that they did receive training. Capacity building programmes are very important for SGBs because as school governors they are expected to effectively perform their duties. Therefore it was important for the researcher to check on the type of training that SGBs received.

- **Type of training**

All SGBs that received training indicated that they received the same type of training:

S5P: ... it's sort of induction workshop, so once that induction has been done its over; its finished there are no other.

None of the participants indicated if there were any workshops conducted in schools by the principals. Moreover the induction workshops were not attended by all members of the SGB but only those who occupy key positions:

S5P: We happen to be some of the members who attend these trainings. It happens that sometimes the training is for the principal and the top five of the SGB in most cases.

Since it was only an induction workshop conducted, it was therefore important for the researcher to assess its efficiency thereof.

- **Efficiency of training**

SGBs views were sought on the adequacy and efficiency of the induction workshop. In their responses, participants indicated a sense of dissatisfaction with the workshop they received. They all indicated that they received a one-day session only and no other follow up sessions were ever conducted. This is evident from the following participant as indicated below:

S1FP: Yes, we got it, but it is a one day workshop.

None of the interviewed SGB's (who received training) indicated a level of satisfaction with the length, efficiency and adequacy of the training. Members of SGBs do agree that the Department of Education, through the circuit office, organised an induction workshop which, according to participants, seemed to be inadequate. Therefore the preparedness of members of SGBs in carrying out their legal duties remains questionable. This is evident from the comment below which indicate the following:

S5FP: ...however the training is not adequate because few hours are allocated for training meanwhile the amount of work to be covered is vast, more especially when it comes to training on finance.

From the response of focus groups the researcher discovered a sense of dissatisfaction with the efficiency and adequacy of the training; as further indicated by another participant:

S4FP: We did not receive any training. Surely we cannot say that what they called us for is called training. How do you train a person for two hours for the work that must be carried out over a three year period? To be honest with you, we surely know nothing as far as our roles are concerned.

Parents raised a need for continuous training as they indicated that the duration of workshops were not long enough for the realisation of meaningful learning. They added that a workshop cannot empower them if it is done only once. They wanted the training to be an on-going process in order to empower them sufficiently for their role as school governors. The same sentiments were echoed by the following participant:

S5P: No, it is not enough if possible they should conduct quarterly workshop that may perhaps capacitate us a bit.

Moreover some participants indicated that they felt like the three year period of serving on the SGB is too short for the members of the SGB to grasp everything there is to know. A sense of dissatisfaction was noted on the responses of principals with regards to the efficiency of the training versus the term of office of the SGB:

S5P: SGBs are elected based on the term they are supposed to serve. Currently they are supposed to serve (a) term of three years, so their playing of this role I cannot say it's hundred per cent because when they serve three years you find that some of them may no longer come back when there is elections so you find that it's new people all together coming to man those positions, so the workshopping and the capacitation has to start afresh and they get to acquaint themselves with the role they are supposed to play and you find that the term is already gone.

It is important that the SGB as the major shareholder has got a clear understanding of what governing a school entails. If training of SGBs is further ignored, schools will always be run by one component of the SGB and not all. In their responses the parent component of the SGB repeatedly raised a concern of regular workshops which will provide knowledge for proper discharge of duties bestowed on them. It has also been noted by the researcher that the length of training did not have an impact on the capacity of principals to perform their duties as members of the SGB. From the interview it is evident that principals already know what to do. This might be because they attend each and every induction workshop since they are ex-officio members in the SGB. However, they still maintained what has been indicated by all other participants that the workshop received by all other members of the SGB is inadequate and needs to be strengthened even more. In their discussions, participants further indicated the need for training on specific key areas of school governance. Hence the discussion below concentrates on the training needs for school governors.

- **Training needs**

Training of the SGBs is aimed at capacitating them to work efficiently. Since the state cannot control schools alone but works in partnership with the SGBs, they should be properly capacitated (The Human Rights Watch, 2006). Members of SGBs indicated in their responses the lack of knowledge on the key areas of operation. During the process of interviews the researcher noted that due to a lack of continuous training some participants undertook a decision of empowering themselves through personal development on key issues of school governance.

With regards to school governance some schools undertook a decision of affiliating to projects like *Kgatelo Pele* which is not conducted by the Department of Basic Education but aiming at capacitating school governors on their functions:

S4P: We also affiliated with the Kgatelo Pele project and we were trained in areas of leadership, finance management, conflict management and so many other things.

Since the Department of Basic Education is failing to conduct continuous training on issues pertaining to school governance, it is imperative that some principals took the decision to further develop themselves although there was no indication of any principal workshopping his/her SGB as indicated by the following comment:

S5P: We undergo various training on how SGB's operates as we develop ourselves through studies.

The issue of self-development is an indication of a need for training. Due to the fact that some principals enrolled themselves for further development in the area of school governance, schools can make use of available human resources on the SGB, which is the ex-officio, to disseminate all the necessary information needed for training. A better understanding of their tasks and functions can help the SGB members to improve school governance. From the above response we can note that from the members of SGB themselves, there is a need for continuous training. Members of SGB also indicated a need of capacitation on (among other things) finance, procurement, curriculum, budgeting and policy matters since SASA instructs them to develop and adopts policies in schools that will assist in school governance. Policies have the great advantage of fostering good relationship and cooperation between all stakeholders in schools. SGBs indicated that they are involved on policy issues:

S4E: The SGB ensures that policies are observed.

The once-off induction workshop indicated the element of insufficiency on the training needs of the SGB. The parent component of SGBs indicated lack of knowledge in key areas of school governance. From the responses it is evident that the SGB members do not know what their tasks entail. They still experience problems with the administration of school finances and due to their lack of knowledge they unintentionally leave everything in the hands of their principals, as indicated by the following participant:

S2C: ...he requested us to draw the budget but we are unable to do so due to lack of knowledge of the requirements. The principal would tell us of the requirements and the percentage allocated to the required things, then we ask him to draw it on our behalf.

From the above comment one would say that the lack of proper training on financial matters led the SGB to relegate their responsibilities to the principal and educators. Therefore if the principal is doing everything on his/her own, he/she won't feel obliged to further involve the SGB on anything since they know nothing and he/she will end up doing everything by him/herself anyway. From the above comment we could say that most SGBs in rural schools indicated a tendency of

only focussing on how monies should be spent and not on how it could be managed and controlled. This is further evident from their responses that members of SGBs only sign cheques and not take part in other activities related to the administration of a school's finances such as procurement, budgeting, control etc. This simply points out that training is needed on financial issues:

S4C: When purchases are supposed to be made they do call us as signatories and explain to us what needs to be bought then we sign and release them to go and buy.

The above comment indicates a need for training on issues such as budgeting and procurement. The training will broaden the understanding of SGBs in all aspects of school finances and not only as signatories as indicated above but also in managing and control. Principals of schools 3 and 5 emphasised the importance of the principal in helping the SGBs to understand their roles better, so that the school could benefit from their activities. However, principal 4 indicated that it is very difficult for SGBs to fulfil their role because of a lack of continuity. He further indicated that even when he enrolls them on projects like Kgatelo Pele, by the end of the training process the SGB is making its way out and a new one is elected therefore training becomes a futile exercise:

S4P: Like I indicated in our case we trained those SGB in the Kgatelo Pele Project in the financial management, administration and so many others and when we got to the end of that project they were now making their exit and we started with those who were not trained.

During the training of the SGB it is important for the department to take note of the parents' levels of education so that further training may be organised based on the level of education and understanding of parents. The response of principals is an indication that in most cases they are working alone leaving the rest of the SGB behind. Therefore continuous training should address the contributing factors for school principal to work alone as they cannot rely on the SGB. However the principal of school 3 indicated that SMTs are doing their best in assisting the SGB. This is a clear indication that the principal is not confident on the efficiency of the SGB in fulfilling its role; and hence the assistance of the SMT to the SGB seems crucial:

S3P: I think the SMT has done better in trying to assist the SGB to become the relevant stakeholder in the school.

Moreover it is important to note that the outcomes of a workshop will never be satisfactory because the SGB members did not know what their tasks entailed as they are not always equally trained. Since the SGB is supposed to work as a team, it is essential that every SGB member should receive training and that this training should not only be reserved for a few SGB members in most cases as indicated by the following participant:

S5P: ...so we happen to be some of the members who attend these trainings. It happens that sometimes the training is for the principal and the top five of the SGB in most cases.

The responses illustrated how desperate parents serving in the SGBs are for training in basic skills which can make them competent school governors. The task of being a school governor in the current education dispensation in South Africa is challenging, complex and could be overwhelming and stressful for people who hitherto might not have served in similar capacities (The Human Rights Watch, 2006). For parents, in rural areas who are mostly not well educated there is a greater need for training that will ensure, among other things, proper financial management, conflict management, support of tuition and the improvement of the school's physical environment. Many SGBs indicated their need for financial training. The following participant indicated the need for intensive training on specific needs on the functions of the SGB:

S5P: The amount of work to be covered is vast, more especially when it comes to training on finance. Financial work needs a thorough training as less training may jeopardise and spoil the work.

During the interview some participants indicated the importance of training on emerging issues relating to curriculum which will further capacitate parental involvement on issues of school governance and education in general. This is what the participant had to say:

S4FP:particularly that curriculum is changing we would like to be acquainted with the changes as parents. Nowadays there is this thing called CAPS wherein we are instructed to work with our kids when writing their homework but it is very much difficult for us without proper workshop on how these things should be managed.

The following participant further indicated different spheres of training which furthered the argument of other SGBs that a one day workshop will never be enough to cover the scope or training needs of the SGB:

S3FP: We were also given policies like school policy, finance policy, and others.

This is only an indication of the vast task that lies ahead of the SGBs. A participant in school 3 indicated the load of the SGB; hence in a workshop they were given different types of policies to acquaint themselves with. In this research, it transpired that most parents are illiterate, so it becomes hard for them to properly serve in the governing body without proper training.

The responsibility of the SGB is so important and complex that it cannot be expected to discharge them effectively without proper training, which is the cornerstone of affirming governors in the execution of their roles and responsibilities. Therefore, it is important that the department should prioritise key areas of school governance for training. This research revealed that principals as

ex-officio members of the SGB have sufficient knowledge and understanding of the roles and responsibilities of SGBs in schools. However, the same cannot be said about the rest of the SGB.

Increasing the democratic control and quality performance of schools, as the main aim of the SASA and other related education legislation, will not be achieved unless serious interventions are made in capacitating SGBs. The focus of training should be on identified needs of the SGB which include managing finances, budgeting and generating funds, development and implementation of policies, monitoring and evaluation, safety and security including the maintenance of discipline in the school.

The above theme seek to address whether training does have an impact on the effective functioning of the SGB on their role of promoting the best interest and development of the school. Participants indicated a lack of knowledge in some key areas of school governance, ineffective training and in some cases lack of teamwork as members of the SGB. In rural areas the lack of knowledge often results on the SGB being dysfunctional. If SGBs are to meet their expected roles and functions, the department must start prioritising their training.

4.3.1.2 Roles of the SGB

In this study it was important for the researcher to seek understanding of the members of SGBs on their role of promoting the best interest and development of the school. It is the responsibility of the SGB to ensure that schools are governed in the best interest of all stakeholders; all members of SGBs should always put the interest of the school before any personal interest (Department of Basic Education, 2016). Just like any other committee, the SGB, too, needs to know and understand its role as the governing body in order to promote the best interest and development of the school. Understanding its governance role is also dependant on the training that its members have received. The following discussion is based on how the SGB understands and effectively implements its role. Based on the responses of the participants the researcher decided to divide the roles of the SGB into two, namely *overarching role* and *specific roles*.

- **Overarching role**

Training SGBs on their role should be aimed at empowering them to contribute effectively in school governance. It is part of the democratic process that the SGB as one of the stakeholders in the school should play a crucial role in decision making processes in schools (Van Wyk, 2007). In this research it was important to understand how members of the SGB understand their role of promoting the best interest of the school and also ensuring its development. In order for the SGB to effectively promote the best interest of the school they should first show understanding and knowledge about their roles. Many participants only indicated the overarching role of the SGB

without being specific. They indicated their role as being the eye of parents, and mainly overseeing the activities of school governance.

In their responses members of SGBs understood their role as watchdogs in the school. However many SGBs failed to indicate what their role as *being the eye* means. In rural schools, where this research was conducted, SGBs are vulnerable to exploitation by educators because they don't know what their role in the SGB is. Therefore it is easy for educators and the principal to exclude them in issues of school governance:

S1FP: ...we represent parents. Apart from having been elected to represent parents we are the eye of the parents.

Being the eye of parents does not necessarily mean anything as SGBs failed to indicate or specify how they are engaged on issues of school governance. The response itself does not indicate any level of involvement on issues of school governance.

SASA mandates SGBs to promote good governance in public school hence the SGB is expected to be involved in all areas of their domain. A clear understanding of their role has enabled the SGB to participate among other things learner discipline, administration of resources etc. as indicated below:

S5C: The role of the SGB is to oversee everything that takes place at school.

The above comment indicates the interest that parents have in education. However the same participant, when asked about their specific roles, gave no clear answer other than that they were not trained enough. Without proper training the SGB won't be party to school governance as they are expected to. As much as the above response indicated knowledge on the role of the SGB, we cannot say the same with all SGBs in the same area. The following response is a clear indication that some SGBs had no idea about the role of the SGB which might still be attributed to the lack of training. Their responsibility only centres on the provision of furniture for children and no clear indication of any function outlined in SASA:

S2P: Our responsibility is to see to it that there are enough chairs and tables to be used by all children.

The researcher's involvement with SGBs has witnessed power struggles among school governors. In some instances, educators have been accused of, and found, dominating decision-making in SGBs. In some instances, discussions with parents have indicated the notion that they simply represent the parent community. They listen in meetings and go out to report to the community. They do not see themselves as governors. They rather regard themselves as watchdogs of parents.

Lack of training on the role of the SGB on all the components poses danger on the processes of school governance of many rural public schools. From the responses of learners on the RCL one could tell that there is a lack of knowledge on their roles as members of SGB because participants indicated their understanding of their roles on the RCL but this role is clearly not the same as the SGBs' therefore there was no indication of RCL's involvement on the SGB:

S2L: Is to relate the information received from fellow learners to the teachers.

- **Specific roles**

SASA 84 of 1996:20 stipulates that it is the responsibility of the SGB to promote the best interest of the school and strive to ensure its development. Therefore, in order for the SGB to promote the best interest of the school, it is imperative that its members should understand their roles and responsibilities. It is the responsibility of the SGB to see to it that the school is properly governed without crossing the line of operation of the principal. SGBs indicated a sense of understanding of their roles which include budgeting, offering support, appointment of educators and also offering assistance to educators and the principal.

The SASA mandates financial responsibility in schools to the SGB. SGBs indicated their involvement in drafting the school's budget. They further indicated that their responsibilities as the SGB (among other things) are the financial accountability and the proper administration of school funds which includes budgeting, procurement and controlling (Department of Education, 2003). All SGBs indicated a clear understanding of their role in governance of administrating school's finances:

S5FP: The SGB is accountable for the proper administration of the school funds.

SGBs had no difficulty of indicating what their role is with regards to school finances, however, the know-how is still a problem. Failure by the department to capacitate SGBs on their roles can cripple the system in a number of ways. The lack of skills and basic education as indicated by participants causes many rural parents to undervalue themselves and also their contributions. As a result they distance themselves from their democratic right of being responsible school governors. In that way they neglected their roles as they relegated their responsibility to educators with the attitude that educators are experts and can best do the job. This is evident from the following comment as indicated by a chairperson:

S2C:he requested us to draw the budget but we then asked him to draw it on our behalf.

The drafting of the budget is the responsibility of the SGB. In the best interest of the school SGBs indicated their role of doing proper financial planning which assists their schools in the

maintenance and improvement of school's property. In their responses the SGB members indicated their understanding of administering school finances:

S5P: We manage the school's finances, we maintain school's property.

SASA further mandates SGBs to support educators in their professional work. It was therefore interesting to note that SGBs understand their role of promoting the best interest of the school through offering support to educators. In most SGBs, their understanding of their roles is limited to supporting educators and therefore neglects other key functions. However, one could only note the positive aspect of offering support services to the school:

S3C: In general, our duties are to give moral support to the leaders of the school.

All SGBs in their responses indicated a level of commitment in their schools by assisting the school in any way possible. Although the researcher could only note that some SGBs were not convincingly indicating that they are in control or playing their role as they should. And perhaps this is what the principal wants it to be. The principal may decide on how and when to involve members of the SGB in school, more especially because principals are the ones who determines whether the assistance from the SGB is required or not:

S3C:we normally look at what the leaders of the school need assistance on, or if there are certain things that the leaders will need assistance with as far as learners education is concerned, they tell us.

The following participant also concurs with the above comment of providing moral support to educators in their school as indicated below:

S4C: When they experience challenges they do explain to us and ask for our assistance.

According to SASA (1996; 20) another role of the SGB in school governance is to recommend to the head of department the appointment of educators. Therefore it is crucial for the SGB to do it according to relevant acts within the department. SGBs in their responses understand their role of recommending educators to be hired at schools. They all indicated a degree of involvement in this issue:

S1P:they assist in the appointment of educators.

It is the responsibility of the SGB to create an environment where sound teaching is the order of the day. The SGB by law is expected to recommend the appointment of competent educators.

In terms of section 16 of the South African Schools Act 84 of 1996, the governance of every public school is vested in its governing body. Therefore, the governing body should perform its functions

effectively and efficiently for the benefit of the school community (RSA 1996, s16). However, most SGBs seem to be ineffective in rural areas due to limited time of training, lack of basic knowledge about school governance and understanding of their roles and responsibilities. The SGBs' knowledge and understanding of their roles and responsibilities is a fundamental pre-requisite for their effectiveness in school governance. As indicated, most SGBs show their understanding on the overarching but not on their specific roles. They seem to be doing well in parental representation and being the eyes of parents but due to a lack of training they disregard issues such as drawing up of schools budget. It is also important as it appears from the data collected that continuous training is needed on key areas of school governance.

4.3.2 Themes identified regarding promoting the best interest of the school

The importance of effective governing bodies, specifically in rural and underperforming schools are highlighted by the Education Laws Amendment Act of 2007. This act stipulates the accountability of school governing bodies in ensuring the quality of education in the school it serves, irrespective of the SGB's diverse abilities and availabilities. SGB's should be more involved and have more power to act in schools if the government intends to hold them more accountable and responsible for the quality of education in schools. They are expected to play an important role in promoting the best interest of the schools and ensure its development. It was against this background that SGBs were asked about the understanding of their role of promotion of the best interest of the school. In an attempt to answer the research question the following diagram indicates themes identified based on the members of SGB's understanding of promoting the best interest of the school.

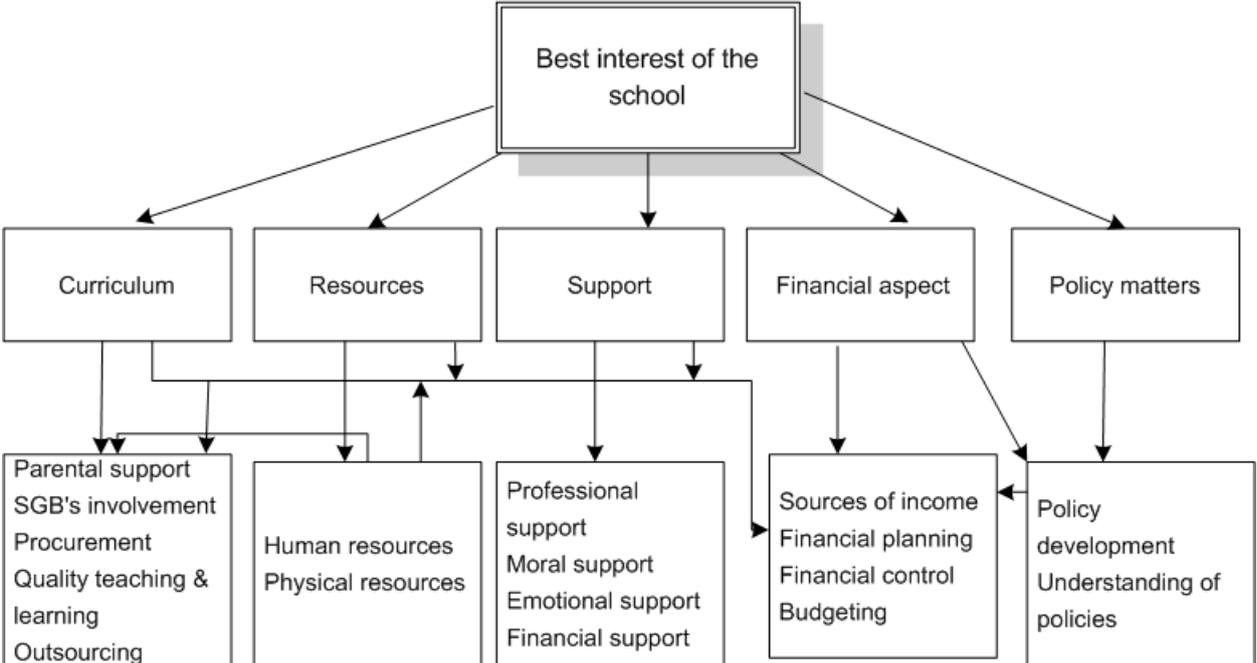


Figure 4-2: Best interest of school

- **Curriculum**

Curriculum management is one of the professional areas of the school principal and therefore the SGB does not have much say over curriculum matters. However, the introduction of a new curriculum (CAPS) stipulates that parents, educators and community are tasked with “helping to determine how learners should be prepared for adult life, including the world of work” (Department of Basic Education, 2016). Most school governors feel ill equipped to fulfil this role. However decentralisation brings with it the possibility of extreme inequalities - “the possibility that the local community, including parents and educators, may not have the knowledge and resources to adequately protect the quality of education provided to their children.” SGBs in this research understand that they have a big role to play in schools to support issues pertaining to curriculum. In all the schools interviewed participants viewed their contribution of promoting the best interest of the school by making funds available to cater for the curriculum needs of the school:

S5P: Where necessary we supply educators with the learners support materials in fact we purchase what needs to be purchased. We sit together with educators and draw the budget; we make sure that procurement is done correctly in order to cater for the needs of our learners.

Budgeting for the curriculum needs of the school is a positive contribution by the SGB. In their responses participants also indicated their understanding of promoting the interest of the school through their involvement in issues relating to curriculum. The SGB members indicated their involvement as parents in the education of their children. One participant had the following to say in parental involvement:

S1FP: Parent should as well know that their children must be sent to school in a good state, having written all the homework and also coming to school every day.

If the SGB is ineffective, the interest of the school could be compromised. It is therefore within the responsibility of the SGB to ensure the provision of quality education for all learners at the school. In the promotion of the best interest of the school, the SGBs indicated how they avail resources for the outsourcing of educators from other schools whenever need arises. In their responses SGBs indicated their involvement in the provision of human resources as indicated below:

S5E: The SGB assist in outsourcing educators from other schools to come and assist us in areas that we indicate to them that we need assistance.

In the promotion of the best interest of the school all stakeholders indicated effective involvement in doing their job of outsourcing required human resources. SGBs indicated understanding of their

role of promoting the best interest of the school through their support of schools in the provision of quality teaching and learning. Also in the interest of the school SGBs are effectively involved in curriculum issues by supporting educators and learners in their professional and academic issues:

S4FNFS: The SGB encourage and support quality teaching and learning in our school

Furthermore SGBs indicated their interest in their schools' end of year results. This furthers the above comment of encouraging quality teaching and learning in schools as commented below:

S3E: As you know that our school is well known for its good results. We make sure that we maintain our good standard.

In the support of curriculum SGBs indicated how best they promote the interest of the school through budgeting and proper procurement which are done in favour of the learners. SGBs involvement has been indicated through their ability and willingness to supply all necessary LTSMs for the benefit of all learners in the school.

- **Resources**

SASA stipulates that the SGB should promote the best interest of the school through the provision of resources in schools. SGBs in their responses indicated their involvement in the provision of human resources according to the needs of the school. It is in the best interest of the school that the SGB should provide quality and capable human resource in schools (Van Wyk, 2007). In their responses SGBs indicated their interest in their schools' affairs by providing their schools with educators as indicated below:

S5E: ...the SGB assist in outsourcing educators from other schools.

In this research SGBs are involved in making sure that the process of teaching and learning should not stop due to a lack of educators and hence they provide. They indicated how members of the SGB are involved in the filling in of any vacant post in their schools as stipulated by SASA. In this research SGBs know their responsibility as governors in recommending qualified and suitable educators to be hired in their schools:

S3P:I remember the other time we had three educators resigning and the SGB was so much hands on in trying to get another educator and they even went to an extent of moving around shopping and they brought a report saying that there are educators somewhere we can try to do a horizontal transfer with that educator.

SASA (1996:20–21) makes it obligatory for SGBs to maintain and improve schools' properties and buildings. In their efforts of promoting the best interest of the school SGBs indicated that in

the process of budgeting they also make funds available. They also indicated their involvement in seeking donations and also doing fundraising to fund their schools' projects. Below is a comment of a participant who indicated their involvement as SGBs in the provision and maintaining of resources:

S3P: We make sure that we provide all the necessary resources needed at the school. We make sure that resources are available; we see to it that the school's infrastructure is in place and is enough. The classrooms, the offices, the playgrounds where learners should go and train the entire necessary infrastructure that is needed in a learning institution should be in place. We also make sure that we advise the department about the shortage of the infrastructure so that it may be provided and if the department fail to provide we are therefore allowed to look for donations.

With regards to the provision of resources, SGBs indicated in their responses that they promote the best interest of the school through the provision both human and physical resources to schools.

- **Support**

SASA section 20(1e) states that the governing body must "support the principal, educators and other staff of the school in the performance of their professional functions". The interpretation and application of support by the SGB can be in many forms. It is important for SGBs to know where to draw the line between support and intrusion on the professional domain of educators (Van Wyk, 2007). In the discussion below participants indicated support in different ways such as professional, moral, emotional and financial support.

In their responses most SGBs indicated that they promote the best interest of the school by offering professional support to educators. SGBs in this regard indicated that they play their role of support through budgeting for educator development programmes. In their responses SGBs indicated that they do prioritise teacher development. This might be seen as a way of investing on their available human resources:

S3P: In their budgeting they always have teacher development and I think that's the key because we have had teacher development workshops, we had strategic planning for the school and in all that they were trying to assist you know, developing colleagues in the school.

SGBs understand that in order to improve learners' academic performance, continuous professional training of educators is crucial. Support to educators include those non-educational services required to optimise their work. Support services are regarded as important as they help them to solve problems that could impede their effectiveness as educators. SGBs in the best interest of the school indicated the need for educators to have knowledge and skill in the teaching

approaches; hence SGBs and their School Management Teams organise staff development programmes and invite people with the expertise to equip educators with new methods of teaching. This is also an indication that the SGB understands professional support through teacher motivation:

S4FE: We usually have motivational talks or developmental sessions where we invite people to come and motivate us here at school.

The interpretation and application of support can be in many forms. There is a fine line or just a grey area between support from the governing body, especially parents, and intrusion on the professional domain of teachers. Despite the fact that SGBs indicated their support by organising and funding teacher support programmes, SGBs also play an important role in offering moral support where parents build a relationship with educators and constantly push learners to pay more attention to their school work. The following comment indicates how SGBs offer moral support to educators:

S3C: As SGB, we also give moral support to members of staff. We want them to work in a relaxed environment where there are no questions about their safety. We also urge parents in our meetings to support educators at all times.

SGBs indicated that they do offer financial support to schools, however, parents are not obliged to support the school financially; but their physical presence in the school to attend meetings and also checking the academic progress of their children was on its own speaking volumes and the following forms of support from the following quote below was generally seen by the researcher as positive support:

S1FP: We support educators by making sure that our children abide by the rules and regulations of the school. We also support educators by assisting our children with their school work. Parents are allowed to visit the school to look at their children's work - of course after making an appointment with the educator. We timeously have parents meeting and parents' day whereby we discuss all the problems encountered at school are being discussed and together we sought solutions.

Support in the school context promotes collaboration between stakeholders. The above comment indicates a good relationship between parents and educators. In order for the SGB to promote the best interest of the school, support and teamwork is important as it eases the burden on principals. The SGBs' understanding of their role of promoting the best interest of the school has been spread through offering different types of support. Despite the fact that SGBs offer professional and moral support to educators they also indicated that they do offer emotional support by offering condolences to their educators:

S2C: In case of an emergency, like death in their families, the head of the school notifies us. We are then able to visit the deceased family giving the condolence

prayers to support them. We are also able to attend the funeral. The principal also notifies us of the educator who is on a sick leave for more than two to three days; then we are able to go and give him or her supportive prayers.

The SGBs also indicate their understanding of promoting the best interest of the school by offering financial support to their schools. In a way of offering support by the SGB the general consensus among participants is that SGBs should be involved in seeking for donations to cover for the needs of the school since monies for Norms and Standards usually arrive very late in the year and still cannot cover for everything:

S1E: We support educators by doing fundraising for the school. Fundraising and donations helps us because the government is failing. The norms and standard is very little we are also in need of things like a jungle gym so donations and fundraising may help us to make one.

Due to financial burden of schools participants indicated that in the best interest of the school parents are made aware of the financial constraints of the school. SGBs, in their responses, indicated how they also convince parents to support schools financially by means of donations:

S4P: We also ask for donations from parents as the SGB is better placed to articulate the financial constraints of the school.

In the best interest of the school SGBs indicated that they support schools professionally, morally, emotionally and also financially. All stakeholders should support each other more especially educators in their delivery of their professional duties. In this study, a few positive aspects on the role of the SGB have been observed such as support, assistance and also parent representation. Furthermore SGBs indicated their role in the finances of the school as discussed below.

- **Financial aspects**

In terms of SASA section 34, the state is mandated to fund public schools from public revenue on an equitable basis in order to ensure proper exercise of the learners' right to education. The Act also makes provision for SGBs to supplement state funding by way of fundraising initiatives. Schools serving poorer communities receive more state funding than schools serving better-off communities. In this study the sampled schools are in quintiles one and two and are regarded as no-fee schools.

It is the responsibility of the Department of Basic Education to empower SGBs with necessary financial administration skills. Although acts and procedures on financial management such as the Public Fund Management Act 1 of 1999, Norms and Standards for School Funding of 1998 and SASA are in place the SGB should be knowledgeable in exercising financial discipline by curbing unnecessary expenditure through budgeting, communicating the school budget to stakeholders, and evaluating the budget regularly in order to make adjustment when needed.

SGBs indicated their promotion of the best interest of their schools through the process of budgeting. Budgeting assists SGBs to prioritise the needs of the school and also making funds available whenever necessary. SASA indicates that it is the responsibility of the SGB to draft the schools' budget and present it on parents for approval.

SGBs indicated their understanding of promoting the best interest of the school through proper management of schools' finances. They further indicated that they are engaged in drawing of their schools' budget. The following comment is an indication of a SGB's involvement in financial issues of the school:

S1C: As members of the SGB we are called to come and discuss about what is needed at school we therefore draw a budget and prioritise all the items which need to be bought.

The schools main source of income is the *Norms and Standards* from the Department of Basic Education. Schools do their financial planning within the available funds. In the management of schools finances the SGBs is expected to do everything in their power to control and supplement the school funds. For teaching and learning to be effective, basic resources are needed such as teaching aids, duplication of papers, maps and sketches. Experiencing a lack of finances a school may not have access to such teaching and learning resources. Basic services such as water and electricity must be paid for. Parents should be made aware, through the SGB, that a school needs finances for its day to day running and that they as parents should assist in generating such finances. Resources such as computers, telephones, basic municipal services etc. should be paid for. It is for these reasons that in line with SASA (1996:21c and d) the onus is on the SGB to raise funds for the school and also to see to it that school funds are not mismanaged. A shortage of funds can hamper the sustainable improvement in school performance.

SGBs use parents meetings to inform parents about the state of the schools' finance. In their responses SGBs indicate that they hold parents meetings to make parents aware that schools needed more funds to run since as indicated above the government funding is not enough to provide for the needs of the schools. SGBs also indicated that they engage in different entrepreneurial activities of raising funds as indicated below:

S2C. Our SGB has got a tuck shop that sells different things. We also show different films. There is money that we agreed as parents to contribute to raise the school fund. We are able to use this money to buy educational related material that are lacking.... sometimes we run short of stationary before the school gets money from the department, we are therefore able to buy schools stationary.

Although SGBs felt responsible for school finances, their lack of financial know-how made it possible for educators/principal to exclude them in the process of budgeting and procurement:

S2FP: Regarding school funds, we have not yet been shown anything.

Most SGBs indicated a lack of knowledge in the key areas of the SGB. If the above SGB do not know anything about their schools budget, then it raises eyebrows as to who took charge of drafting it. In other schools members of the SGB felt comfortable in adopting the budget without changing or questioning anything since they relied on the expertise of educators:

S4C: Eerr, the budget in the school where I help in the SGB is done by teachers, in most cases we find that we agree with the budget without additions or subtractions and the budget get adopted.

Although some SGBs indicated knowledge on their role of administration of their schools' finances other SGB members like the one whose comment was cited above were reduced to being spectators on the role that they were supposed to be playing. The above comment can also be attributed to the lack of training as indicated previously. In their responses SGBs indicated that in the best interest of the schools, SGBs are expected to know and understand policies that governs education as further discussed below.

- **Policy matters**

A main aspect of school governance as stipulated by SASA includes development of policies and rules which governs, organises and controls the school. It is the SGBs responsibility to ensure that these rules and policies are carried out effectively. This implies that the SGB, in promoting the best interests of the school and, in particular, of learners, is responsible for developing a strategy for ensuring that quality education is provided for the learners.

Many of the participants in this research indicated an understanding of their responsibility to implement governmental education policies in the school they serve. Understanding educational policies is a prerequisite for the effective implementation thereof. In rural schools, many of the SGB members (parent component) unfortunately do not have sufficient reading skills to enable them to read, understand and interpret education policies. Most SGBs indicated lack of knowledge of policy development and in cases where policies are to be implemented they also indicated a lack of knowledge and basic understanding of such policies.

As indicated above, knowledge and understanding of policies has been identified as a challenge to most of the SGBs. Since they are expected to draft and adopt policies they are also expect to do so in the best interest of the school. It is critical for the SGB to understand its role in policy development. The SGB of a school has legally binding decision-making powers, through which a school performs all its functions as a juristic person. All decisions made by the SGB should be informed by relevant legislation such as SASA which is underpinned by the Constitution of South

Africa. Unfortunately, in many schools SGBs are not involved in matters pertaining to policies. This has been confirmed by some participants:

S2C: No, in our school where I'm the SGB member we don't have those policies.

Most participants (parent component) shows a lack of understanding of basic education policies, which could have a negative impact on how they perform their legal functions. It is in the best interest of the school that SGBs should have knowledge of all the existing policies and legislation in education. In the best interest of the school the SGB should be able to use policies such as the PFMA as a legal measure to ensure proper financial accountability and control in the school. Financial management and accountability can become problematic if members of the SGB do not understand or fail to interpret the PFMA. It is through such types of policies that the SGB can avoid wasteful expenditure.

Most SGBs did not indicate the availability of policies in their schools. In their responses there was no indication of policy development or policy adoption by the SGB. Most SGBs did not make any effort of drafting or adopting any policy. They were asked if they were involved in policy development in their school and this is what they said:

S2NTS: Since we became members of this body, we haven't come across such things.

SGBs demonstrated a lack of understanding of the due processes to be followed during disciplinary hearings. When asked about their role in school discipline members of SGBs thought it is only the responsibility of educators to enforce discipline in schools. They had no knowledge of their schools' learner's code of conduct. The learners' code of conduct in schools where SGBs are dysfunctional seem to have been adopted without their knowledge as indicated below:

S5C: No, we did not take part when the code of conduct document was developed. It was just read to us when we arrived. Maybe the previous SGB drafted it I really don't know.

One of the reasons why some of the parent members of the SGB do not understand their roles and find it difficult to interpret education policies is because of their inability to read. All documentation on government policy are written in English, some parents are illiterate or have limited schooling background. The introductory training provided by the government in the form of a workshop does not help much if newly elected SGB members cannot interpret and implement circulars from provincial and district offices. Educator components of the SGB suggested against this background that the number of parents serving on the SGB might be problematic.

They further indicated that although guidelines for policy formulation are provided, the actual process still requires the SGB to engage in serious reading and research on the various aspects

pertaining to each policy in the school; therefore this poses a further challenge as most of the parents in the SGB are not literate. In this study members of SGBs indicated that they still need training in policy formulation and implementation. This further highlighted the need for continuous training of SGBs as indicated in the beginning. The need for training has been confirmed by the following participant:

S4P: We do not know much about policies. Maybe if we may be work-shopped or trained in that area cause as for now we really don't have any clue.

It is the SGB's responsibility to ensure that educational policies established by the Department of Education are adhered to. These policies may include the following: the language, admission, uniform, code of conduct etc. The SASA directs SGBs to develop policies. This helps the SGB to take well informed decisions in the school. Lack of policies in schools creates a problem for the SGB of not knowing what to do when issues of discipline arises. The following participant confirmed not knowing what to do in disciplining children since corporal punishment has been abolished:

S2C: We have not yet encountered the situation where a learner has to be disciplined. I do not know if we will be involved. We do not know even the disciplinary measures and what is expected of us in disciplining the child.

The development of policies in schools is a team effort where all stakeholders must be involved. The above comment indicates a lack of commitment on the side of the SGB to effectively play their role when it comes to issues of learner discipline. However, some SGBs indicated in their response the availability of policies in their schools as in the comment below:

S4E: We - as the SGB our duty is to make sure that policies are developed in line with department directives and the country's constitution.

In all the interviews, there was no indication of learner involvement in the SGB even though SASA legalised their component in school governance in secondary schools. Learners should be given the opportunity to attend meetings and make effective contributions. When learners are part of the process in developing a school code of conduct, they take ownership and works together in achieving quality education through learner self-discipline.

Learners, specifically RCL members could set a positive example of discipline, integrity, consideration, respect, virtue, academic excellence and effective participation in school life, when included in governance of the school. Participation of learners in governance will enhance good relations between different stakeholders for example among learners themselves, between educators and learners, between parents and the school and between the larger community and the school, as they are the ambassadors of the school. SGB learner member's responsibility

further includes the promotion of leadership, supporting the educational programme as well as upholding and maintaining school culture and traditions.

The SASA (1996: 20c and d) requires the SGB in its entirety to adopt a code of conduct for its schools. A lack of schools' codes of conduct has the potential of being the main causes of ill-discipline, vandalism, bunking of classes, and poor academic performance in rural schools.

The participants acknowledged the role of the SGB in the maintenance of discipline in the school in collaboration with educators. Policies should be developed in order to regulate procedures of maintaining discipline. Learners at the schools, where this research was conducted, are teenagers. Some learners are make themselves guilty of ill-discipline, due to various factors including domestic problems, poverty, peer pressure etc. that may get them involved in some acts of bad behaviour, like alcohol and drug abuse. Such behaviours can only be curbed by developing policies that will assist with school discipline. Schools should also make use of committees, like a disciplinary committee, to assist in school discipline. Although in some schools there was no indication of the SGB's involvement in policy development, some schools showed the availability of committees which deal with discipline in their schools:

S1FP: The disciplinary committee plays an important role in making sure that learners are corrected and disciplined.

The SASA (1996; 19) directs the Department of Education to provide introductory training to newly elected SGBs; however, as previously indicated, there is still a problem when it comes to the interpretation and implementation of circulars that come from education office. It is against this background that principals indicated difficulty in engaging their SGBs who are illiterate:

S5P: SGB is not that much capacitated to play their role hundred per cent because of their literacy level, they lack a little bit in terms of playing their role.

The SGB has been established to implement government educational policies at the school level. Before SGBs could implement educational policies effectively they need to understand them well. The above comment could also be linked to the need of continuous training of the SGB. It is also evident from the above comment that principals themselves are not satisfied and convinced about the capacity of their SGBs.

During data collection the researcher realised that the main problem which besets parents in rural communities of Malamulele is the high level of illiteracy. Although the Department of Education is expected to provide training to governing bodies to promote the effective performance of their functions, this task seem to be less successful with most SGBs of schools in the rural areas. Therefore, the contribution of most SGB members in performing their legal functions is limited by their lack of understanding of and inability to interpret educational policies. Unfortunately lack of

policies in schools like disciplinary issues could lead to conflict which can harm relationships between parents, educators and also learners.

In summary of the above theme, according to SASA promoting the best interest of the school implies that school governors, regardless of who elected them, have to deal with (among other things) determining school policies, developing and adopting a code of conduct for learners, recommending the appointment of educators and non-educators at the school, supplementing the resources provided by the state and preparing an annual budget. And yet, most SGBs in their responses indicated a lack of involvement in most issues indicated above. The relegation of duties by the SGB to educators has been eminent in many discussions. Although educators in the SGB, by virtue of their professional expertise, are better situated to understand matters relating to the implementation of strategies to advance quality education this does not necessarily mean that parents are to look down at themselves because of their level of education and to be spectators in the SGB. However, a positive aspect of support by the SGBs has also been noted together with their efforts of raising funds in their respective schools.

During the analysis, a lack of education and training has been identified as a major problem of parent-governors in the SGB. As the roles of SGB cannot be compartmentalised into those of the parent, the educators and the learner-governors, they all need to be capacitated into promoting the best interest and development of the school. They all need to be involved in the SGB in roles that promote and advocate the best interests of the school and learners. It is, however, disconcerting that these roles are not executed as required by SASA possibly due to lack of training.

4.3.3 Themes identified regarding the development of the school

School development is used mainly to guide a school towards the achievement of its mission. The SGB's responsibility is to put plans in place that will ensure effective school development (Adopt a School Foundation, 2012). SASA indicates the responsibility of the SGB in ensuring school development; therefore a mechanism should be in place in order to improve the academic, infrastructural, social and security environment conducive to excellence in teaching and learning. The following discussion is based on the SGBs' understanding of their role of ensuring school development as mandated by SASA. In their responses, the SGBs concurred that school development includes planning, the provisioning and availability of resources, financial planning and also the capacity of the SGB to ensure school development as indicated by the diagram below:

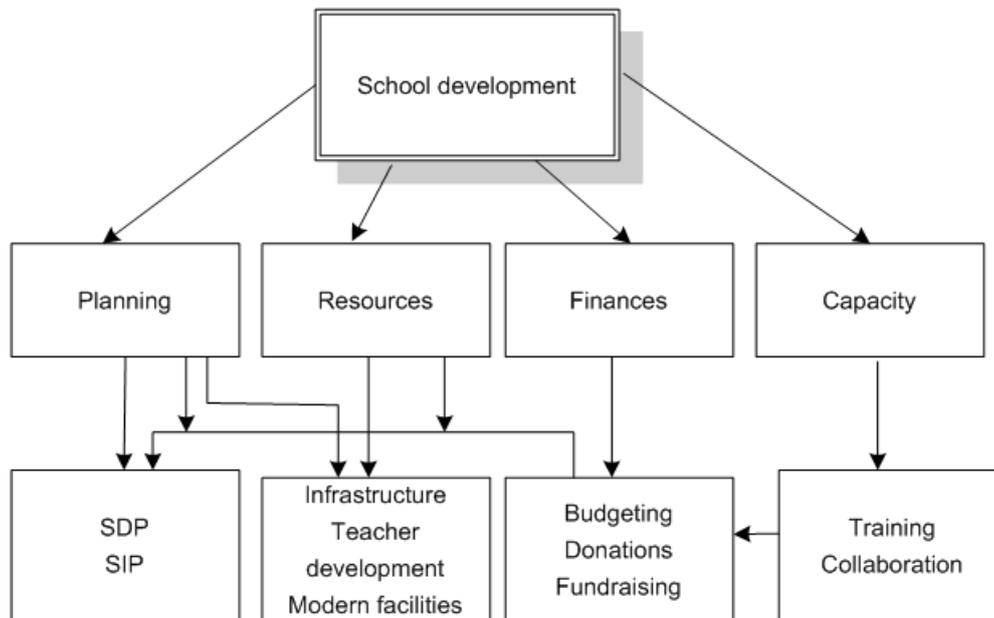


Figure 4-3: School development

- **Planning**

The SGB is responsible for deciding the framework for the development of the school. School development guides and focuses a school towards the achievement of its mission. Planning has been commonly identified by the SGBs as the cornerstone for school development. They indicated that planning is concerned with the future operations of the school. As the members of SGB they decide what needs to be done and how these tasks could be effectively executed. No SGB will be able to achieve the goals set without a clear strategy. Therefore it is important for SGBs to have plans and also attach resources to their plans. The researcher's aim was to establish from the responses of the participants how the SGB understands and perceives its role of school development. SGBs, in their responses, indicated that school development should start from the planning process:

S4P: My understanding of school development is that the school has to always compile school development plan which must stay for a period of 1 to 3 years.

SGBs indicated that school development is dependent on team-work. Therefore it is important that all stakeholders should be involved in all the planning processes. All schools are required to draft School Development Plans (SDP), covering all aspects of the school, including teaching and learning in the classroom, curricular and extracurricular activities, management and governance, administration, community involvement, physical maintenance and development. As indicated by the comment below, some SGBs are actively involved in the planning process in their schools:

S3P: Yes, we participate in all development plans of the school. Recently we had a strategic planning where we discussed about school governance.

School Development Planning is essentially a collaborative process that draws the whole school community together in shaping the school's future. Accordingly, it requires the appropriate involvement of all the key stakeholders: the principal, the teaching staff, parents and also learners. If the SGB is involved in the SDP it therefore makes it easy to ensure that plans are regularly reviewed and updated accordingly. In the above comment SGBs involvement is evident through their participation on strategic planning.

Strategic planning as indicated in the comment above has to do with the direction and purpose of a school. As strategic plans focus on the future direction and long-term goals of the school these plans are usually carried out by senior management in collaboration with the SGB. It also deals with the future activities of a school; they are always determined by current and past experiences, strengths and weaknesses of the school. Some participants indicated that in their schools, strategic plans are usually drawn up by the SMT in conjunction with the school governing body. They further indicate (see below) that the planning for their school development starts with a SWOT analysis of the school:

S3P: Well, school development must have a plan where you basically check as to what is your strength, your weaknesses, what are your opportunities and all that so out of this analysis then you can begin to draw your school development plan.

The SDP includes the developing of a long-term shared vision for the school, drawing up a mission statement and an action plan. The SDP should strike a balance between maintenance and development planning. It is important that all components of the SGB are involved in the planning process. In all the interviews there was no indication of learner involvement in school development. Although the Education Act and SASA provides for consultation with learners through their RCL schools still fail to involve them in issues of school governance.

Although some SGBs indicated their understanding of school development through the SDP, still some SGBs confessed that they do not know whether their schools do have a school improvement plan or not. In their responses there was no indication of any contribution by the SGB on development of the school improvement plan (SIP). Only the educating staff knows what the SIP is but not the rest of the SGB. When SGBs were asked about their contribution on SIP this is what they said:

S4NTS: No. We have not been taught as to how we go about it (SIP).

It is important for the SGB to take part in all the development plans of the school so that they may assist and monitor the implementation of those plans and also provide the necessary support to

principals and educators to ensure the achievement of goals. However, as indicated above some SGBs in rural areas are not taking part in improvement plans. The following comment also concurs with the above comment on their non-involvement in development or improvement plans of their schools; this is further discussed below:

S3C: As far as School Improvement Plan is concerned, that is not our speciality, we have no clue as to what is it that educators really want. We only see what they have come out with. So we leave that to them.

If school improvement is to succeed then time needs to be allocated and structures need to be created. Specific people need to be allocated to specific school improvement tasks; project teams and committees need to be established to support this and time needs to be set aside for this. All stakeholders in the SGB should be involved in committees for school development. However the understanding of school development differs from one SGB to another. This was indicated in the previous comment and also the following SGB confirms that they don't know about the availability of any improvement or development plan:

S1C: No, we have never come across that, we know nothing about that plan.

The honest opinion of the above chairperson is an indication of a need for capacitation of the SGB. SGBs need to be involved in all the planning of the school.

- **Resources**

School development is used as a mechanism to improve the academic, infrastructural, social and security environments in schools (Adopt a School Foundation, 2012). In their responses SGBs indicated their role in school development by providing and maintaining schools resources. The provision and maintenance of infrastructure in schools is a governance function in the Schools Act. If a school's infrastructure is well maintained and managed, it provides a conducive environment that translates into quality education.

The physical and intellectual stimulation of learners are influenced by their surroundings and the physical environment of the school. As people involved in school governance the researcher engaged both parents and educators in discussions pertaining to school development. One of the main concerns raised by SGB's on the topic of development included the physical appearance of their schools. Focus groups indicated that it is the responsibility of the SGB to renovate and maintain buildings (e.g. repairing broken windows, painting doors, fixing broken walls). SGBs, in their responses, indicate school development as the availability of resources in schools. Resources identified by SGBs include physical resources (infrastructure), human (teacher) development and also the availability of modern equipment/facilities in schools. In their responses

SGBs also view school development as the availability of internet and other computer-related resources:

S1C: If the school can have modernised facilities such as computers, Wi-Fi, DSTV, an organised admin block then we may say our school is developing or has developed.

It is the responsibility of the SGB to create an environment which is conducive to teaching and learning. Most SGBs were very much concerned about safe and secure school buildings with proper fencing and a playing ground. Most SGBs view infrastructure as an important resource in school development:

S5P: School development encompasses development in terms of infrastructure

The above comment indicates understanding on the responsibility of the SGB with regards to a school's infrastructure. SGBs, in their responses, indicate that infrastructure should be put in place to ensure that schools achieve organisational goals. It is the responsibility of the SGB, according to SASA, to provide and maintain schools' infrastructure. Still on the issue of proper and safe infrastructure, some SGBs were more interested in the general appearance of their school environment which consists of clean buildings, safe roof, windows and doors, schools grounds (which comprises the pathways and paved areas), walls and fences:

S1P: School development, according to my point of view, is that classrooms should look good for the learner to feel comfortable; it means our school should be paved just like private schools.

Other participants even indicated the issue pertaining to the health of learners in classrooms, although little has been indicated by the SGB on any attempt to fix things which pose a danger to the learners:

S1E: The building should be in good condition for the sake of the health and safety of our children just like now as you can see the ceiling is about to fall and yet there [are] learners inside.

School development also includes the development of human resources. If educators are to provide quality education they need to be developed and supported. Most SGBs understand that the school is developed if its human resources are developed and motivated:

S5P: It also encompasses the issue of developing teachers in terms of their skill of delivering lessons at the level of the school like having workshops or development sessions where teachers are motivated or where teachers are capacitated in terms of delivery in certain subjects. It also encompasses development emotionally for educators as well as motivating them to handle some other issues like emotional stress dealing with challenges.

Educator quality, training and motivation influences school performance. Subject knowledge as well as teaching skills and knowledge of curriculum aspects depends mainly on the initial training of educators, however the availability of opportunities for continuous development and training could provide educators with “up to date” knowledge and expertise. Participants in the research indicated the importance of providing educators with professional development opportunities. SGBs indicated that they engaged experts to provide training and motivation for their educators. Changes in education is constant and it is crucial for educators to keep up with these changes. In their understanding of school development SGBs were quick to indicate the availability of modernised equipment. They believe that the school is developed if learning facilities are provided to learners:

S3C: As the SGB we have the desire that our school could be like private schools that are paved and have modern facilities that our kids can use.

In the interest of school development, the SGB among other things indicated its involvement in raising and managing finances, to procure resources and maintain school’s property as indicated below:

S2E: ...is to go around looking for donation in order to buy equipment to be used by learners in class like science equipment and other necessities.

If the SGB provides schools with the necessary required resources and facilities as indicated above it also becomes easy for it to maintain those resources. In the light of the above statement it will also be necessary that school facilities maintenance be accorded a priority as part of school programmes aimed at promoting teaching and learning goals. In the light of the above comment, SGBs indicated that school development starts from financial planning as further discussed below.

- **Finance**

Decentralisation of financial control to school-based management (SBM) has become an important strategy aimed at school improvement. The SASA says that one of the important functions of the SGB is to prepare and present a yearly budget, which is normally done during the third term of each year. One reason (among others) for the SGB to draw up a budget is to plan the expenditure and income for the following year, to supplement the resources provided by the state and also to set priorities when allocating money to different activities according to the school development plan.

This research focused on how the SGB members perceive and understand their role of ensuring school development. SGBs, in their responses, indicate that the school budget influences the

development plans of their schools. School development in their schools is made possible through financial planning. Most SGBs responded that they make funds available for school development as is evident from the following participant:

S1P: Development has got to do with finances so the SGB should make it a point that when they budget they consider the development of the SGB itself and non-support staff so it boils down to budgeting, they must also set aside a certain amount that will be used by learners and teacher development.

As SASA indicates, the responsibility of the SGB lies in supplementing the funds given to schools by the department. Most SGBs indicate that they raise their funds by going around and asking for donations and by other ways of fundraising. The following response indicates the involvement of the SGB in seeking for additional funds for their schools:

S2E: We go around looking for donations in order to buy equipment to be used by learners in class like science equipment and other necessities.

Interviews held with focus groups revealed that the composition of the finance committees in schools does include the parent component. However, they are inactive in decision making since they rely on educators for everything including drafting of the budget and procurement. Meanwhile, properly constituted committees such as the finance committee, school development committee etc. will ensure that the various aspects of school improvement are approached in a coherent manner. Parents shows understanding and awareness that schools need finances to operate effectively, which is shown by the measures taken by SGBs to address and improve the financial position of the school. In this they take ownership of their financial responsibility towards the school.

SGBs understand that for the effective functioning of the school, the financial position thereof is of utmost importance. Participants (parents and educators) indicated that it is the role of the SGB to do fundraising and encourage donations from different stakeholders. To institute a school fund and motivate parents to contribute (no matter how little). These efforts are however in most instances in vain as few parents can contribute because of high levels of unemployment.

- **Capacity**

In order to promote the best interest of the school and also ensuring its development, SGBs should be properly capacitated (Adopt a School Foundation, 2012). Questions were asked to determine if SGBs were satisfied about their capacity to promote school development. However, most SGBs indicated in their responses that they do not think that their SGBs - or any of their members - do have the capacity to ensure school development. It was evident though, that these SGBs (in rural areas) are handicapped by a lack of capacity and knowledge to positively

contribute towards school development. Most principals in this study seem to be burdened with both management and governance functions as they experience support to a limited extent from the SGBs. SGBs indicated that in order for them to contribute towards school development they need capacitation or training. The following participant emphasised on the importance of capacitation through training:

S1C: It is very important to be educated or knowledgeable as a member of the SGB so that one can be instrumental. Right now I think we lack training.

In order for the SGB to successfully promote school development a certain level of education, particularly for the parent governors, is imperative. Most members of the SGBs indicated that the reason behind their lack of capacity to promote school development is basically a lack of training. Some SGBs as indicated below clearly do not think that they have enough capacity to ensure school development:

S4NTS: No it doesn't. We have not been taught.

The capacity of SGBs, in the rural schools investigated, requires serious attention and improvement in order to contribute towards school development. It is also imperative for the SGBs to work harmoniously with all other stakeholders in the school. In their responses most SGBs indicated that their role of ensuring school development can only be realised if all stakeholders are harmoniously working together:

S2E: It does but only when we (educators) and parents work together collaboratively

The above comment raises eyebrows because the SGB is supposed to work as a team, not as individual components. Schools operate on optimal levels when the professional management functions (executed by the principal) and the governance functions (of the SGB) complements each other. When there is a position of "trust" between the principal (school) and the SGB as required by SASA. If this position of trust is compromised it might result in unnecessary conflict and tension as indicated below by the following participant:

S5P: Partially, we cannot say that we do have capacity because of the limited time for training, we end up being divided and having one group among the components of the SGB which think they are better than others and then they want to use or control the funds of the school alone, and you find that the other group feel inferior.

Training and continuous capacitation of SGBs will not only make them knowledgeable of their functions, but also of their legal obligation of ensuring school development. Although the Department of Education is expected to provide training to governing bodies to promote the effective performance of their functions, this task seem to be less successful with most SGBs of

schools in the rural areas. There was a general concern from the participants that the majority of the SGB parent component has never been to school and this might possibly frustrate any effort to train them and the subsequent demand to implement the information received during the training sessions. The following participant confirmed that illiteracy might be a contributory factor to the lack of capacity for the SGB:

S5P: ... because of the dynamics around localities where SGB find themselves majority of our rural areas. SGB may not be that much capacitated to play their role hundred per cent, because of their literacy level.

The following participant indicated a level of difficulty in engaging the illiterate SGB since they might have little to offer:

S1P: Exactly, the know-how of how education is managed is very crucial so if the SGB is not literate you've got a problem of engaging them deeply in terms of school development in every aspect, finance and how everything is run at the school level because you will have to lecture them before anything is done at school.

With regards to capacity SGBs themselves had doubts about their capacity to ensure school development. In their responses it is clear that they depend on educators in everything:

S4C: I really cannot say it has the capacity or not considering that we are all uneducated except the teacher of course but also as far as governance is concerned we rely on the expertise of our principal.

Due to the level of education of parents in the SGB, some participants even went to an extent of suggesting that SGBs could be ineffective because of the large number of parents in the SGB which might need consideration in the future:

S1E: If it was possible, the number of members can be increased paying attention to the teacher component due to what the parent has indicated. But still parent component must be represented but the highest number of parents in the SGB as it is currently is not assisting. Maybe it may also take us to what the parents said about the level of education of parents.

The same sentiment has been echoed by another participant who commented as follows:

S1NTS: ... educator is indicating that they are working under difficult conditions with parents since most of them are not educated. I would also suggest that a particular grade should be recommended as a requirement for one to qualify to be elected as a member of the SGB. Lack of education and lack of know-how in doing things have always led to the misappropriation of funds.

SGBs attributed their lack of capacity in the promotion of the best interest of the school and also ensuring its development to their lack of training. Participants believe that training will make them effective governing bodies:

S4P: SGB can contribute only if we are trained and know what to do and how to conduct our business.

In this section the need for capacitation of SGBs has been widely stressed by members of SGBs as they are expected to articulate the mission and vision for their schools, monitor their performance and hold staff accountable. Moreover training or capacitation would assist SGBs in working as a team. Good and effective relationship with principals, effective plenary meetings, knowledge of the school and the training and development of the school as a whole.

It has been noted that the lack of training compromises the role of SGBs of promoting the best interest and development of the schools as outlined by the SASA. Many SGBs failed to explain their roles and responsibility owing it to the effective running of SGBs.

Based on school development, SGBs identified according to their understanding areas of school development which include planning, the ability of the SGB to provide resources, finances and the capacity of the SGB to ensure school development. SGBs in their responses indicate that school development should be properly planned for. However only the educating staff of the SGB has the knowledge of SDP and SIP, the rest of the members doesn't. This is except for only one school where the SGB indicated their engagement in strategic planning for the school. All the SGBs, according to their power and ability, indicated that they do provide resources to their schools, when the money for *Norms and Standards* fails. They also indicate their role of fundraising and donation. However, except for one school, all indicated that they don't think that they have the capacity to develop their schools. Some went to and extent of indicating that they can develop their schools only if the SGB can work in collaboration with other stakeholders which further raises questions of training on school governance because the work of the SGB cannot be compartmentalised into a single component but all are expected to work as a whole.

4.4 Summary

In this chapter the researcher analysed data collected from interviews. The perceptions of the SGB on the role of promoting the best interest and development of the school have also been presented. From the data, themes were identified as follows: themes regarding training on the roles and responsibilities of the SGB; themes regarding best interest of the school; and also themes regarding school development.

Themes identified with regards to training on the roles and responsibilities of the SGB (§4.3.1-diagram 4.1). Training received as well as knowledge about their role, could have an influence on how the SGB perceive their responsibility of promoting the best interest of the school and ensuring its development.

The following themes were identified under training on roles and responsibilities.

- Training
 - Lack of training
 - Some SGBs indicated a lack of training. The lack of training makes SGBs to be dysfunctional as they don't know what is expected of them.
 - Reasons for non-training
 - No reason given to schools for their lack of training, participants speculated on reasons like shortage of finances, a lack of time and a lack of resources. Other SGBs received training.
 - Type of training
 - Some SGBs indicated that they underwent a once off induction workshop and no follow-up workshops were ever conducted.
 - Efficiency of training
 - Those who received training indicated that it was insufficient and inadequate.
 - Training needs
 - They all indicated that the training did not capacitate them in their key areas of operation. The training needs of the SGB were not considered. Most SGBs indicated areas of operation where they needed capacitation, among other things development of school policies, the administration of finances and their involvement in issues pertaining to curriculum.

The training needs of the SGB were not considered. Most SGBs indicate areas of operation where they needed capacitation. These are, among other things, the development of school policies, the administration of finances and their involvement in issues pertaining to curriculum.

- Roles of the SGB
 - Overarching role

Only few members of SGBs could specify their roles in the SGB. Others only see themselves as eyes of parents as they keep a watchful eye in order to report to parents; and still others indicated

that they are there to assist the principal whenever they are asked to do. And lastly, some indicated that they are in the SGB to oversee all the activities of the school.

- Specific roles

Specific roles of the SGB were identified such as the control of school funds, drafting of school budgets or financial control. However due to lack of training some SGBs do not know how to draft their schools' budgets.

Themes identified regarding promoting the best interest of the school.

The themes identified regarding promoting the best interest of the school (§4.3.2 – diagram 2) sought to investigate how members of the SGB understand their role of promoting the best interest of the school.

- **Curriculum**

SGBs are involved in curriculum issues in the schools. They make provision for curriculum in the budget. They also make money available for procurement; however, most SGBs are not part of the procurement committees and they are not aware that they should be part of the procurement committee. Most SGBs just sign cheques and release educators to go and buy.

- **Resources**

SGBs provide both human and physical resources. They also indicate their involvement in the recommendation of educators to the HOD. One SGB even indicates, that they give preference to candidates from their villages. But others indicate that they stick to qualifications. In their responses, SGBs indicate that they make sure that the schools' infrastructure is in place. They also engage in fundraising and donation seeking activities in order to maintain their schools' infrastructure.

- **Support**

In their SGBs parents are encouraged to take part in the education of their children and to support educators in their professional duties. All SGBs indicate that they support quality teaching and learning by providing learner-teacher-support-material (LTSM) to educators. SGBs indicated that they provide support to educators by budgeting and funding educators' development programmes. They also give educators moral support by coming to school and attending meetings. They also give emotional support to educators by supporting them in their families in case of death and they also support schools financially by donating their own money and also by doing fundraising for the school since the monies from *Norms and Standards* is too little to cover

for everything in the school. Educators strive by all means to provide for the needs of the school by seeking donations to buy whatever may be necessary and not to wait for the department on everything.

- **Financial aspects**

SGBs are responsible for managing the finances of the school. They are all aware of the financial status of their schools. SGBs indicate that they supplement the funds of their schools since the money for *Norms and Standards* is too little to cover for everything at school. Although some SGBs indicate that they don't have the knowledge of drafting the budget, they still indicate that they do financial control.

- **Policy matters**

Not all SGBs are involved in policy development in their schools. Some SGBs don't even know if their schools have got policies or not. SGBs indicated a lack of knowledge and understanding on issues pertaining to education policies. With regards to drafting and adopting of policies, SGBs indicated that they rely on the expertise of educators. Some SGBs indicated that when they were elected into the office they found school policies already in place and they just assumed that the previous SGB might have developed them. Their low level of education contributes to their lack of confidence on issues that require their attention. As in many things they often say that they do not have the knowledge of such or they were not taught. Some members of SGBs are not educated enough to interpret and understand educational policies.

Themes identified regarding the development of the school (§4.3.3-diagram 2)

- **Planning**

SGBs indicated that school development starts with planning. They indicated that their schools have plans for development. However, some of the parent component of the SGB said that they are not involved in the planning process of SDP and SIP, as they think it is the responsibility of educators and they trust the opinion of educators in the SGB. Only one school indicated that they took part in the strategic planning for their school which lasted for three days.

- **Resources**

SGBs indicated that their schools can only be regarded as developed if they have resources in place. SGBs regard physical infrastructure as an indicator of school development. They indicated that it is their responsibility to provide and maintain schools infrastructure. They regard schools' physical environment as crucial for teaching and learning as well as an advantage to the physical

and intellectual development of learners. Most SGBs believe that school development means that also educators in the school must be continuously developed. SGBs organise teacher development sessions for their educators. Some SGBs also believe that school development refers to the availability of modern facilities in their schools to be used by both learners and educators.

- **Finance**

SGBs do have a budget set aside for the purpose of developing their schools. They also seek donations and do fundraising for their schools to buy things like science equipment. They also indicate that school development is made possible through financial planning. The SGB members in their parents meeting do encourage parents to donate money for school improvement but understandably so, only few parents pay because most of them are unemployed.

- **Capacity**

Members of SGBs do not believe that they do have the capacity to ensure school development. Most of the interviewed participants indicated that they can develop their schools only if they are working as a team and also in collaboration with the rest of the SGB. They attributed their lack of capacity to lack of proper training. They indicated that if they could be trained then they would be able to develop their schools. However, only one school indicated that they have in their SGB retired principals and educators who have knowledge and experience in school governance and these people assist the SGB to develop the school.

In chapter 5 the researcher discusses the findings that crystallised from the data analysis done in this chapter as well as the possible implications of the findings. Recommendations are made on these implications.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter the content analysis and identified themes were discussed. This chapter presents a summary of the most important aspects of the dissertation. A summary of the main aspects of each chapter is discussed. After the summary, the findings of the research are discussed in line with the four research questions. Answering the third research question, guidelines for promotion of the best interest of the school and school development in schools within a rural context are presented. Recommendations are formulated resulting from the literature as well as the empirical investigation. The chapter concludes with the implications of the findings.

5.2 Summary of the research

The purpose of this section is to give a summary of the most important aspects of the different chapters of this research. In chapter 1 an introductory orientation to the research was provided by presenting the background and rationale for the study. Firstly the research problem was elucidated which motivated the importance of investigating the perceptions of members of the SGB on their role of promoting the best interest and development of the school (§1.2). The preliminary literature review clarified the relevant concepts used in this research, which refined how the researcher interpreted certain main concepts found in the literature (§1.3). The concepts clarified included the following: the school governing body (§1.3.1), the South African Schools Act (§1.3.2), rural areas (§1.3.3), school governance (§1.3.4), education management (§1.3.5), promoting the best interest of the school (§1.3.6), school development (§1.3.7) and school-based management (§1.3.8). The research problem was posed and discussed (§1.4). The purpose of the research was outlined and broken down into different aims (§1.5). The theoretical stance of the researcher was introduced in an attempt to understand and interpret the meaning members of the SGB ascribed to a social phenomenon, in this instance the “best interest and development of the school” as a specific function of the SGB (§1.6). A brief discussion of the research design and methodology followed, indicating a qualitative, phenomenological study (§1.7) and the method of data generation was discussed (§1.8) which was then followed by the sampling strategy used in this research. Subsequently in the same chapter, a discussion of the planned data analysis was presented (§1.9), followed by the steps to ensure trustworthiness (§1.10), and the ethical considerations taken into account in this research (§1.11). Finally, the expected

contribution of the study was also indicated (§1.12) and the contribution of the study was given (§1.13).

Chapter 2 provided a literature study to unfold what promoting the best interest and development of the school entails. The chapter started with a concept clarification of terminology used throughout the chapter (§2.2). Concepts clarified included the following: decentralisation (§2.2.1), school governance (§2.2.2), best interest of the school (§2.2.3) and also school development (§2.2.4). After that the legislative framework for the functioning of the SGB was given (§2.3). In order to conceptualise the legislative framework for this research, the composition of the SGB was examined (§2.3.1), followed by the term of office of the SGB (§2.3.2); then the eligibility of membership on the SGB was indicated (§2.3.3), followed by the functions of the SGB as indicated by SASA (§2.4). The chapter also presented section 20 schools (§2.4.1) and section 21 schools (§2.4.2). The literature study provided an in-depth discussion on the capacity of the SGB (§2.5). It also highlighted the distinction between professional management and governance (§2.6), which was further divided in three, namely as professional management (§2.6.1), school governance (§2.6.2) and education management (§2.6.2.1). The chapter further highlighted the interrelationship between school governance and management (§2.6.3) which included school-based management (§2.6.3.1) then a clarification on the decentralisation of power by the national office was given (§2.7). Through literature the promotion of the best interest of the school was described (§2.8), together with the identified sub-headings such as: promoting the best interest of the school (§2.8), curriculum issues (§2.8.1), the provision of resources (§2.8.1.2), professional support (§2.8.1.3), moral support (§2.8.1.4), financial support (§2.8.1.5), technical support (§2.8.1.6) and policy development (§2.8.1.7). Policy development was identified as one of the responsibilities of the SGB. Policies, such as the code of conduct (§2.8.1.7.1), the finance policy (§2.8.1.7.2), language policy (§2.8.1.7.3), admission policy (§2.8.1.7.4), and religious policy (§2.8.1.7.5) were identified. The same chapter also highlighted what school development entails (§2.8.2), followed by the discussion of governance in rural schools (§2.9). Under this theme, the following sub-headings were indicated: the socio-economic conditions of schools in the rural areas (§2.9.1), issues which make rural areas not to be attractive to educators (§2.9.2), and also Inappropriate teaching methods (§2.9.3); lastly a summary of the chapter was presented (§2.10).

Chapter 3 addressed the research method and strategy of inquiry that were used in this research. A summary of the research design was given along with the paradigm in which this research was embedded (§3.2.1). The chapter discussed the qualitative method used as a research approach (§3.2.2). The researcher used an interpretivist paradigm (§3.2.1) aimed at understanding and interpreting the perceptions of members of the SGB of their role of promoting the best interest and development of the school. Phenomenology was chosen as the strategy for enquiry used in

this study (§3.2.3). The population and sampling used in this research was specified (§3.2.4). The researcher's choice of purposive sampling was indicated (§3.3) together with the method used for data collection. Semi-structured interviews were conducted by means of pre-determined questions set by the researcher. Individual interviews (§3.3.1) with principals and chairpersons of the SGB and focus group interviews (§3.3.2) with the rest of the SGB members were chosen as suitable for the research. The interview schedule which contained the preliminary interview questions of this research was presented (§3.3.3). The method of analysing data was also presented (§3.4) as well as issues of trustworthiness and credibility of the study (§3.5). Interviews were audio-recorded for purposes of record keeping and trustworthiness of the research. The individual and focus group interviews were transcribed keeping correctness in mind. The transcriptions were verified by an independent individual. Transcriptions were analysed and coding was done manually without any assistance of a computer software programme. The chapter concluded with a reference to the ethical aspects taken into account during data collection (§ 3.6), then a short summary of the chapter was given.

Chapter 4 dealt with the analysis and discussion of data collected during interviews. This chapter presented the empirical design for the study in detail. Guidelines on how the data were collected and analysed were given and methods for data analysis presentation and interpretation were also given. The process of how the data were analysed was indicated (§4.2) and the actual discussion and analysis of data was presented (§4.3). From the analysis of the individual and focus group interviews, the different codes were grouped together into categories which then led to the identification of main themes. In this chapter results of the interviews were grouped into different themes, namely themes regarding training on the roles and responsibilities of the SGB (§4.3.1), themes related to the best interest of the school (§4.3.2) and also themes related to school development (§4.3.3). Each of these identified themes was discussed separately as well as their interrelation. This gave a great deal of clarification to the research questions. Lastly the summary of the chapter was presented to conclude the analysis (§4.4).

Chapter 5 presents a summary of an integrated interpretation of the research. It also presents the findings of the literature review, reported in chapter 2 as well as the findings from the data analysis made in chapter 4. This chapter presents an in-depth examination of all the themes identified. It also presents recommendations as proposed from the findings.

5.3 Findings of the research

The findings that follow are made on the basis of the literature review as well as the analysis of the data collected. The following sub-questions were broken down in order to answer the main research question (§1.4).

5.3.1 Findings with regard to sub-research question one

Research aim one was to determine what the best interest and development of the school entail (§1.5). The following main findings from literature were made.

5.3.1.1 Findings with regard to the promotion of the best interest of the school (§2.8).

SASA 84 of 1996 mandates the SGB to promote the best interest of the school and also to ensure its development. The findings from literature on promoting the best interest of the school revealed that the SGB must exert its effort, commitment and dedication towards everything that is of advantage to the school (§2.8). It further indicates that the SGB is responsible for developing strategies to ensure that quality education is provided for all learners (§2.8.1.1). The literature highlights the fact that in the best interest of the school the SGB formulates strategies to achieve the school's vision and mission whilst the principal and staff are responsible for the implementation thereof. In the promotion of the best interest of the school governors, regardless of who elected them, have to deal with, among other things, determining school policies such as the admission policy, language and religious policies of the school; determining rules for religious observance at the school; developing and adopting a code of conduct for learners; recommending to the Provincial Head of Department the appointment of educators and non-educators at the school; supplementing the resources provided by the state; and preparing an annual budget (§2.8.2).

The literature showed that the role of the SGB in promoting the best interest of the school includes the following:

- **Curriculum issues (§2.8.1.1)**

The SGB promotes the best interest of the school by fostering and enhancing the educational goals of the school and by promoting and complementing the work of the educator. It is in the best interest of the school that the SGB must take actions to compensate for perceived failing in the school curriculum by (among other things) volunteering their services in teaching some subjects if they have the capacity or by hiring a tutor for extra tuition in problematic areas. In the best interest of the school the SGB in collaboration with the school's staff may occasionally organise career exhibition for learners in order to boost their academic motivation.

- **Providing of resources (§2.8.1.2)**

The literature highlights that the SGB in the best interest of the school must provide and manage the school's resources effectively. Different resources needed at school such as human and physical and material resources are indicated below.

Human resources (§2.8.1.2.1)

It is in the best interest of the school that the SGB should establish policies to attract and retain qualified teachers and ensure that staff skills are matched with student learning needs. The SGB must encourage voluntary services of parents who have expertise in particular 'problem' subjects of the school. The literature further highlights that the SGB has to recommend to the HOD the employment of qualified and suitable educators.

Physical and material resources (§2.8.1.2.2)

In the best interest of the school, the SGB must use a school's budget, to ensure that adequate resources are procured in a cost-effective manner in order to enhance teaching and learning. Furthermore, the SGB acts in the best interest of the school by providing material resources such as computers, textbooks and other instructional materials. Many rural schools still lack adequate basic resources for teaching and learning which make the process of teaching very difficult. Findings also revealed that the SGB provides support to their schools as further discussed below.

- **Providing support**

One of the functions of the SGB as stipulated by the SASA is to provide support, Different kinds of support were identified from the literature. The ways in which the SGB could promote the best interest of the school in the provision of support are as follows:

Providing professional support (§2.8.1.3)

The need to support the school principal and his/her staff is enshrined in SASA. In offering professional support, the SGB must have the ability to identify the professional needs of educators and therefore takes actions of organising relevant programmes to address them. The SGB, in the best interest of the school, makes a budget available for funding of such programmes. Furthermore, in the best interest of everybody at the school, the SGB may from time to time organise seminars on conditions for good teaching and learning and the effect of disruptions in school programmes on learner achievement.

In the best interest of the school, the SGB may seek potential sponsors to finance different projects and programmes aiming at improving teaching and learning. Among other things, the SGB may plan to award good work by both learners and educators. It may look for people with relevant knowledge and skills from the local community or even from outside to train the staff and offer professional support where necessary.

Providing moral support (§2.8.1.4)

The SGB, in the best interest of the school, provides moral support to educators as an act of encouraging and showing them that they approve of what educators are doing as well as giving them practical help. Findings revealed that in the best interest of the school the SGB needs to raise awareness of the importance of good moral behaviour in schools. The SGB is instrumental to educators by helping them to manage stress of the teaching profession. The SGB also encourages parental involvement in education so as to be able to advise learners not to disorganise the teaching and learning climate of the school as that can negatively affect their academic achievement. The SGB, in the best interest of the school, supports the school by looking into the complaints of teachers, learners and the principal and tries to resolve them amicably. Furthermore, in the best interest of the school, the SGB shows moral support by attending funerals pertaining to educators and learners. In their spare time members of the SGB should also attend cultural and sporting activities of the school, to show their support.

Providing financial support (§2.8.1.5)

Most of no-fee schools (quintile 1-3) in rural areas find it difficult to run schools. Therefore, in the best interest of the school, the SGB may raise funds for the school. In promoting the best interest of the school, the SGB supports schools through the rendering of communal labour, wherein they also must encourage the community to volunteer their services such as repairing broken doors, fence, windows, tables, chairs (desks) and paint classrooms or erect gates to the school. The SGB may also invite donors to donate monies to the school and also do fundraising activities for the school.

Technical support (§2.8.1.6)

SASA mandates the SGB to maintain school buildings and all other equipment used in schools. The literature shows that little has been done by the National Department of Education in alleviating problems pertaining to the technical support of rural schools where children attend schools that are without drinking water or proper sanitation, putting them at unnecessary risk of disease, even though it is against SASA regulations. Therefore educators in rural areas need to be supported by providing them with adequate resources to aid learners. Large numbers of rural

schools are still without basic amenities and struggle to provide educators and learners with informative and stimulating materials.

- **Policy development (§2.8.1.7)**

Each school is a self-reliant learning organisation. Therefore, in the best interest of the school, the SGB has to develop its own school related policies in accordance to national and provincial directives. In the best interest of the school, the SGB may also establish a small committee which includes stakeholder representation to collate the ideas of other stakeholders. SASA mandates the SGB, in the best interest of the school, to draft and adopt school policies that will maintain school discipline and promote quality learning. The following policies were outlined in chapter 2 as assisting the SGB in promoting the best interest of the school:

Code of conduct (§2.8.1.7.1)

A code of conduct works towards the promotion of the best interest of the school by outlining specific regulations and rules that are applicable in the specific context of the school.

Finance policy (§2.8.1.7.2)

The SGB, in the best interest of the school, uses the finance policy as a tool which is aimed at proper regulation and utilisation of school funds. In the best interest of the school the SGB is expected to apply sections of SASA that relate to financial school management and implement them accordingly. The school's finance policy guides the SGB - among other things - on the receipt and recording of money, the safekeeping and transport of money on hand, the depositing of money at a financial institution or through special service providers, payments, procedures and authorisation concerning the issuing of cheques, the use of petty cash, stock control and asset registers, the principles of the budgeting method utilised, the procedure that needs to be followed when acquisitions are made by the school, the financial year, the reporting mechanisms and the auditing of the school's financial statements.

Language policy (§2.8.1.7.3)

SASA mandates the SGB to determine their school's language policy. It is therefore in the best interest of the school that factors such as demographic, cultural and linguistic diversity of the school community should be taken into consideration when drafting and adopting a language policy. Moreover, in promoting the interest of the school a language policy of the school must also acknowledge the rights of the minority group. Findings reveal that, in the best interest of the school, external stakeholders and/or co-opted members of the SGB with legislation knowledge may assist the SGB in formulating a language policy.

Admission Policy (§2.8.1.7.4)

The admission policy prohibits the administration any form of tests for admission purposes. With accordance to the Constitution of the Republic of South Africa 1996, the SGB must strive to promote the interest of the school by not allowing discrimination in learner admission based on any ground.

Religious Policy (§2.8.1.7.5)

SASA instructs all SGBs of public schools to draft a religious policy which is aimed at promoting best interest of the school while not discriminating on the grounds of race, religion, gender, orientation and disability and which strives to develop a sense of commitment to a multi-cultural South Africa. In the best interest of the school, a religious policy must be used to develop capacity to respect the rights of others and to appreciate cultural diversity and different belief system. Moreover a religious policy promotes the best interest of the school by promoting the spiritual philosophies which are linked to community and social values and practices.

- ***Asset Management (§2.8.1.8)***

SASA mandates the SGB to administer and control the school's property (including land and buildings that the school occupies). Therefore, in the best interest of the school, school assets are to be managed effectively and be used for educational purposes only.

5.3.1.2 Findings with regard to school development (§2.8.2)

School development is aimed at facilitating development of people in an organisation. It focuses on student achievement, learning and empowerment. It also relates to the development of a curriculum and teaching programmes. It optimises human fulfilment and increases organisational capacity. School development implements focused change strategies which build policy context and external support networks.

School development is about taking the whole school through a process of development. It is all about changing the school culture and direction by involving all stakeholders in planning, looking globally at all aspects of a school by conducting an audit of circumstances and conditions in a school, prioritising needs of a school and striking a balance between development and maintenance activities within a school.

The following points are the findings from the literature, based on school development.

- **Whole School Development (WSD)**

WSD is a vital aspect of leadership and management as it leads towards effective governance of the school. A school is viewed as a living, dynamic and changing organisation that needs continuous development. The SGB must pursue ways that will promote and encourage school development.

- **School Improvement Plan (SIP)**

The SGB together with the principal may ensure school development by working together in developing a SIP which serves as a road map that sets out the changes a school needs, to improve the level of student achievement, and shows how and when these changes will be made. A SIP is instrumental in school development by helping principals, teachers, and SGBs to plan ahead and be able to identify when and where to put their effort. It further focuses on a variety of activities of priority such as: curriculum delivery, school environment, and parental involvement.

- **The provision of resources (§2.8.2.3)**

Findings revealed that rural schools lack resources. Therefore the SGB ensures school development by contributing towards enhancing the educational opportunities of the school. It further ensures school development through the provision of adequate resources in schools.

- **School development plan (§2.8.2.4)**

The SGB ensures school development by developing and implementing the SDP. The SDP is a continuous improvement strategy, which the SGB may use to provide a mechanism for systematic self-evaluation that enables the school community to review its progress, identify priorities, and prepare plans for further improvement.

- **Governance in rural schools (§2.9)**

The governance of public schools in rural communities faces many serious challenges, such as the high level of illiteracy, poverty, unemployment and underdevelopment which might hinder it to promote school development. Therefore the SGB may promote school development by seeking additional financial investments and funding. Among many challenges of school development in rural schools, the following were highlighted.

- **The socio-economic conditions (§2.9.1)**

Socio-economic conditions invariably play a role in the quality of education. Home background (socio-economic status) is an important determinant of educational outcomes. Illiterate and innumerate parents are mainly found in rural areas and this impacts directly on the ability of the SGB to ensure school development. In the promotion of school development, the SGB may seek opportunities to provide rural schools with resources.

- **Rural areas are not attractive for educators (§2.9.2)**

Rural schools find it difficult to ensure school development as they fail to attract good and suitable teachers. For the same reason, it is difficult for SGBs in rural schools to attract and retain educators in rural areas as finding suitable accommodation is another challenge for teachers in rural areas. The physical distance between urban and rural areas creates problems in attracting new educators. SGBs of rural schools continue to struggle in developing their schools because of the shortage of qualified educators in rural schools which then forces SGBs to request members of the community to offer their services on a volunteer basis without compensation.

- **Inappropriate teaching methods (§2.9.3)**

SGBs in rural schools struggle to promote school development because they lack sufficient funds to supplement teaching and learning materials. They are also faced with a situation of improper infrastructure. Therefore, teaching methods which educators use in rural schools are in many instances inappropriate for their particular context.

5.3.2 Findings with regard to sub-research question two

Research aim two was to determine what training SGBs receive for promoting the best interest of the school and school development (§1.5). The following main findings from the analysis of data were made.

- **Lack of training (§4.3.1.1)**

Some SGBs did not receive training at all (two of the five schools).

- **Reasons for non-training (§4.3.1.1)**

Reasons for the lack of training were not communicated to schools. Participants' responses were based on speculations. A month long strike in the Malamulele area, lack of time, lack of money and lack training personnel were thought to be the main cause for lack of training.

- **Efficiency of training (§4.3.1.1)**

Participants that received training, viewed the training session as insufficient and inadequate since it was once-off training and no other follow-up sessions were conducted. However, the literature indicates that in order for the SGB to promote the best interest and development of the school it needs more than one training session (§2.5).

- **Type of training (§4.3.1.1)**

A once-off induction workshop was the only training conducted after the election of SGBs.

- **Training needs (§4.3.1.1)**

The training did not capacitate the SGBs to promote the best interest and development of the school and other key areas of operation because of the limited time for training. Most SGBs indicated a lack of knowledge on their area of jurisdiction such as the management of school finance and policy development. Due to a lack of sufficient training some principals enrolled their SGBs in a non-government organisation. Some principals enrolled themselves with other institutions of higher learning. Even though some principals enrolled themselves for further development in the area of school governance, schools did not benefit from their knowledge since there was no indication of training by the school principals. The literature indicates that school principals should on their capacity of being ex-officio members of the SGB also workshop their SGB (§2.5). Findings showed that most SGBs were not able to promote the best interest and development of the school since they are still struggling with administration of school finances due to a lack of knowledge. SGBs unintentionally leave everything in the hands of their principals. The literature confirms that an incapacitated SGB relies on educators for everything (§2.5). Many SGBs focus on how monies should be spent and not on how they could be managed and controlled and accounted for. Findings also revealed that most SGBs only sign cheques and not take part in other activities related to the administration of school finances such as procurement, budgeting, control etc. and this might also compromise the promotion of the best interest and development of the school.

In the light of inadequate training, in order to promote the best interest of the school the following findings were made with regard to the understanding of the SGB in terms of its role.

Findings with regard to roles of the SGB

Two themes emerged with regard to the understanding of the SGBs concerning their role, namely overarching and specific roles.

- **Overarching role (§4.3.1.2)**

Few participants did not know what their role in the SGB is. Many participants could not specify their role as school governors. Some only indicated the overarching role of the SGB. They indicated their role as being the eye of parents, and mainly overseeing the activities of school governance and report to parents. In their responses members of SGBs understood their role as watchdogs in the school. However many SGBs failed to indicate what their role as being the eye means. In rural schools where this research was conducted SGBs seemed vulnerable for exploitation by educators because they don't know what their role is, therefore it was easy for educators to side-line the SGB.

- **Specific roles (§4.3.1.2)**

Only two specific roles of the SGB were outlined by the participants. They include managing of school funds and support. Findings revealed that not all SGBs are knowledgeable about the management and administration of school finances. Some SGBs relegated their responsibility of drafting the school budget and procurement activities to educators with the attitude that educators are more knowledgeable than parents in the SGB. Some SGBs indicate their role of doing financial planning which assists their schools in the maintenance and improvement of the school property. The SGB gives moral support to educators and is commitment to assist its school in any way possible. The literature also confirms that the SGB should offer support to educators (§2.8.1.4). They offer assistance to the principal whenever requested to do so. The SGB recommends to the HOD the appointment of educators and this is also indicated in the literature (§2.8.1.2.1). Only identifying two roles is clearly an indication of the lack of knowledge of these SGBs.

5.3.3 Findings with regard to sub-research question three

Search aim three was to determine how the principal and members of school governing bodies in rural public schools perceive their role of promoting the best interest and school development (§1.5).The following main findings resulted from the analysis of data:

Findings from data with regards to the promotion of the best interest of the school:

- **Curriculum (§4.3.2)**

The SGB in the promotion of the best interest and development of the school compliments the work of educators by making a budget available for all the curriculum needs of the school and this is also indicated in the literature (§2.8.1.1). They further encourage parents through their parents meetings to support educators and also to monitor the work of their children at home. The SGB

supplies educators and learners with the LTSMs in an effort to encourage and support quality teaching and learning at their schools. As much as data indicates that in an effort of providing quality education SGBs outsource qualified educators from other schools to come and assist with regards to extra lessons and Saturday classes, literature also confirms this (§2.8.1.1).

- **Resources (§4.3.2)**

SGBs promote best interest and development of the school by providing human and physical resources in their schools. The literature also confirms that in the provision of human resources (educators) SGBs recommend the appointment of qualified educators to the HOD (§2.8.1.2.1). The data reveal that SGBs provide human resources to the school by outsourcing qualified educators from other schools to come and assist with regards to extra lessons, holiday and Saturday classes and this is also found in the literature (§2.8.1.2.1). The literature further confirms that the SGBs also provide and maintain infrastructure in their schools wherein they also involve parents to encourage their children not to abuse or vandalise the school property (§2.8.1.2.2). The SGBs promote the best of the school by raising funds to maintain the school's resources as they indicated that the money from the *Norms and Standards* is too little to cover for the needs of the school.

- **Support (§4.3.2)**

Based on the support from the SGB, the findings reveal that the SGB promotes the best interest of the school by offering different support to educators and the school. It offers professional support to educators. The literature also stresses that the SGB should make a budget available for teacher development programmes which include workshops and motivational sessions for educators (§2.8.1.3).

SGBs also offer moral support to educators by building a strong relationship with them and also making sure that educators feel safe while at work. As also indicated in literature, the SGBs offer emotional support to educators by attending funerals of educators or their immediate family members (§2.8.1.4). They offer prayers in case an educator is on a prolonged sick leave. The SGB in the promotion of the best interest of the school also offers financial support to educators and schools by engaging in fundraising activities. However, findings revealed that SGBs are aware that their schools are not supposed to be paying school fees (quintile 1&2). Therefore in their strategies for donation seeking to parents they make sure that it is on the basis of voluntary giving. None of the interviewed participants indicated *technical support* as indicated by the literature (§2.8.1.6), which is more concerned with the management and administration of school equipment and also maintenance of school infrastructure.

- **Financial aspects (§4.3.2)**

SGBs promote the best interest of the school by administering and managing school funds correctly. They all indicated that their schools do not have enough money to take care of the needs of the school. Therefore parents donate money to the school. They also engage in fundraising activities. This finding also relates to the finding from literature (§2.8.1.5). SGBs, in promoting the best interest of the school, do financial planning, where they prioritise for the needs of the school. The SGB further promotes the best interest of the school by drafting schools budget and presenting the budget to parents for approval. However, not all SGBs know how to draft the budget and therefore educators do it on their behalf. The SGBs engage in entrepreneurial activities, wherein they show films to learners at school; they also sell at the school's tuck shop. SGBs are not in charge of the financial control in their schools, educators do it on their behalf and members of the SGBs interviewed in this regard indicated that they trust the work of the educators as they are better educated than they are.

- **Policy matters (§4.3.2)**

The literature also indicates policy development as the core function of the SGB in the promotion of the best interest of the school (§2.8.1.7). Some SGBs do not recognise the formulation and implementation of school policies as one of their major responsibilities. The findings from the interviews with the members of the SGB revealed that some of them were confused about their roles, functions and responsibilities. Most members of the SGB shift their responsibility of developing policies to educators. Some members of the SGB were not aware if their schools had policies or not. This was in contrast to the literature which highlights that the SGB promotes the best interest and development of the school by developing school policies which are in line with SASA and the constitution of the country (§2.8.1.7).

Findings further revealed that most SGBs were not involved in the formulation and adoption of their schools' codes of conduct as they indicated that there has never been a need for disciplinary actions against learners. It was further revealed that the literacy levels of parents in the SGBs are too low and therefore they cannot fulfil their role of developing and implementing education policies. Most of the members of the SGBs attributed their lack of knowledge in policy matters to their lack of training. However, some SGBs indicated that they promote the best interest of the school by their involvement in disciplinary committees. The literature also highlights the need of such committees in schools (§2.8.1.7.1) and indicates the role of the SGB in managing the assets of the school (§2.8.1.8). However, none of the participants indicated the importance of drafting a policy which controls the management of assets in the school.

Findings from data analysis with regards to school development:

- **Planning (§4.3.3)**

SGBs ensure school development by developing SDPs and SIPs in their schools. The literature also emphasises the importance of development and improvement plans in schools (§2.8.2). Findings from data as well as from literature reveal that SGBs are engaged in development processes through their long and short term planning (§2.8.). The SGB decides on the framework for the development of its school and this is also confirmed by the literature (§2.8.2). Some SGBs organise a strategic planning session which focuses on areas of development of their schools. SGBs engage in planning sessions to determine the SWOT analysis of their schools and seek ways of addressing them. However, some SGBs do not know if their schools have development plans or not. Their main reasons were the lack of training.

- **Resources (§4.3.3), physical and human**

With regard to physical resources, some SGBs regard school development as the availability of internet connections (WiFi) and other modern facilities in their schools. The literature concurs with data that a school's physical environment (which consists of clean buildings, safe roofs, windows and doors, schools grounds and proper fences) should be properly looked after (§2.8.2.3). In terms of human resources, SGBs ensure school development by developing educators in terms of their skill of delivering lessons. Teacher development has also been identified in literature (§2.8.2). Workshops or development sessions for educators have been organised in order to motivate and capacitate them. Findings further revealed that SGBs develop educators emotionally as well as motivating them to handle some other issues like emotional stress and dealing with challenges.

- **Finances (§4.3.3)**

SGBs ensure school development by making a budget available to address issues of development in the school. They also budget for teacher development, which is also indicated in the literature (§2.8.2). The SGBs also seek donations in order to raise funds for the maintenance of the available school resources since the money from *Norms and Standards* is too little to cover for everything, this was also found in the literature (§2.8.1.5). The data further reveal that most SGBs do not have sufficient knowledge and capacity to practise good financial management. The reason is the insufficient and inadequate training received.

- **Capacity (§4.3.3)**

As far as ensuring school development is concerned, the findings show that most SGBs do not think that they have enough capacity to develop their schools. The literature confirms that their lack of training negatively impacts on their confidence as school governors (§2.5). Other members of the SGBs think that the SGBs are not working together as a team because educators regard themselves as superior to parents based on their level of education. Findings from data as well as from literature further reveal that principals have a problem of engaging the SGB in terms of school development since most SGBs are illiterate and they will have to lecture them on anything done at school (§2.5). This has got an adverse effect on their confidence and also weakens their authority and power on school governance. Meanwhile, SGBs themselves indicated that they rely on the expertise of their principals on issues pertaining to school development.

5.3.4 Findings with regard to sub-research question four

Research aim four was the formulation of guidelines to empower SGB members in rural areas in promoting the best interest and development of the school.

SGBs, specifically in a rural context, need to have the necessary capacity in order to perform their duties and carry out their responsibilities in an effective and efficient way (§2.5). Guidelines are only an indication of a future course of action for SGBs in a rural context to follow in the promotion of the best interest and development of the school. The following guidelines aim at empowering SGBs in rural areas to function effectively in the promotion of the best interest and development of the school:

- **Curriculum issues**

The involvement of SGBs in curriculum issues may be in a way of attending information sessions presented by some of the staff on the curriculum or by any expert with knowledge on support and promotion of educational goals of the school (§4.3.2). In the best interest of the school the SGB may organise quarterly career exhibitions for learners (§2.8.1.1) and invite learners who performed well in their matric to come back and motivate learners.

- **Providing of resources**

In the promotion of the best interest and development of the school the SGB must provide and manage school resources (§2.8.1.2). In the light of a lack of resources in rural, poverty stricken areas, the SGB may go around local businesses and seek for donations in terms of stationery and other resources no longer used in those businesses like old, but still working photocopying

machines, computers and any other relevant resource useable in schools (§4.3.2). The SGB may also identify parents with specific skills such as painters, carpenters etc. to volunteer their services to the school to maintain the school buildings and grounds.

- **Providing support**

In promoting the best interest and development of the school the SGB may render communal labour by developing programmes of cleaning the school yard. The SGB may also invite health and environmental practitioners to workshop learners on the importance of living in a clean and healthy environment. It may also request the services of the Department of Public Works to fix the falling ceiling as indicated in the data (§2.8.1.3). The Department of Water Affairs may also be requested to fix the leaking pipes as this will lift the financial burden of the school (§2.8.1.3). The SGB may organise capacity building sessions for educators and invite professionals to address the professional needs of educators (§ 4.3.2).

- **Policy matters**

As some SGBs indicated a lack of knowledge on policy issues, SGBs may allocate specific dates in their year programme where they deal with policies, be it developing, updating or reviewing of such policies. They may also establish a small committee which includes stakeholder representation to collate the ideas to be considered in the adoption of school policies (§2.8.1.7). The SGB may consider seeking guidance on policy development by a legal expert on school policies.

- **Financial aspect of the school**

The SGB always needs to make reference to crucial acts and procedures on financial management, namely the Public Fund Management Act 1 of 1999, the Norms and Standards for School Funding of 1998 and the Education Law Amendment Act of 2001. Therefore, they need to organise experts on school finance to empower (workshop or train) them with financial management skills such as exercising financial discipline, adhering to procurement procedures, drafting the school budget, communicating the school budget to stakeholders, and also proper financial control (§4.3.2). The current challenge of low literacy levels of the parent component is kept in mind. However, in the best interest of the school the treasurer of the SGB should not be illiterate in order to easily understand prescripts and effectively exercise financial accountability.

- **Planning**

The SGB must organise strategic planning sessions with all stakeholders of the school community available. These joint sessions may assist in prioritising the needs of a school and in striking a balance between development and maintenance activities (§4.3.3). The meetings will further give the SGB an opportunity to have inputs on the WSD (§2.8.2.1), SIP (§2.8.2.2.) and the SDP (§2.8.2.4). The SGB may also award certificates of attendance on such crucial meetings.

- **Training**

The principal may conduct a brainstorming session with the SGB immediately after their election as this will inform the training on specific needs or key areas that would have been identified by the SGB themselves.

5.4 Recommendations

Recommendations are made on different educational levels in order to assist SGBs to effectively promote the best interest and development of the school. Recommendations are needed to bring about improvement in the functioning of SGBs in rural schools.

5.4.1 Recommendations to the Department of Basic Education

The following recommendations are presented to the Department of Basic Education:

Recommendation 1

Other than the induction workshop (§2.5) the Department of Education may extend the training of SGBs on a regular or quarterly basis. The department should recognise the level of education of parents therefore the training should be in a language that they can easily understand.

Motivation

SGBs were generally not satisfied with the type of training they received as they indicated that it was insufficient and inadequate.

5.4.2 Recommendations to District and Circuit Offices

Recommendation 2

District Offices should develop programmes for follow up trainings of the SGB, based on a needs analysis done beforehand (§2.5).

Motivation

SGBs indicated lack of knowledge on key areas of their operation therefore follow up training programmes will build their capacity on aspects of school governance such as financial management, discipline, and school safety, awareness of the different laws that pertain to school governance and other key areas of governance.

Recommendation 3

The Circuit Offices of the Department of Basic Education should develop a monitoring tool for the effective functioning of SGBs, which could also be used in identifying training needs.

Motivation

Since parents in the SGB have shown a lack of knowledge and basic understanding of school governance and mostly indicated that they are working on the element of trial and error, Circuit Offices may engage them and set up a monitoring tool to assess their effectiveness. Such tools will motivate them to participate in meetings and take charge in issues within their jurisdiction and no longer leave everything to the educators.

Recommendation 4

Circuit Offices should also introduce clustering of schools and their SGBs in order to share good practices and develop their capacity.

Motivation

Since SGBs indicated a lack of knowledge in their key areas of operation, sharing of ideas with other SGBs will not only empower them but will also assist them in setting their standards learning from their neighbouring schools.

Recommendation 5

Circuit Offices should establish and capacitate Circuit Governance Teams consisting of principals to assist in training and monitoring SGBs (§2.5).

Motivation

Some SGBs indicated that they were not trained and those who were trained indicated a need for further training. Circuit Offices are in the position of knowing who was trained and who was not, therefore the above mentioned team could be used for further training of SGBs.

5.4.3 Recommendations to schools

Recommendation 6

School principals or external experts on school governance should after the induction workshop by the department also do school based training to capacitate members of the SGB on their functions, roles and responsibilities (§2.8.2.4).

Motivation

Since the principals, as the ex-officio members of the SGBs, indicate that they have been receiving training on every induction workshop, they are in the position of knowing the expectations of SASA on the effective functioning of the SGB. Therefore they must workshop their own SGBs. Literature also charges them to do so.

5.4.4 Recommendations for further research

Recommendation 7

Further research should be conducted to determine how well functioning SGBs in good performing urban schools perceive their role of promoting best interest and development of the school (§2.9.1).

Motivation

This research was conducted in rural areas where a lot of SGBs still experience challenges promoting the best interest and development of the school. Further research may be conducted in well performing SGBs in urban areas in order for rural schools to learn from the best practices.

5.5 Limitations of the study

The aim of this study was not to generalise the findings; hence the research was limited to only five rural secondary schools in one area. However, the study could serve as an impetus for further research. The aim was to highlight the perceptions of members of the SGB of their role in promoting the best interest and development of the school.

5.6 Conclusion

This research investigated how members of the SGB in rural schools perceive their role of promoting the best interest and development of the school. It further indicated that the lack of training on the SGB has got an impact on their effectiveness of promoting the best interest and development of the school. Proper training and monitoring are fundamental issues in the effective

functioning of SGBs because they are guardians and custodians of the best interest of the school. Furthermore, training is the cornerstone of affirming governors in the execution of their roles and responsibilities, and to harmonise the various skills, expertise and knowledge of the individual governing body members. In this research some positive aspects of governance were also identified such as the support given to schools by the SGBs, the provision of resources in schools and also activities carried out by the SGB to raise school funds. However, SGBs still need capacitation on issues of school policies and school development

LIST OF REFERENCES

Abubakar, A. A. (2010). *Resources Management: A tool for effective running of schools by head teachers in Nigeria*. Nigeria, Nnsuka: Federal Capital Territory College of Education.

Adopt a School Foundation. (2012). *Whole school development*. Sandton: Nice Work designs.

Anderson, L. (2005). *Taxonomy for learning, teaching and assessing*. New York: Addison Wesley Longman.

Anderson, L., & Lumby, J. (2005). *Managing finance and external relations in South African schools*. London: Commonwealth Secretariat.

Arthur, J., Waring, M., Coe, R., & Hedges, L. (2012). *Research methods and methodologies in education*. London: Sage.

Association of School and College Leaders, National Governors' Association. (2012). *Protocols for Effective school Governance*. Leicester, UK. Author.

Assan, T., & Thomas, R. (2012). Information and communication intergration into teaching and learning: opportunities and challenges for commerce educators in South Africa. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 8(2), 4-16.

Babbie, E. (2011). *Introduction to social research (5th ed.)*. Belmont: Cengage Learning.

Barrera-Osorio, F., Fasih, T, Patrinos, H. A, & Santibanez, L. (2009). *Decentralized decision-making in schools: The theory and evidence on school-based management*. Washington, D.C: The World Bank.

Battery, M. (2005). *The Challenges of educational leadership*. London: Paul Champman Publishing.

Beckmann, J. L. (2009). Recent legislation regarding the appointment of public schools educators; the end of the decentralization debate in education? *Acta Academics*, 41(3), 128-141.

Beckman, J. L., & Prinsloo, I. (2009). Legislation on school governors' power to appoint educators: friend or foe? *South African Journal of Education*, 29(1), 171-184.

Boeije, H. (2010). *Analysis in qualitative research*. London: Sage Publication.

- Booyse, N. J. (2013). *The application of performance management in section 21 secondary schools in Tshwane*. (Masters' dissertation). Potchefstroom: University of NorthWest.
- Bordens, K. S., & Abbott, B. B. (2008). *Research design methods: A process approach (7th ed.)*. Boston, US: McGraw-Hill.
- Borgonovi, F. (2010). *What makes a school successful? Resources and Practices*. PISA: OECD Publishing.
- Botha, N. (2004). Excellence in leadership: Demands on the professional school principal. *South African Journal of Education*, 24(3), 239-243.
- Brown, B., & Duke, N. (2008). Negotiated identities: dynamics of parents' participation in school governance in rural Eastern Cape schools and implication for school leadership. *South African Journal of Education*, 28(3), 431-450.
- Bruns, B., Filmer, D, & Patrinos, H. A. (2011). *Making schools work*. Washington, D.C: The World Bank.
- Bryman, A. (2012). *Social science research. (4th ed.)*. New York: Oxford University Press.
- Bush, I., & Heystek, J. (2003). School governance in the new South Africa. *A journal of comparative education*, 33(2), 127-138.
- Campbell, C. (2014). *Effective school governance. Stand Leadership centre*. UK. Education Department.
- Carl, A. (2005). The voice of the teacher in curriculum development: A voice in the wilderness? *South African Journal of Education*, 25(4), 223-228.
- Chaka, T. (2005). *SASA functions are proving too much for poorer, less educated school governing bodies*. paper presented at the conference on school governance organised by the Department of Education 24-26 feb. Isando.
- Chaka, T. (2008). *School governance*. Johannesburg: CEPD.
- Chaka, T. (2008). *School governance issues in education policy number 2*. Johannesburg: Werners Proof Shop.

- Chikoko, V. (2008). The role of parent governors in school governance in Zimbabwe: perceptions of school heads, teachers and parent governors. *International review of education*, 54(2), 243-263.
- Choonara, M. A. (2008). *Effective school budgetting for the optimum utilization of physical resources*. Retrieved from Ujdigospace: <http://hdl.handle.net/10210/706>
- Christie, P. (2001). Improving school quality in South Africa: A study of schools that have succeeded against the odds. *South African Journal of Education* 26(1), 41-45.
- Clifford, M. (2010). *Hiring quality school leaders: Challenges and emerging practices*. Retrieved from <http://www.learningpt.org/expertise/educator/quality/schoolleadershipidentification.php>
- Clarke, A. (2007). *The handbook of school management* . Cape Town: Clyson printers.
- Clarke, A. (2009). *The handbook for school governors*. Cape Town: Kate McCallum.
- Cohen, L., & Crabtree, D. (2006). *Research methods in education (5th ed.)*. New York: Routledge Falmer.
- Cohen, L., Manion, L, & Morrison, K. (2007). *Research methods in education (6th ed.)*. London: Roulodge Falmer.
- Collingridge, D., & Gantt, E. E. (2008). The Quality of Qualitative Research. *American Journal of Medical Quality*, 23(5), 389-395.
- Cresswell, J. W. (2005). *Education research: Planning, conducting and evaluating quantitative and qualitative research* . Upper Saddle River: Pearson.
- Currie, I., & De Waal, J. (2005). *The Bill of rights handbook*. Cape Town: Juta & Co.
- Darden, E. (2008). Policy, the law, and you. *American School Board Journal* 195(4), 23-39.
- Davies, E. H. (2005). *Administration of the education system and school*. Pretoria: CELP.
- Davis, L., Williams, C., Yamashita, H., & Ko man-hing, A. (2006). *Inspiring schools: Case studies for change*. London: Fairbairn and Carnegie.
- Dieltiens, V. (2005). *Transformation of the South African schooling system: The fault-lines in South African school governance : policy or people?* Braamfontein: CEPD.

- Du Preez, J. (2013). *The right education, school governing bodies and official languages: what is in the best interest of our children?* Johannesburg: FW de Klerk Foundation.
- Du Plooy, G. M. (2009). *Communication research (2nd ed.)*. Cape Town: Juta & Co.
- Du Plooy-Cilliers, F., Davis, C, & Bezuidenhout, R. (2014). *Research matters*. Cape Town: Juta & Co.
- Duma, M. A. (2010). An investigation into rural school parent governors' understanding of the legislation that impact on school governance. *International Journal for Cross - Disciplinary subjects in education (IJCDSE)*, 1(1), 183-198.
- Duma, M. A. (2013). The principals' views on parents participation in governance of rural school. *Studies on Home and Community Science*, 7(2), 99-107.
- Estrada, C. (2010). *Moral support a big factor in success in school*. Columbia: Missionary Society of St. Columbia.
- Finkler, S. A., Kovner, C.T., & Jones, C.B. (2007). *Financial management for nurse managers and executive (4th ed)*. Philadelphia: Saunders.
- Finkler, S. A., & McHugh, M. L. (2008). *Budgeting concepts for nurse managers*. Philadelphia: Saunders.
- Flick, U. (2006). *An introduction to qualitative research*. London: Sage Publication.
- Fraenkael, J., & Wallen, N.E. (2008). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Fraenkel, J. R., & Wallen, N. E. (2009). *Design and evaluate research in education (7th ed.)*. San Fransisco: McGraw - Hill.
- Gardiner, M. (2008). *Education in Rural areas. Issues in Education Policy number 4*. Pretoria: Centre for Education Policy Development (CEP), South Africa.
- Gertler, P., Patrinos, H. A, & Rubio-Codina, M. (2007). *Impact evaluation for school-based management reform*. Washington, DC: World Bank.
- Grant, D. (2013). *Background to the national quintile system for Western Cape education department*. Cape Town: Government Printing.

- Grant-Lewis, S., & Naidoo, J. (2006). School governance and the pursuit of democratic participation: lessons from South Africa . *International Journal of educational development* , 26(4), 415-427.
- Gray, D. E. (2009). *Doing research in the real world (2nd ed.)*. London: Sage Publications.
- Haines, L. F. (2007). *An investigation into the principal's role in facilitating the effective participation of the school governing body in promoting quality education in public schools (Masters Dissertation)*. Durban: University of Zululand.
- Hancock, D., & Jones, K. (2012). Adolescent involvement in extracurricular activities. *Journal of Leadership education*,11(1), 84-101.
- Hansraj, I. (2007). *The financial management role of principals in section 21 schools in South Durban, Kwazulu-Natal. (Masters Dissertation)*. Pretoria: University of South Africa.
- Hatch, J. A. (2002). *Doing qualitative research in Education settings*. Albany: State: University of New York Press.
- Hay, I. (2005). *Qualitative research methods in human geography (2nd ed.)*. Oxford: Oxford University Press.
- Heystek, J. (2004). School governing bodies-the principal's burden or the light of his/her life? *South African Journal of Education*, 24(4), 308-312.
- Heystek, J. (2006). School governing bodies in South Africa - Relationships between principals and parent governors - A question of trust? *South African Journal of Education*, 24(4) , 308-312.
- Hoadley, U. (2013). *Curriculum: Organising knowledge for the classroom (3rd ed.)*. Cape Town: Oxford University Press .
- HSRC. (2005). *Emerging voices: A report on education in South African rural commitees*. HSRC Press.
- International Facility Management Association. (2009). *Strategic facility planning: A white paper on strategic facility planning*. Houston, Texas: Author.
- Jimerson, L. (2005). *Special challenges of the "No Child Left behind" Act for rural schools and districts*. Retrieved from <http://www.unlv.edu/journals/ruraleducator/>

- Joubert, R. (2009). Education, Law and leadership that promotes the best interest of students in South Africa. *International Journal of law & Education* ,14(2), 7-18.
- Karlsson, J. (2002). The role of democratic governing bodies in South African Schools. *Comparative education* ,38(3), 327-361.
- Kelly, A. V. (2009). *The Curriculum Theory and practice*. Newbury Park, CA: Sage.
- Keyton, J. (2011). *Communication research: Asking questions, finding answers*. New York: McGraw-Hill.
- Kgadima, M. S. (2006). *The role of the school management team in the implementation of an assessment policy in primary schools. (Masters Dissertation)*. Potchefstroom: Northwest University.
- Khanyile, N. (2002). *Challenges facing governing bodies in rural areas in implementing their roles and responsibilities (Masters Dissertation)*. Johannesburg: Rand Afrikaanse University.
- Khanyile, N. W. (2004). *Challenges facing governing bodies in rural areas in implementing their roles and responsibilities, Masters Dissertation*. Johannesburg: University of Johannesburg.
- Khuzwayo, S. (2007). *Role relationship of school governing body chairpersons and principals in school governance in selected primary and secondary schools in the Kwamashu area (Masters Dissertation)*. Durban: University of Kwazulu-Natal .
- Kondracki, N. W., Wellman, N, & Amundson, D. (2002). *Content analysis: Review of methods and their applications in Nutrition education*. Boston:Harvard University.
- Kumar, R. (2014). *Research methodology: A step by step guide for beginners*. New Delhi: Sage Publications.
- Leavy, P., & Hesse-Biber, S. N. (2006). *The practice of qualitative research*. Thousand Oaks: Sage.
- Leedy, P., & Ormrod, G. (2010). *Practical research: planning and design* . London: Pearson.
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.)*. Boston: Pearson.
- Lemmer, E., & Van Wyk, N. (2004). Schools reaching out: Comprehensive parent involvement in South African primary schools. *Africa Education review*, 1(2), 259-278.

- Letherby, G., & Bywaters, P. (2007). *Extending social research*. England: Open University Press.
- Mabaso, T., & Themane, J. (2002). *Stakeholder's Participation in school governance in south Africa: Perspective in Education*. Pretoria: Van Schaik.
- Maddocks, J., Novkovic, S., & Smith, S. M. (2011). Measuring performance for accountability of small social economic organisation: the case of an independant school. *Canadian Journal of non-profit and social economy research*, 2(1), 45-60.
- Madu, E. N. (2006). Human Resource Development for Entrepreneurship: Home Economics Perspectives . *Journal of Home Economics Research Special Edition*, 7(2), 28-38.
- Mahlangu, R. (2008). *The effective functioning of a school governing body: A case study in selected schools (Masters Dissertation)*. Pretoria: University of South Africa.
- Maile, S. (2002). Accountability: an essential aspect of school governance. *South African Journal of Education*, 22(4), 326-331.
- Malterud, K. (2001). *Qualitative research: standards, challenges and guidelines*. UK. The Lancet publishing group.
- Maluleka, J. S. (2008). *The capacity of school governing bodies in rural schools in the Moretele district of the Nkangala region (Masters Dissertation)*. Pretoria: University of South Africa.
- Mar, R. (2005). *Research methodology: A step-by-step guide for beginners (2nd ed.)*. London: Sage.
- Maree, K. (2007). *First Steps in research* . Pretoria: Van Schaik Publishers.
- Marishane, R. N., & Botha, R. J. (2011). *School leadersahip in a changing context*. Pretoria: Van Schaik Publishers.
- Mashau, S., Steyn, E. , Van der Walt, J, & Wolhuter, C. (2008). Support services perceived necessary for learner relationship by Limpopo educators. *South African Journal of Education*, 28(3), 415-430.
- Mashoko, O. L. (2007). *Perceptions of school management team with regard to health and well-being of farm schools/public schools on private property (Masters Dissertation)* . Potchefstroom: Northwest University.

- Mathonsi, V. (2005). *Democratisation of school education. the educator's voice*. Pretoria: Government Printing.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based enquiry (7th ed.)*. Upper Saddle River: Pearson.
- Mertens, D. (2005). *Research and evaluation in Education and Psychology: Intergration diversity with quantitative, qualitative and mixed methods*. Thousands Oaks: Sage Publications.
- Mestry, R. (2006). The Functions of school governing bodies in managing school finances. *South African Journal of Education*, 26(1), 27-38.
- Mestry, R. (2004). Financial accountability: The principal or the school governing body? *South African Journal of Education*, 24(2), 126-132.
- Mestry, R., & Khumalo, J. (2012). Governing bodies and learner discipline: Managing rural schools in South Africa through a code of conduct. *South African Journal of Education*, 32(1), 97-110.
- Mestry, R., & Ndhlovu, R. (2014). The implications of the norms and standards for school funding policy on equity in South African public schools . *South African Journal of Education*, 34(3), 11-21.
- Middlewood, D., & Parker, R. (2009). *Leading and managing extended schools: Ensuring every child matters*. Carlifornia: Sage Publications.
- Mncube, V. S. (2005). *School governance in the democratisation of Education in South Africa: The interplay between policy and practice. (Unpublished Doctoral Thesis)*. UK: University of Birmingham.
- Mncube, V. S. (2007). Social Justice, Policy and parents' understanding of their voice in school governing body in South Africa. *Journal of Education Administration and History*, 41(1), 129-143.
- Mncube, V. S. (2009). Perceptions of parents in their role in the democratic governance in South Africa: Are they onboard? *South African Journal of Education*, 29(1), 83-103.
- Mncube, V., & Harber, C. (2013). Learners democratic involvement in school governing bodies in South Africa: Making the voice of the voiceless heard. *South African Education Journal*, 10(1), 1-24.

- Mncube, V. S., & Naicker, I. (2011). School governing bodies and the promotion of democracy: a reality or a pipe-dream? *Journal of education studies*, 10(1), 142-161.
- Mokoena, P. N. (2005). *Implementing of school governing bodies functions: School finances and budgetting (Masters Dissertation)*. Johannesburg: Wits.
- Mouton, J. (2011). *How to succeed in your Master's and Doctoral studies: A South African guide and resource book (18th impr.)*. Pretoria: Van Schaik Publishers.
- Msila, V. (2004). Black Parental involvement in education. *South African Journal of Education*, 24(4), 301-307.
- Mungunda, C. (2004). *An investigation into school principal's experience and perceptions of participative management (Masters Thesis)*. Grahamstown: Rhodes University Press.
- Naido, A., Joubert, R., Mestry, R., Mosego, J., & Ngcobo, T. (2008). *Education management and leadership: A South African perspective*. Cape Town: Oxford University Press.
- Naidoo, P. (2005). *Educational decentralization and school governance in South Africa*. IIEP, UNESCO.
- Naidoo, P. (2005). *Pandor plans to make sure it's the principal that counts; 5 August*. Pretoria: Financial Mail.
- National Health and Medical Council. (2014). *National statement on ethical conduct in human research*. UK: Author.
- Ndlazi, S. M. (1999). *An investigation of parental non-involvement in the governance of a Duncan village school and its implications for the management of the school (Masters Thesis)*. Grahamstown: Rhodes University.
- Nelson Mandela Foundation . (2005). *Emerging voices: A report on Education in South African Rural Communities*. Cape Town: HSRC Press.
- Newfoundland Labrador. (2014). *School development*. Canada: Author.
- Ngoako, P. N. (2011). *Functionality of school governing bodies with regards to the management of finances in public primary schools (Masters Thesis)*. Pretoria: University of Pretoria.
- Nongubo, M. J. (2005). *An investigation into perceptions of learner participation in the governance of secondary schools (Masters Dissertation)*. Grahamstown: Rhodes University.

- Nyambi, M. M. (2005). *The contribution of school governing bodies in section twenty- one rural schools (Masters Dissertation)*. Pretoria: University of pretoria.
- Ofsted. (2011). *School governance: Learning from the best*. UK: Author.
- Okeke, C., & Van Wyk, M. (2015). *Educational research: An African approach*. Cape Town: Oxford University Press Southren Africa.
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2008). Interviewing the interpretive researcher: a method for addressing the crisis in representation, legitimating and praxis. *International Journal of qualitative method*, 7(4), 1-17.
- O'Sullivan, & West-burnham, J. (2011). *Leading and managing schools* . Carlifonia: Sage Publication.
- Panel, C. (2008). *The rise and fall of comparative education in teacher training: should it rise again as comparative pedagogy?* Retrieved from <http://www.informationworld.com>
- Potgieter, J. M. (1996). *Understanding the South african School's Act. What Public School Governors Need To Know*. Pretoria: Department of Education.
- Prontheroe, N. (2007). *Emmotional support and student learning*. Retrieved from <https://www.naesp.org/resources/2/principal/2007/M-Ap50.pdf>
- Pushpanadham, K. (2006). Educational leadership for school-based management. *ABAC Journal*, 26(1), 4-48.
- Quan-Baffour, K. (2006). *The role of school governing bodies in improving school performance in Taung rural areas (Masters Thesis)*. Pretoria: UNISA.
- Quan-Baffour, K. P., & Arko-Achemfour, A. (2014). Training school governing body members in three rural schools in Taung: Empowerment for good governance. *Studies of Tribes and Tribals*, 12(1), 171-178.
- Ramadiro, B., & Vally, S. (Undated). *Governance booklet*. Johanesburg: Wits Education Policy Unit.
- Rangongo, P. N. (2011). *The functionality of school governing body with regard to the management of finances in public primary schools (Masters Dissertation)*. Pretoria: University of Pretoria.

- Ranson, S., Farrell, C, Peim, N., & Smith, P. (2005). Does governance matter for school improvement? School effectiveness and school improvement. *An International Journal of research, policy and practice*, 16(3), 305-325.
- Republic of South Africa . (1996). *The south African Schools Act 84 of 1996*. Pretoria: Government printers.
- Republic of South Africa . (2008). *Foundations for Learning Campaign, Government Gazzette, No 30880*. Pretoria: Government Printers.
- Republic of South Africa. (2005). *Report of the Ministerial Review committee on school governance in South Africa* . Pretoria: Government printers.
- Rodriguez, T., & Slate, J. R. (2005). *Site-based management: a review of the literature Part 1: Setting the stage*. Retrieved from http://www.usca.edu/essays/vol152005/Slate_1.pdf.
- Rossouw, J. P. (2007). *The role of governing bodies in school discipline: Public school governance in South Africa*. Pretoria: CELP.
- Rubin, H. (2009). *Collaborative leadership: developing effective partnership for communities and schools*. Carlifonia: Corwin Press.
- Sayed, Y., & Soudien, C. (2004). A new racial state? Exclusion and inclusion in education policy and practice in South Africa. *Perspective of Education*, 22(4), 101-115.
- Seidman, I. (2006). *Interviewing in qualitative research: A guide for researchers in education and the social sciences (3rd ed.)*. New York: Teacher College Press.
- Sen, V., & Monroe, P. (2014). *What is educational Management?* Johannesburg: Wits Business School.
- Sesane, A. M. (2014). *An exploration of the demands of democracy on leadership practices of school principals (Masters Dissertation)*. Potchefstroom: Northwest University.
- Simon, S. (2005). *Non-Probability/Purposive Sampling*. Retrieved from Children's mercy Hospital website: hospweb.gmuc.ac.uk/imrestxt/sampling/purposive.htm.
- Sitko, J. (2013). *Designing A Qualitative Research Project: Conceptual Framework in and research questions*. Pretoria: Indaba Agricultural Policy Research Institute.

- Smith, J., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: theory, method and research*. Carlifonia: Thousand Oaks: Sage.
- Smit, M. H., & Oosthuizen, I. J. (2011). Improving school governance through participative democracy and the law. *South African Journal of Education*, 31(1), 55-73.
- Soga, N. N. (2004). *Self-managing schools in Gauteng: challenges and oppurtunity for school based managers (Masters Dissertation)* . Pretoria: University of South Africa.
- South Africa. Department of Education. (1996). Policy handbook for educators. Pretoria: Author.
- South Africa. Department of Education. (1997). *Democratic School Governance*. Pretoria: Author.
- South Africa. Department of Education. (2003). *Policy handbook for educators: South African Schools Act 84 of 1996*. Pretoria: Author.
- South Africa. Department of Education . (2004). *Composition and functions of school governing bodies: Newsletter 2* . Limpopo: Author.
- South Africa. Department of Education. (2004). *Review of school governance in South African schools*. Pretoria: Author.
- South Africa. Department of Education. (2005). *Towards effective school management and governance: Guidelines for school management teams*. Pretoria: Author.
- South Africa. Department of Education. (2008). *Example of a code of conduct for a school*. Pretoria: Author.
- South Africa. Department of Education. (2008). *Management, Law, Policy, Planning, School development and governance*. Pretoria: Author.
- South Africa. Department of Basic Education. (2010). *School-based management*. Pretoria: Author.
- South Africa. Department of Basic Education. (2011). *Quality education for rural schools in South Africa - Challenges and solutions - SA Rural educator 1*. Pretoria: Author.
- South Africa. Department of Basic education,. (2011). *School governance and management: equal education fact sheet 4*. Pretoria: Author.

South Africa. Department of Basic Education. (2012). *National guidelines for school governing bodies* . Pretoria: Author.

South Africa. Department of Basic Education. (2012). *School governing bodies induction/training manual: Introduction to school governance*. Pretoria: Author.

South Africa. Department of Basic Education. (2016). *Information for parents and guardians; what does the SGB do?* Pretoria: Author.

Squelch, J. (2001). *Governance of Education: In contemporary Education: Global issues and trends*. Sandton: Heinemann.

Stephens, D. (2007). *Culture in education and development*. Oxford: symposium Books.

Stern, R. (2013). *Teachers want to see their students succeed as learners and human beings*. Chicago: Chicago Tribune.

Surty, E. (2011). *Quality Education for rural schools in South Africa*. Pretoria: Government Printing.

Swanepoel, C. (2008). The perception of teachers and school principals of each other's disposition towards teacher involvement in school reform. *South African Journal of education*, 28(1), 39-51.

Swanepoel, C. H., & Booyse, J. J. (2006). The involvement of teachers in school change: A comparison between the views of schools principals in South Africa and nine other countries . *South African Journal of Education*, 26(2), 189-198.

Swann, M., Peacock, A., Hart, S., & Drummond, M. J. (2012). *Creating learning without limits*. Maidenhead: Open University Press.

The Healey Education Foundation. (2010). *Organisational development*. UK: Healey education foundation .

The human rights watch. (2004). *The right to basic education for children of farms in South Africa*. Retrieved from <http://hrw.report2004/SouthAfrica/0504/8.htm>.

Thomas, B. (2014). *Challenges facing struggling rural schools*. Washington, DC: Fordham Institute.

- Thomas, G. (2013). *How to do your research project: A guide for students in education and applied social sciences. (2nd ed.)*. London: Sage.
- Tsotetsi, S., Van Wyk, N., & Lemmer, E. (2008). The experience of and need for training of school governors in rural schools in South Africa. *South African Journal of Education*, 28(3), 385-400.
- Tyala, Z. (2004). *School management team members' perceptions of their roles in managing Grahamstown secondary schools (Masters Dissertation)*. Grahamstown: Rhodes University.
- United Nations Educational, Scientific and Cultural Organisation (UNESCO). (2005). *The quality imperative, global monitoring*. Paris: Author.
- Van der Berg, S. (2008). *Poverty and education: Education policy series 10*. UNESCO.
- Van Deventer, I., & Kruger, A.G. (2011). *An educator's guide to school management skills*. Pretoria: Van Schaik Publishers.
- Van Rensburg, J. (2001). *An orientation to Research: research methods short course*. South Africa: Rhodes University Environment Education Unit.
- Van Wyk, B. (2011). *Research design and methods part 1: Post graduate enrolment and throughput*. Cape town: University of Western Cape.
- Van Wyk, N. (2004). School governing bodies: The experience of South African teachers. *South African Journal of Education*, 24 (1), 49-54.
- Van Wyk, N. (2007). The rights and roles of parents on school governing bodies in South Africa. *International Journal about Parents in Education*, 1(2), 132-139.
- Venter, E. (2012). *Parental reasons for choice of school: Implications for school management*. Johannesburg: University of Johannesburg.
- Verbeek, A. P. (2006). *An assessment of school fees: Implications for non-payment. (Masters Dissertation)*. Potchefstroom: Northwest University.
- Walmsley, A., & Rebore, R. (2009). *Genuine school leadership experience, reflection and beliefs*. California: Sage Publication.
- Weissbound, R. (2008). *Moral teachers, moral students*. Alexandria: ASCD.

Xaba, M. I. (2011). The possible causes of school governance challenges in South Africa. *South African Journal of Education*, 31(2), 312-327.

Xaba, M. I. (2012). Qualitative analysis of facilities maintenance - a school governance function in South Africa. *South African Journal of Education*, 32(2), 215-226.

ADDENDUM A: INTERVIEW SCHEDULE

Interview schedule for Principals

1. What training/development did you as member of the SGB receive? Why? Why not?
2. What do you think is the role of the SGB in your school? How does this differ from your role as principal?
 - a. To what extent do the SGB fulfil this role?
2. What is your understanding of promoting the best interest of the school?
3. How do the SGB promote the best interest of the school?
 - a. In curriculum (teaching and learning) issues?
 - i. Committee?
 - b. In provision and management of resources
 - i. Human resources
 1. Appointment of educators/non-educating staff
 2. SGB employed educators
 - ii. Physical resources
 1. Maintaining school property
 2. Committee?
 - iii. Asset management
 - c. Professional support
 - d. Moral support
 - e. Financial aspects
 - i. Committee
 - ii. Budgeting
 - iii. Financial control
 - iv. Financial records
 - f. Policy development
 - i. Committee?
 - ii. Admission policy
 - iii. Religion
 - iv. Language
 - v. Financial policy
 - g. Maintaining discipline
 - i. Disciplinary committee
 - ii. Code of conduct
 - iii. Disciplinary hearings
 - iv. Suspension of learners
4. What is your understanding of school development?
5. How can/do the SGB contribute towards school development?
 - a) School Improvement plan (Did the SGB see it? How are they involved in the SIP?)
6. In your opinion, do you think the SGB has capacity to promote school development? Why?/Why not?

Interview schedule for the chairperson of SGB

1. What training/development did you as member of the SGB receive? Why? Why not?
2. What do you think is the responsibility of the SGB in schools? How does this differ from the responsibility of the principal?
 - a. To what extent do the SGB fulfil this role?
3. What is your understanding of promoting the best interest of the school?
4. How can\do the SGB promote the best interest of the school?
 - h. In curriculum (teaching and learning) issues?
 - i. Committee?
 - i. In provision and management of resources
 - i. Human resources
 1. Appointment of educators/non-educating staff
 2. SGB employed educators
 - ii. Physical resources
 1. Maintaining school property
 2. Committee?
 - iii. Asset management
 - j. Professional support
 - k. Moral support
 - l. Financial aspects
 - i. Committee
 - ii. Budgeting
 - iii. Financial control
 - iv. Financial records
 - m. Policy development
 - i. Committee?
 - ii. Admission policy
 - iii. Religion
 - iv. Language
 - v. Financial policy
 - n. Maintaining discipline
 - i. Disciplinary committee
 - ii. Code of conduct
 - iii. Disciplinary hearings
 - iv. Suspension of learners
5. What is your understanding of school development?
 - a) School Improvement plan (Did the SGB see it? How are they involved in the SIP?)
6. How can the SGB contribute towards school development?
7. In your opinion, do you think the SGB has capacity to promote school development? Why?/why not?

Interview schedule for focus group

1. What training/development did you as member of the SGB receive? Why? Why not?
2. What do you think is the responsibility of the SGB at your school? How does this differ from the responsibility of the principal?
 - a. To what extent do the SGB fulfil this role?
3. What is your understanding of promoting the best interest of the school?
4. How can\do the SGB promote the best interest of the school?
 - a. In curriculum (teaching and learning) issues?
 - v. Committee?
 - b. In provision and management of resources
 - vi. Human resources
 1. Appointment of educators/non-educating staff
 2. SGB employed educators
 - vii. Physical resources
 1. Maintaining school property
 2. Committee?
 - viii. Asset management
 - c. Professional support
 - d. Moral support
 - e. Financial aspects
 - ix. Committee
 - x. Budgeting
 - xi. Financial control
 - xii. Financial records
 - f. Policy development
 - xiii. Committee?
 - xiv. Admission policy
 - xv. Religion
 - xvi. Language
 - xvii. Financial policy
 - g. Maintaining discipline
 - xviii. Disciplinary committee
 - xix. Code of conduct
 - xx. Disciplinary hearings
 - xxi. Suspension of learners
5. What is your understanding of school development?
 - a) School Improvement plan (Did the SGB see it? How are they involved in the SIP?)
6. How can the SGB contribute towards school development?
7. In your opinion, do you think the SGB has capacity to promote school development? Why?/why not?

ADDENDUM B: PARTICIPANT INFORMATION AND CONSENT FORM



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

Private Bag X6001, Potchefstroom
South Africa 2520
Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

School for Education Studies
Tel: 0182994587
Fax: 0182852080
Email: cp.vandervyver@nwu.ac.za

• PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves members serving on the SGB in this specific secondary school. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

PROJECT SUPERVISOR: Dr CP van der Vyver

ADDRESS: Room G61, Building B11, North-West University, Potchefstroom, 2520

CONTACT NUMBER: 018 2994587 / 0845052695

MEMBER OF PROJECT TEAM MEd-Student: Me RPP Baloyi

ADDRESS: P. O. Box 2222, Malamulele, 0982

CONTACT NUMBER: 0799241052

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Department of Basic Education as well as the school principal.

What is this research about?

The aims of this research are:

- To determine how the members of school governing bodies in rural public (Quintile 1-3) schools perceive their role of promoting the best interest of the school and school development.
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

To address these aims, the researchers will collect data from SGB's in five rural quintile 1-3 schools in the Malamulele area (Limpopo Province). Data will be collected by means of individual and focus group interviews with members of the SGB.

Participants

The participants in the research will include members serving on the SGB of your school. As one of the members you are also included.

What is expected of you as participant?

If you are a member of the SGB, it would be expected of you to participate in a focus group discussion including other members of the SGB. The researcher will ask questions to determine how you perceive the role of the SGB in promoting the best interest of the school and school development. The focus group interviews will take about one hour of your time and will be conducted on the premises of the school at a time that will suit you. The interviews will be recorded with an audio recorder.

Benefits to you as participant

Unfortunately there will be no financial benefits to you as you will not receive any remuneration for your participation. You will however play an important role in providing insights in how SGB members perceive their role in promoting the best interest of the school and school development. These insights could be used in future information and training sessions of SGB members in schools. The results will be made available on request to the school

Risks involved for participants

There are no anticipated risks foreseen for you as participant in this research. You will be interviewed at the premises of your school which should provide a safe environment. The only discomfort you may have is that you would have to sacrifice an hour of your time for the focus group. Should you at any time feel uncomfortable to continue with the focus group, you are free to withdraw from the focus group. Your withdrawal will not be held against you and your participation is entirely voluntary.

Confidentiality and protection of identity

Unfortunately your identity will be known to the other members of the SGB (participating in the focus group) as their identity will also be known by you. You and the other participants will have to sign a confidentiality agreement not to make any one's identity known or to disclose any information discussed in the focus group. Your identity will however not be made public to any other person outside the SGB of your school. Your name will never be published in this research. The information given by participants in the interviews will be treated as confidential and will be used only for purposes of this research. All audio data collected will be stored on a password protected computer.

Dissemination of findings

The findings of this research will be made available to the SGB's of participating schools on their request.

If you have any further questions or enquiries regarding your participation in this research please contact the researchers for more information.

Declaration by participant

By signing below, I agree to take part in a research study entitled:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

I declare that:

I have read this information and consent form and understand what is expected of me in the research.

I have had a chance to ask questions to the researcher and all my questions have been adequately answered.

I understand that taking part in this study is voluntary and I have not been pressurised to take part.

I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) on (date) 20....

Signature of participant

Signature of witness

Confidentiality agreement (participants of focus groups)

By signing below, I agree not to make any information discussed in the focus group known to any person outside the participation of this focus group. I further agree to the confidentiality of all information given and discussed in this focus group as well as to the protection of the identity of fellow group members.

Signed at (place) on (date) 20....

Signature of participant

Signature of witness

Original details: (13267876) C:\Users\13267876\Documents\MEd Studente\Baloyi Peggy\Ethics application\Permission to do research in the Kenneth Kaunda district.docm
20 May 2015

ADDENDUM C: PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT



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

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

School for Education Studies

Tel: 0182994587
Fax: 0182852080
Email: cp.vandervyver@nwu.ac.za

The Circuit Manager
Malamulele Central Circuit
Malamulele
0982

Dear Mr Maluleke M.S

- **PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT**
- **PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT**

I herewith wish to request the permission of the Limpopo Department of Basic Education, Vhembe district to conduct research in five schools in the Malamulele area of this district. The sample is purposive and will include five quintile 1-3 rural secondary schools.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

PROJECT SUPERVISOR: Dr CP van der Vyver
ADDRESS: Room G61, Building B11, North-West University, Potchefstroom, 2520
CONTACT NUMBER: 018 2994587 / 0845052695

MEMBER OF PROJECT TEAM MEd-Student: Me RPP Baloyi

ADDRESS: P. O. Box 2222, Malamulele, 0982

CONTACT NUMBER: 0799241052

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aims of this research are:

- To determine how the members of school governing bodies in rural public (Quintile 1-3) schools perceive their role of promoting the best interest of the school and school development.
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

To address these aims, the researchers will collect data from SGB's in five rural quintile 1-3 schools in the Malamulele area (Limpopo Province). Data will be collected by means of individual and focus group interviews with members of the SGB.

Benefits for the Limpopo Department of Basic education

The research might benefit the DBE as it could provide insights in how SGB members perceive their role in promoting the best interest of the school and school development. These insights could be used in future information and training sessions of SGB members in schools.

Risks involved for participants

There are no anticipated risks foreseen for the participants in this research. Participants will be interviewed at the premises of each school which should provide a safe environment. Should any participant at any time feel uncomfortable to continue with the interview, they are free to withdraw from the interview. Their withdrawal will not be held against them. Interviews will not influence formal activities at the school as it will be arranged after hours, preferably when the SGB has its meeting.

Dissemination of findings

The findings of this research will be made available to the SGB's of participating schools as well as the DBE in the two provinces on their request.

We trust that you will consider our request favourably.

Yours sincerely
Dr CP van der Vyver
Senior Lecturer

ADDENDUM D: PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT



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

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

School for Education Studies

Tel: 0182994587
Fax: 0182852080
Email: cp.vandervyver@nwu.ac.za

The District Senior Manager
Vhembe District
Limpopo Department of Basic Education

Dear Dr N.G Rambiyana

• PERMISSION TO DO RESEARCH IN THE VHEMBE DISTRICT

I herewith wish to request the permission of the Limpopo Department of Basic Education, Vhembe district to conduct research in five schools in the Malamulele area of this district. The sample is purposive and will include five quintile 1-3 rural secondary schools.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

PROJECT SUPERVISOR: Dr CP van der Vyver
ADDRESS: Room G61, Building B11, North-West University, Potchefstroom, 2520
CONTACT NUMBER: 018 2994587 / 0845052695

MEMBER OF PROJECT TEAM MEd-Student: Me RPP Baloyi
ADDRESS: P. O. Box 2222, Malamulele, 0982
CONTACT NUMBER: 0799241052

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aims of this research are:

- To determine how the members of school governing bodies in rural public (Quintile 1&2) and urban (Quintile 4&5) schools perceive their role of promoting the best interest of the school and school development.
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

To address these aims, the researchers will collect data from SGB's in five rural quintile 1&2 schools in the Malumele area (Limpopo Province) as well as five urban quintile 4&5 schools in the Tlokwe area of the Kenneth Kaunda district. Data will be collected by means of individual and focus group interviews with members of the SGB.

Benefits for the Limpopo Department of Basic education

The research might benefit the DBE as it could provide insights in how SGB members perceive their role in promoting the best interest of the school and school development. These insights could be used in future information and training sessions of SGB members in schools.

Risks involved for participants

There are no anticipated risks foreseen for the participants in this research. Participants will be interviewed at the premises of each school which should provide a safe environment. Should any participant at any time feel uncomfortable to continue with the interview, they are free to withdraw from the interview. Their withdrawal will not be held against them. Interviews will not influence formal activities at the school as it will be arranged after hours, preferably when the SGB has its meeting.

Dissemination of findings

The findings of this research will be made available to the SGB's of participating schools as well as the DBE in the two provinces on their request.

We trust that you will consider our request favourably.

Yours sincerely
Dr CP van der Vyver
Senior Lecturer

ADDENDUM E: PERMISSION TO DO RESEARCH IN SECONDARY SCHOOL



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

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

School for Education Studies

Tel: 0182994587
Fax: 0182852080
Email: cp.vandervyver@nwu.ac.za

The Principal
Secondary school
Malamulele
0982

Dear Mr/Me.....

• PERMISSION TO DO RESEARCH INSECONDARY SCHOOL

I herewith wish to request your permission to conduct research insecondary school.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

PROJECT SUPERVISOR: Dr CP van der Vyver

ADDRESS: Room G61, Building B11, North-West University, Potchefstroom, 2520

CONTACT NUMBER: 018 2994587 / 0845052695

MEMBER OF PROJECT TEAM MEd-Student: Me RPP Baloyi

ADDRESS: P. O. Box 2222, Malamulele, 0982

CONTACT NUMBER: 0799241052

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aims of this research are:

- To determine how the members of school governing bodies in rural public (Quintile 1-3).
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

To address these aims, the researchers will collect data from SGB's in five rural quintile 1-3 schools in the Malumele area (Limpopo Province). Data will be collected by means of individual and focus group interviews with members of the SGB.

Participants

The participants in the research will include members serving on the SGB of your school. As one of the members you as principal is also included.

Benefits for the school

The research might benefit the school as it could provide insights in how SGB members perceive their role in promoting the best interest of the school and school development. These insights could be used in future information and training sessions of SGB members in schools. The results will be made available on request to the school

Risks involved for participants

There are no anticipated risks foreseen for the participants in this research. Participants will be interviewed at the premises of each school (with your permission) which should provide a safe environment. Should any participant at any time feel uncomfortable to continue with the interview, they are free to withdraw from the interview. Their withdrawal will not be held against them. Interviews will not influence formal activities at the school as it will be arranged after hours, preferably when the SGB has its meeting.

Dissemination of findings

The findings of this research will be made available to the SGB's of participating schools as well as the DBE in the two provinces on their request.

We trust that you will consider our request favourably.

Yours sincerely
Dr CP van der Vyver
Senior Lecturer

ADDENDUM F: PERMISSION TO DO RESEARCH INCLUDING SGB MEMBERS IN SECONDARY SCHOOL



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

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

School for Education Studies
Tel: 0182994587
Fax: 0182852080
Email: cp.vandervyver@nwu.ac.za

The Chairperson of the SGB
Secondary school

Dear Mr/Me.....

• PERMISSION TO DO RESEARCH INCLUDING SGB MEMBERS INSECONDARY SCHOOL

I herewith wish to request your permission to conduct research involving members serving on the SGB insecondary school.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

PROJECT SUPERVISOR: Dr CP van der Vyver

ADDRESS: Room G61, Building B11, North-West University, Potchefstroom, 2520

CONTACT NUMBER: 018 2994587 / 0845052695

MEMBER OF PROJECT TEAM MEd-Student: Me RPP Baloyi

ADDRESS: P. O. Box 2222, Malamulele, 0982

CONTACT NUMBER: 0799241052

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Department of Basic Education as well as the school principal.

What is this research about?

The aims of this research are:

- To determine how the members of school governing bodies in rural public (Quintile 1-3).
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

To address these aims, the researchers will collect data from SGB's in five rural quintile 1-3 schools in the Malumele area (Limpopo Province). Data will be collected by means of individual and focus group interviews with members of the SGB.

Participants

The participants in the research will include members serving on the SGB of your school. As one of the members you as chairperson is also included.

Benefits for the school

The research might benefit the school as it could provide insights in how SGB members perceive their role in promoting the best interest of the school and school development. These insights could be used in future information and training sessions of SGB members in schools. The results will be made available on request to the school

Risks involved for participants

There are no anticipated risks foreseen for the participants in this research. Participants will be interviewed at the premises of each school (with your permission) which should provide a safe environment. Should any participant at any time feel uncomfortable to continue with the interview, they are free to withdraw from the interview. Their withdrawal will not be held against them. Interviews will not influence formal activities at the school as it will be arranged after hours, preferably when the SGB has its meeting.

Dissemination of findings

The findings of this research will be made available to the SGB's of participating schools as well as the DBE in the two provinces on their request.

We trust that you will consider our request favourably.

Yours sincerely
Dr CP van der Vyver
Senior Lecturer

Original details: (13267876) C:\Users\13267876\Documents\MEd Studente\Baloyi Peggy\Ethics application\Permission to do research in the Kenneth Kaunda district.docm
20 May 2015

ADDENDUM G: FOCUS GROUP 1 (ENGLISH)

	Code	Category	Theme
<p>Interviewer: Thank you everyone for allowing to participate in this interview, remember in this interview there is no right nor wrong answer all answers are welcome. I will ask you questions in the sitting order as arranged in this class. I want to know what type of training or development did you as member of the SGB receive.</p> <p>Parent: Yes, we got it, but it is not enough since it is a one day workshop that is aimed at covering the whole scope of work for our three year term of office.</p>	<p>Got training not enough one day workshop one day workshop</p> <p>This was confirmed by the chairperson and principal, no contradiction</p>	<p>Types Adequacy</p>	Training
<p>Interviewer: Even if it's a one day session do you think the information is sufficient?</p> <p>S5Parent: No, it is not enough if possible they should conduct quarterly workshop that may perhaps capacitate us a bit.</p>	<p>not enough quarterly workshop</p> <p>More training is suggested</p>	Adequacy	Training
<p>Interviewer: Mam, what training or development did you as member of the SGB receive?</p> <p>Educator: Like our father said our capacitation in terms of our manner of operation is not enough, I would therefore also recommend that more time should be allocated to conduct more workshops in order to match our three year term of office.</p>	<p>not enough more time Three year term of office.</p> <p>The need is expressed for more training</p>	Adequacy	Training
<p>Interviewer: In your opinion what contributes to the lack of training?</p> <p>Educator: Maybe the people who are supposed to guide us do not have enough time or rather the schools are too many such that they cannot effectively reach all of us.</p>	<p>not have enough time schools are too many cannot effectively reach all of us (remoteness of schools)</p>	Reasons	Training
<p>Interviewer: Mam, concerning you being the member of the SGB representing non-teaching staff what of training or development did you as member of the SGB receive?</p> <p>NTS: Yes, we got workshopped but I still feel it is not enough</p>	<p>Workshop not enough</p>	<p>Types Adequacy</p>	
<p>Interviewer: You said it's not enough.</p>			

NTS: Yes.			
-----------	--	--	--

<p>Interviewer: Mister, what do you think is the role of the SGB in schools? S1Parent: Our responsibility as the SGB is to make sure that everything here at school is in good order as we represent parents. Apart from having been elected to represent parents we are the eye of the parents.</p>	<p>good order represent parents the eye of the parents</p>	<p>Overarching role</p>	<p>Role</p>
<p>Interviewer: How does this differ from the role of the principal? S1Parent: The responsibilities do differ in the sense that the principal monitors the performance of educators and we collaborate with him in seeing that the school activities are running smoothly. There are many things needed at school that should be bought as SGB we recommend that procurement should be done more especially if items benefit our learners.</p>	<p>Principal: monitors the performance of educators. we collaborate Activities are running smoothly. procurement</p>	<p>Role in specific areas</p>	
<p>Interviewer: Educator, what do you think is the role of the SGB in schools? Educator: Our responsibility is to bring back the report in case we attend workshops and ensure that we implement everything we are taught. Furthermore we make it a point that nothing happens at school without the knowledge of the SGB.</p>	<p>we attend workshops</p>	<p>Types</p>	<p>Training</p>
<p>Interviewer: How does this differ from the role of the principal? Educator: Slightly similar and different because as educators we are told of what to do by both the principal and the SGB and support the vision of both parties.</p>	<p>Support the vision</p>	<p>Overarching role</p>	<p>Role</p>
<p>Interviewer: Mam. what do you think is the role of the SGB in schools? NTS: In my opinion I think the SGB is instrumental in motivating learners to go to school.</p>	<p>Motivating learners It seems members of the SGB are not sure of their role, no knowledge of the role as spelled out by SASA.</p>	<p>in specific areas</p>	<p>role</p>
<p>Interviewer: Mister, to what extent does you as the SGB expected to perform your responsibilities?</p>	<p>work together with the principal</p>	<p>Overarching role</p>	<p>Role</p>

<p>Parent: We are expected to work together with the principal. We he calls us to attend meetings we are supposed to co-operate, and to voice out our views in the correct platform.</p>	<p>The principal calls the meetings - might be an indication that the principal still in charge also of the governance and that the SGB are directed by the principal.</p>		
<p>Interviewer: Okay mam, to what extent does you as the SGB expected to perform your responsibilities? NTS: Silence</p>			
<p>Interviewer: I mean how are you expected to perform your responsibilities? NTS: We are expected to work in accordance to what we have been taught.</p>	<p>No answer</p>		
<p>Interviewer: Parent, what is your understanding of promoting the best interest of the school. Parent: My understanding is that if the department of education can conduct workshops that includes both parent component and the principal as well as teacher component, this may assist in improving governance and leadership in the school but at the same time the department of education looks like it is running short of time and human resource to conduct educative workshops.</p>	<p>Did not answer the question Workshops</p>		
<p>Interviewer: Okay, educator what is your understanding of promoting the best interest of the school. Educator: There are a lot of things that need money in today's education which is not funded by the department in our quintiles hence the department of education should assist us financially to help the learners succeed at the end of the day.</p>	<p>Did not answer the question</p>		
<p>Interviewer: Okay, mam what is your understanding of promoting the best interest of the school. NTS: Silence</p>			
<p>Interviewer: The way you personally understand about what is in the interest of the school. S1NTS: It is in the interest of the school that the government should</p>	<p>Depending on the department of educ only for financial assistance</p>	<p>Finances/good quote</p>	<p>Best interest</p>

<p>assist financially because our area is very poor, learners learn of the things that they cannot see or touch.</p>	<p>Lack of knowledge and training</p>		
<p>Interviewer: Coming back to you sir, we heard how you understand the promotion of the best interest of the school but how do the SGB promote the best interest of the school? Parent: It is in the interest of the school that there must be cooperation among parents, SGB, principal and educators if we solve problems together. Good communication and unity is key in any organisation.</p>	<p>Cooperation between stakeholders Good communication Unity good quote</p>		
<p>Interviewer: how do the SGB promote the best interest of the school with regards to supporting educators? S1Parent: We support educators by making sure that our children abide by the rules and regulations of the school. We also support educators by assisting our children with their school work. Parents are allowed to visit the school to look at their children's work of course after making an appointment with the educator. We timeously have parents meeting and parents' day whereby we discuss all the problems encountered at school are being discussed and together we sought solutions. In that way teachers, parents and the SGB are able to stand on common ground and have the same perspective in developing the school.</p>		<p>Moral support</p>	
<p>Interviewer: As the SGB do you have policies that assist you in school governance? Parent: Yes, we do have some regulations that help us to run the school just like in a family that has rules for example learners must come to school clean every day in a school uniform, do their homework. Parent should as well know that their children must be sent to school in a good state, having written all the homework and also coming to school every day.</p>	<p>Parent involved and doing their part at home of checking learners' homeworks ets</p>	<p>Curriculum / policies</p>	

<p>Interviewer: Okay, on that note. Having spoken about what parents must do to their children, what is the role of the SGB in maintaining discipline in school. S1FParent: The conduct of learners is governed by the school policy which is drawn by the principal in collaboration with the SMT, then the disciplinary committee plays an important role in making sure that learners are corrected and disciplined in a way of building and moulding them and creating a sense of responsibility in them</p>	<p>School policy Only drawn by the principal n SMT, SGB not involved in policy making. Creation of sense of responsibility</p>		
<p>Interviewer: Is the parent component represented in the disciplinary committee? Parent: Yes, we are.</p>			
<p>Interviewer: Educator, how do the SGB promote the best interest of the school? Educator: Yes. Like I mentioned earlier on, the SGB may with the help of educators conduct fundraising to assist the school run smoothly</p>	<p>Fundraising</p>	<p>Finance</p>	
<p>Interviewer: Okay, what is the role of the SGB with regards to the finances of the school? Educator: The chairperson of the SGB has made an in-contact banking whereby any amount of money deposited into the school account gets some notification in the form of a sms. Every member of the SGB will be notified about the amount deposited into the school account. If perhaps there are unfinished project from last year therefore the money is used to finish those project. In that manner we see how money is appropriated.</p>	<p>First time hearing the involvement of the SGB Incontact banking Completing unfinished projects</p>	<p>Good quote finance</p>	<p>Best interest</p>
<p>Interviewer: Is the SGB represented in a committee which deals with finances of the school? Educator: Yes, we are.</p>			
<p>Interviewer: Okay, mam, how do the SGB promote the best interest of the school? NTS: The school can benefit if there are different stakeholders such as the principal, SGB and other committees that I am unable to recall</p>	<p>NTS member not involving herself in the activities of the SGB</p>		

<p>now. They may also ask for donations from business people just like now we do want so much that our school should be paved in order to eliminate dust but due to lack of funds we are unable to pave our school.</p>			
<p>Interviewer: Mam, is your component (non-teaching staff) represented in different committees in school, like the fundraising committee etc. NTS: NO.</p>	<p>Evidence of the above</p>		
<p>Interviewer: how do the SGB promote the best interest of the school with regards to the provision of learner, teacher, support material (LTSM)? Parent: What actually happens is after the receipts of the norms and standards allocation educators draws a list of all the items that they are in need of in their respective classrooms then bring it to us for scrutinising and approval then permission will be granted for procurement.</p>	<p>List of all items Budgeting Approval of the budget procurement</p>	<p>finances</p>	<p>Best interest</p>
<p>Interviewer: educator, how do the SGB promote the best interest of the school with regards to the provision of learner, teacher, support material (LTSM)? S1Educator: Like I said before that fundraising and donations can help us because the government is failing. The norms and standard is very little we are also in need of things like a jungle gym so donations and fundraising may help us to make one.</p>	<p>Finance Government is failing Too little norms and standard Fundraising</p>	<p>Good quote money</p>	
<p>Interviewer: Okay, parent, how do the SGB promote the best interest of the school with regards to the provisioning of human resources in school? Parent: We do not appoint educators but we only recommend if the teacher has been secured by the interview panel.</p>	<p>Recommendation of educator</p>	<p>Human resources - provision</p>	
<p>Interviewer: If you perhaps happen to have a vacant post, what is the role of the SGB in the filling of that post?</p>	<p>Involved in the process of hiring or providing educators.</p>	<p>Resources</p>	

<p>Parent: We first sit down with the principal and discuss about the requirements then an advertisement is issued so that we may get a suitable educator.</p>			
<p>Interviewer: Okay, coming back to you sir, what is your understanding of school development? S1Parent: School development according to my point of view is that classrooms should look good for the learner to feel comfortable. In our case our classrooms are dilapidated but it is not in our competence to fix or rather to improve those conditions and we don't have any means but to teach them under those conditions. The department does not visit schools in order to check buildings. We however try by all means to make the department of education to look at our school in terms of repairing them. We usually hold meetings with parents to make them aware of the bad condition that our school finds itself in.</p>	<p>Dilapidated classrooms SGB cannot fix The department does not come to school Parents meeting</p>	<p>infrastructure</p>	
<p>Interviewer: Okay, educator, what is your understanding of school development? Educator: Silence.</p>			
<p>Interviewer: What is your understanding of school development? Educator: The school building itself, to start with.</p>			
<p>Interviewer: May you please raise your voice and can you elaborate more on that? S1Educator: The building should be in good condition for the sake of the health and safety of our children just like now as you can see the ceiling is about to fall and yet there learners inside. The school is too dusty no paving done</p>	<p>Building not in good condition and ceiling about to fall</p>	<p>infrastructure</p>	<p>development</p>
<p>Interviewer: Mam, what is your understanding of school development? S1NTS: Just as our educator has indicated our children are disturbed by the cold weather with special reference to winter seasons.</p>	<p>Not answering the question but expanding on the answer of the educator Physical environment</p>	<p>Infrastructure</p>	

<p>Interviewer: Okay, sir, how do the SGB contribute towards school development? Parent: Apart from looking at the school building, the SGB may also see to it that educators do their job happily. The quality of education also depends on the mood of educators. If proper support can be given to educators, the quality of education can also improve regardless of the dilapidated building, and also to encourage learners to participate in the nutrition programme (Like encouraging them to eat) so that those who do not have enough to eat at home may be fed</p>	<p>Educators doing their job happily Support to educators NSNP</p>	<p>Contribution</p>	<p>School development</p>
<p>Interviewer: Still on that note, do you as the SGB involve yourself in the school development plan? Parent: Yes, as parent representative we do take part.</p>			
<p>Interviewer: Okay, educator, how do the SGB contribute towards school development? Educator: The SGB can take part in a way of influencing the parent to be part and parcel of the education of their children. The SGB can also support the educators and let it be spoken about in parents meetings.</p>	<p>Support</p>		
<p>Interviewer: After completing the SIP do you show the SGB? Educator: Yes, we do show them.</p>			
<p>Interviewer: Who compiles it? Educator: It is developed by the SGB and educators.</p>			
<p>Interviewer: Okay. Mam, how do the SGB contribute towards school development? NTS: The SGB can contribute in this way, isn't it that SGB represent parents and as the eyes of parents here at school any money that comes to school must be first budgeted for and be used in a proper manner.</p>	<p>Not answering the question budgeting</p>	<p>Finances</p>	<p>School dev</p>
<p>Interviewer: Okay. Sir, in your opinion, do you think the SGB has capacity to promote school development? S1Parent: Yes, it does have the ability to develop the school out in collaboration with educators because most members of the SGB have got</p>	<p>In collaboration with educators Low level of education (parents)</p>	<p>Capacity</p>	<p>School development</p>

<p>low level of education as compared to educators. Like I mentioned earlier on, that workshops and training from the department of education is desperately needed to capacitate the SGB</p>			
<p>Interviewer: Okay. Mam, in your opinion, do you think the SGB has capacity to promote school development? S1Educator: Hmm, yes it does, but if it was possible the number of members can be increased paying attention to the teacher component due to what the parent has indicated, but still parent component must be represented but the highest number of parents in the SGB as it is currently is not assisting may be it may also take us to what the parent said about the level of education of parents.</p>	<p>Yes Suggestion: the number of educators should be increased not of parents. Low level of education of parents seem to be problem</p>	<p>Quote collabora</p>	
<p>Interviewer: I am curious; I want to know the reason behind the increasing number of educators in the SGB and the reduction of the current number of parents in the SGB. Educator: The level of education on the side of parents is very low therefore it creates problems in the SGB when it comes to meaningful contributions to develop the school. Most of them even when it comes to attending meetings they just become parcels and not even say a word. You may find that out of the whole number of parents in the SGB only two out of five understand the value of education and can positively debate issues and make meaningful contributions.</p>	<p>Educator's frustrations on the inactiveness of parents in the SGB Lack of capacity</p>	<p>capacity</p>	<p>Quote</p>
<p>Parent: To add on what is being said as the parent component is elected by the SGB. I would suggest that the parent that should be elected to be SGB members should be the educated ones from the community because we do have them. In the SGB I would say that only people who understand the value of education may serve in the committee.</p>	<p>Addition to the above statement Election of the SGB???</p>		

<p>Interviewer: oh, thanks for the input. Mam, in your opinion, do you think the SGB has capacity to promote school development.</p> <p>S1NTS: Yes it does have the capacity but just like our educator is indicating that they are pulling very hard and are working under difficult conditions with parents since most of them are not educated. I would also suggest that a particular grade should be recommended as a requirement for one to qualify to be elected as a member of the SGB. Lack of education and lack of know how in doing things have always led to the misappropriation of funds.</p> <p>Interviewer: Thank you all for your contributions. I highly appreciate your time.</p>	<p>NTS member adding to the above two statements</p> <p>Leads to misappropriation of funds</p>		
---	--	--	--

ADDENDUM H: PERMISSION TO DO RESEARCH IN SECONDARY SCHOOL



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

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

School for Education Studies
Tel: 0182994587
Fax: 0182852080
Email: cp.vandervyver@nwu.ac.za

The Principal
.....Secondary school
Malamulele
0982

Dear Mr/Me.....

• PERMISSION TO DO RESEARCH INSECONDARY SCHOOL

I herewith wish to request your permission to conduct research insecondary school.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Promoting best interest and development of the school: Perceptions of school governing bodies in rural schools

PROJECT SUPERVISOR: Dr CP van der Vyver
ADDRESS: Room G61, Building B11, North-West University, Potchefstroom, 2520
CONTACT NUMBER: 018 2994587 / 0845052695

MEMBER OF PROJECT TEAM MEd-Student: Me RPP Baloyi
ADDRESS: P. O. Box 2222, Malamulele, 0982
CONTACT NUMBER: 0799241052

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, NWU-00208-15-A2 and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aims of this research are:

- To determine how the members of school governing bodies in rural public (Quintile 1&2) and urban (Quintile 4&5) schools perceive their role of promoting the best interest of the school and school development.
- To formulate guidelines to empower SGB members in rural areas in promoting the best interest of the school.

To address these aims, the researchers will collect data from SGB's in five rural quintile 1&2 schools in the Malumele area (Limpopo Province) as well as five urban quintile 4&5 schools in the Tlokwe area of the Kenneth Kaunda district. Data will be collected by means of individual and focus group interviews with members of the SGB.

Participants

The participants in the research will include members serving on the SGB of your school. As one of the members you as principal is also included.

Benefits for the school

The research might benefit the school as it could provide insights in how SGB members perceive their role in promoting the best interest of the school and school development. These insights could be used in future information and training sessions of SGB members in schools. The results will be made available on request to the school

Risks involved for participants

There are no anticipated risks foreseen for the participants in this research. Participants will be interviewed at the premises of each school (with your permission) which should provide a safe environment. Should any participant at any time feel uncomfortable to continue with the interview, they are free to withdraw from the interview. Their withdrawal will not be held against them. Interviews will not influence formal activities at the school as it will be arranged after hours, preferably when the SGB has its meeting.

Dissemination of findings

The findings of this research will be made available to the SGB's of participating schools as well as the DBE in the two provinces on their request.

We trust that you will consider our request favourably.

Yours sincerely
Dr CP van der Vyver
Senior Lecturer

ADDENDUM I: ETHICS APPROVAL



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the Ethics Committee of the Faculty of Education Sciences (ESREC) at the meeting held on 18/06/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Promoting best interest and development of the school: perceptions of school governing bodies in rural schools.																															
Study Leader/Supervisor:	Dr CP van der Vyver																														
Student:	RPP Balyoi																														
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>0</td><td>8</td><td>-</td><td>1</td><td>5</td><td>-</td><td>A</td><td>2</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Study Number</td><td colspan="2">Year</td><td colspan="5">Status</td></tr></table> <small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>	N	W	U	-	0	0	2	0	8	-	1	5	-	A	2	Institution			Study Number					Year		Status				
N	W	U	-	0	0	2	0	8	-	1	5	-	A	2																	
Institution			Study Number					Year		Status																					
Application Type:	N/A																														
Commencement date:	2015-06-18																														
Expiry date:	2016-12-17																														
Risk:	N/A																														

Special conditions of the approval (if applicable):

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

General conditions:

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

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviations from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- ESREC can be contacted for further information or any report templates via Fina.Congelis@nwu.ac.za or 018 299 4656

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

Yours sincerely

Prof LA
Du Plessis

Digitally signed by
Prof LA Du Plessis
Date: 2016.10.20
13:12:42 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM J: LETTER FROM THE LANGUAGE EDITOR

Revd. Dr. Lutz Ackermann
(Independent Researcher)
Mankweng, Zone A, Stand 506
Tel: +27 72 3487010
e-mail: DRLA4 @ directbox.com

21 Oct 2016

TO WHOM IT MAY CONCERN

This is to confirm, that I, Dr Lutz Ackermann, have read the Research Thesis¹ entitled

“Promoting best interest and development of the school:
perceptions of school governing bodies in rural schools”

by Mrs RPP Baloyi

(student number 22016759) and that I am satisfied with the quality of work she has produced in terms of structuring the document, in terms of style, grammar and spelling. Suggestions for suitable corrections and improvements have been made to the candidate.


(Rev. Dr. Lutz Ackermann, Mankweng)

¹ This refers to all parts *except* the reference section (and any addenda and the ToC). At the explicit request of the candidate's institution, the references were separately handled by a technical editor. So this letter refers *only* to chapters 1-5, to the title page, abstract and acknowledgement sections.