

**AN ASSESSMENT OF TRAINING NEEDS FOR SCHOOL GOVERNING BODIES  
IN SELECTED EASTERN CAPE SCHOOLS**

**BY**

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## **DECLARATION**

I declare that the Assessment of Needs Training Needs for School Governing Bodies is my own work and has not been submitted to any other institution. I further declare that all sources cited or quoted are indicated and acknowledged by means of comprehensive list of references.

.....

B.N. Kauleza

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I dedicate this study to the following persons:

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My late sisters Nombedesho and Nomajoni Kauleza; and

My late daughter Thandokazi Ozo Kauleza may you all rest in peace

**KEYWORDS**

School Governing Bodies

Financial Management

School Governance

Head of Department

Decentralization

Capacity

Schools Act

## **ACRONYMS**

DoE	Department of Education
HOD	Head of Department
LTSM	Learning and Teaching Systematic Materials
PTSA	Parent Teacher Student Association
SASA	South African Schools Act
SGB	School Governing Body
RCL	Representative Council for Learners

## **ABSTRACT**

This research set out to assess the training needs for school governing bodies selected from Eastern Cape Schools. The study focuses in three schools in the Mthatha District. The research methodology, which was employed, can be described as qualitative, exploratory and descriptive in nature. Data was collected by means of interviews, which involved chairpersons, secretaries, learners, educators, non- teaching staff, treasurers and principals as ex-officio members.

Analysis of data has revealed that the effort made by Department of Education to provide training of SGBs is inadequate to address the complex problems experienced by the SGBs. There are a number of factors such as illiteracy, low level of education, the language used during interviewing processes and term of office of governing body members that contribute to inadequacy of training of school governing bodies.

It is therefore recommended that the intensified SGB development training for SGBs should be provided and further research be undertaken regarding the training needs of SGBs.

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## **CHAPTER 1**

### **ORIENTATION AND BACKGROUND**

#### **1.1 INTRODUCTION**

The South African Schools Act (SASA) Act 84 of 1996 introduced the concept of School Governing Bodies (SGBs) to enable parents to fulfill their role as rightful partners in the governance of their children's schools. Despite this progressive Act that mandates all public schools to democratically elect SGBs, challenges remain in electing parents who can play an effective role in school governance. SGBs have specific functions, including executive decisions such as making recommendations regarding the appointment of the principal, deputy principal and educators, considering disciplinary action, appointing service providers, hearing appeals, responding to external issues, consulting with the local authority and communicating with relevant stakeholders, such as conducting the annual parents' meeting.

The South African School Act 84 of 1996 provides that SGBs are made up of democratically elected representatives of parents, educators, learners and school personnel. Subject to the Act and any applicable law, an SGB in a public school must function in terms of a constitution which complies with the minimum requirements determined by the Member of the Executive Council by notice in the Provincial Gazette (South African Schools Act 84 of 1996). In order for schools to be effective, SGBs need to take their own development seriously, should consider their training needs and be prepared to attend training programmes organized by the Department of Education (Doe) (National Guidelines for School Governing Body Elections, 2012:6).

Every public school is a juristic person with legal capacity to perform its functions and the SGBs act on behalf of the school (Schools Act 84 of 1996). The challenge of SGBs is a challenge which is facing the province as whole but the study will take place in the Mthatha district schools.

#### **1.2 PROBLEM STATEMENT**

Sixteen years since the SASA came into effect; the question remains whether SGBs are currently fulfilling their expected role in establishing effective schools that guarantee learners equal and quality educational opportunities (Joubert, De Waal & Rossouw, 2004; Probyn, Murray, Botha, Botya, Brooks & Westphal, 2002).

Mbokodi and Singh's (2004:43) study on the role of SGBs in Port Elizabeth found that the SGBs do not realize the goals set out in the SASA. This research study will investigate whether the partnership between SGBs and schools is taking place as envisaged in the SASA. School governance in South Africa is confronted by seemingly insurmountable challenges. Mbokodi and Singh (2004:38) found that only five out of ten SGBs received some form of training in school governance, leading to the conclusion that more needs to be done to prepare SGBs for their role in schools governance. A lack of knowledge, skills and expertise hampers SGBs from coming up with practical solutions to problems.

### 1.3 OBJECTIVES OF THE STUDY

- To determine extent of awareness of the role members of the SGB are expected to play.
- To determine what capacities do members of the SGB have in order to fulfill their responsibilities.
- To identify challenges faced by SGBs during implementation when they are performing their duties.

### 1.4 RESEARCH QUESTIONS

- What capacity do they have in performing their functions?
- What are the duties and responsibilities of SGBs?
- .What challenges confront SGBs?

### 1.5 PRELIMINARY LITERATURE REVIEW

The literature review aims to explore different views and perspectives on SGBs' training needs. One of the key findings of research on the quality of school governance is the need to provide differentiated training. Differentiation was recommended both in terms of the types of programmes offered to SGBs as well as in the mode of delivery (Evaluation Report on Governance Training (2008:29).

According to the Evaluation Report on Governance Training (2008:29) induction and orientation is compulsory for all newly-elected SGB members and consists of a programme called "SBG at a glance". This consists of pocket-size envelope containing training cards, each with a brief overview of a crucial SGB function or role.

“Governing our Schools” is the title of the basic and entry level training programme designed to meet the specific training needs identified by the Governance Reference Team. This consists of five programmes which offer SGB members a detailed overview of their roles and responsibilities.

Other programmes, offered at the same level have been developed in response to critical problems identified in school communities. These are as follows:

- (a) Orientation to HIV/AIDS and networking
- (b) Orientation to alcohol, drugs and substance abuse, and networking

These programmes are designed to interpret policy and legislation in layman’s terms, and to support the implementation of this policy and legislation in schools. It is hoped that this will enable SGBs to play a more active and effective role within their schools communities (Evaluation Report on Governance Training (2008: 34).

## 1.6 CHALLENGES OF SCHOOL GOVERNANCE

Xaba (2011:201) is of the opinion that “school governance in South Africa is the single most important factor experience apparently insurmountable challenges. Considering that more than a decade has passed since the enactment of South African Schools Act, it seems that, efforts to have effective school governance fall far short of their intended outcomes”. Xaba adds that despite various attempts to train and capacitate SGBs and the commitment of financial resources to such training, studies have shown that numerous governance challenges remain.

The capacity to govern is a basic facet of these challenges. While the provincial departments of education, through functional units at their head offices and at district level, have engaged in the training of SGBs, the actual enactment of these roles is often far less than ideal (Tsotetsi and Van Wyk, 2008, cited in Xaba, 2011:201).

Mbasa and Themane (2002:112) report that SGBs are not trained before they start their work and this manifests in problems such as unfamiliarity with meeting procedures, problems with the technical language used in meetings, difficulties in managing a large volume of documents, not knowing how to make a contribution, not being familiar with the appropriate legislation, feeling intimidated by other members who seem knowledgeable and simply endorsing what others have already decided upon. This can be traced to the irrelevant and

inadequate training offered to SGB members, which does not really address the core function of school governance.

Mestry (2004:126) highlights that an important challenge for SGBs is the lack of knowledge and skills in financial management and consequently, the inability to work out practical solutions to practical problems. Mestry (2006:133) also points to the lack of collaboration between school principals and other SGB members, with principals being unwilling to share responsibility for school governance for fear of losing power.

Another challenge articulated by Van Wyk (2004:51, cited in Xaba, 2011:202) relates to educators in SGBs feeling that other members (an obvious reference to parent SGB members) lack confidence and are not sure of their duties. In this regard, Maile (2002:239) contends that illiteracy among SGB members may contribute to their inefficiency, as illiteracy precludes parents from accessing relevant information. Van Wyk (2004:50) concurs that many SGBs, particularly in less advantaged areas do not have the required skills and experience to exercise their powers.

Another governance challenge is that of allegiance to constituencies. Xaba's (2004:205) study found that educator members of SGBs see themselves as watchdogs whose role is that of fighting for educators' issues. Xaba (2011:202) argues that, in this sense, SGB members' roles differ according to their constituency support base. Serving the narrow interests of a particular constituency hampers the promotion of the best interests of the school.

## 1.7 PARENTAL INVOLVEMENT

It is clear that there is a gap between educators, non-educators, parents and learners serving on SGBs. Mbokodi and Singh's (2011:43) research found that the relationship between educators and the SGB parent members is not always ideal. One SGB chairperson remarked, "Educators undermine the authority of the SGB and they are ungovernable because I am uneducated." Another SGB chairperson described how educators told him that they had never signed a contract with the SGB and therefore, they could not be held accountable to the SGB on any educational matters affecting their learners. Educators, on the other hand, noted that the parent members of the SGBs are part of the problem in school governance rather than part of the solution, because they lack the professional skills to partner with educators. This was confirmed by the chairpersons themselves, who claimed that the DoE had not empowered them to perform their functions (Mbokodi & Singh, 2011:43).



Mbokodi and Singh (2011: 43) found that only five out of ten chairpersons interviewed had received some form of training in school governance. Those who had received training regarded it as insufficient to prepare them adequately to execute their delegated tasks. These findings suggest that the DoE needs to provide more training in order to strengthen the role of SGBs in school governance. It is futile to have an ineffective SGB at any school, as this frustrates educators and does not contribute to a healthy environment conducive to effective teaching and learning.

#### 1.8 THE FUNCTION OF SCHOOL GOVERNING BODIES IN MANAGING SCHOOL FINANCES

According to the SASA, SGBs are mandated to manage school finances. The Act also provides guidelines for SGBs and the principal on their role and responsibilities in doing so. However, some members of SGBs and principals either have little knowledge of SASA, or simply interpret it incorrectly, which results in many schools experiencing financial mismanagement.

#### 1.9 RESEARCH METHODOLOGY

The study will employ qualitative research. Qualitative research is a research methodology that seeks to gain in depth understanding of a subject or driving factors behind a behavior using uncontrolled investigative technique. It can bring real stories and perspective of subjects into academic arena. Qualitative research is mainly concerned with human beings, interpersonal relationships and personal values, meaning beliefs, thoughts and feelings. Qualitative research attempts to attain rich, deep and valid data. The qualitative approach is an inductive approach (Leedy, 1993:142).

Qualitative method investigates the “why” and the “how” of decision making not just “what, where and when”, hence smaller but focused samples are more often needed than large samples. Qualitative researchers face many choices related to data collection ranging from grounded theory practice, narratology, storytelling, classical ethnology or shadowing. Forms of the data collected can include interviews, group discussion, observation and reflection and other material. Researchers rely on the following methods of information: participants, observation, and non- participant observation, structured and unstructured interviews.

#### 1.10 POPULATION AND SAMPLE OF THE STUDY

According to Neumann (2011:103) population is generally a large collection of individuals or objects that are the main focus of the study. Usually, members in the population share

common interest or characteristics as stipulated in Neuman. The population that will be used in this study comprise of learners, educators, non-educator, parents who are SGB members and the school manager in four different schools in Mthatha, Eastern Cape.

This population has been selected due to easy accessibility and the researcher hopes that subjects drawn from it will respond willingly and positively. The population vary from school to school since the number of SGBs is determined by the overall number of students each the school. According to Du Plooy (1995, in Fambaza, 2012:15), purposive sampling occurs when the researcher use his or her judgment to select the sample, which is called a purposive sample; this is also known as a judgmental sample.

In purposive sampling a particular case is chosen because it illustrates some feature or processes that are of interest for a particular study, although this does not simply imply any cases the researcher happens to choose. In purposive sampling, the researcher must first think critically about the parameters of the population and then choose the sample case according.

The sample will be comprised of SGB chairperson (who is also a member of the parent component), two other parent components since they are the majority in the SGB, two SGB learners, two SGB educators, one non-educator and the school manager as the ex officio of the SGB will be drawn from the population of two high schools and two junior secondary schools in Mthatha both rural and urban schools. It will be chosen to ensure that the sample is representative of the larger population.

#### 1.11 DATA COLLECTION

The following data collection methods will be utilized in this study:

- Documentary sources
- Observation
- Interviews

##### 1.11.1 DOCUMENTARY SOURCES

Some documentary sources such as minute books and the log books of various schools will be consulted. These will provide the researcher with useful primary and secondary data which would be difficult to secure through other data collection instruments.

##### 1.11.2 OBSERVATION

Bell (1993:110) states that the distinguishing feature of the observation method of data collection is that the information required is obtained directly, rather than through reports by

others, which may be unreliable. The researcher will attend SGB meetings at schools as an observer. The purpose is to assess the contribution of all parties involved and to determine the manner in which resolutions and decisions are reached during the meeting.

#### 1.11.3 INTERVIEWS

Gerber, Nel and Van Wyk (1988:115) describe interviews as a data collection method where face-to-face communication takes place, and impressions are formed about the personality, values and attitudes of respondents. How respondents feel about the issue in question, as well as the accuracy of their responses, can be gauged from their facial expressions and gestures. The interviews will not be formal and will take the form of an informal conversation.

An appointment was made with each of the respondents with respect to the date, time and venue of the interviews for the convenience of both the respondents and the researcher.

#### 1.11.4 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. In this research study, data analysis involved organizing the collected data, generating categories, searching for alternative explanations and then writing a report. Data analysis begins with the identification of recurring words and ideas which are then flagged as possible themes. Informants were drawn from 3 schools around Mthatha.

#### 1.12 ETHICAL CONSIDERATIONS

Appropriate steps were followed to ensure that the rights of research informants are not violated and to adhere to ethical research practices. Informed consent were obtained from all respondents. Respondents were made aware that the research is being conducted exclusively for academic purposes.

The anonymity of respondents were told not to disclose their names; pseudonyms were used where necessary. The guarantee of anonymity enabled respondents to openly express themselves without fear of prejudice. The information collected will be kept confidential. The researcher also asked permission from the DoE to conduct the study

#### 1.13 CONCLUSION

Section 29 of the Constitution of the Republic of South Africa (Act 108 of 1996) grants all South Africans the fundamental right to a basic education, while obliging the state to respect, protect, promote and fulfill this right.

The South African Schools Act 84 of 1996 (SASA) proposed a partnership between the state, parents, learners, educators and non-educators in the funding, governance and organization of schools. This led to the creation of School Governing Bodies (SGBs) comprising of parents, learners, educators and non-educators. It is mandatory for parents to form the majority on SGBs; hence they are given the opportunity to influence the school budget, language policy, discipline and the appointment and promotion of teaching and administrative staff.

The new structure of school governance set a new path for education in South Africa. The first SGBs were elected in May 1997.

However, justice, democracy and accountability remain complex ideals and it should be recognized that participation in school governance will not be without its challenges. The legislation provides parents, educators and senior learners, as democratically elected members of the SGB, with the opportunity to make their voices heard. SGBs must take up their rights and become active partners. To do so, they require training, experience and knowledge on how to govern schools effectively in the best interests of all learners. If this goal can be achieved, the State will come to respect SGBs and realize that they are a growing force to be reckoned with and that it cannot unilaterally dictate the future of schools.

#### 1.14. OUTLINE OF CHAPTERS

- Chapter 1:** Presents an introduction and background to the study. It also presents the research problem and outlines the objectives of the study.
- Chapter 2:** Presents a literature review on issues pertaining to the training of SGBs.
- Chapter 3:** Presents the research methodology and research design. The methods used in conducting the study as well as the population size and the techniques used to generate the empirical data for this study are also outlined.
- Chapter 4:** Entails the data analysis and the interpretation of results gathered from the interviews.
- Chapter 5:** Presents a summary of the key issues that arose out of the study. The recommendations and conclusion are also presented in this chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The South African Schools Act (SASA) 84 of 1996 ushered in a new approach to school governance in South Africa. The most significant change was the democratic governance of schools through stakeholder involvement (Xaba, 2004:313). This was a welcome move by the government to involve communities not only in the education of their children, but in the organisation and governance of schools.

However, empowering these stakeholders to assume their governance responsibilities remains a challenge for both the Department of Education as the controlling body and the schools as sites of school governance practices. School Governing Bodies (SGBs) need to be capacitated to perform their duties and carry out their responsibilities effectively and efficiently (Van Wyk & Lemmer, 2002:129).

Once SGBs had been trained on the SASA, they were expected take up their roles and functions as stipulated in the Act. While the SASA's primary objective was to build an equal education system in South Africa, it was also expected that the Act would assist SGBs to contribute positively to the development of schools, especially with regard to learner performance. However, 18 years after the Act was introduced, some SGBs are unaware of its provisions. Neighbouring schools confronted by the same contextual challenges perform very differently from each other, even though their SGBs received similar training.

This chapter presents a review of the literature on the training needs of SGBs, focusing on the history of school governing body structures in South Africa; the functioning of SGBs; their roles and responsibilities; enhancing SGBs' capacity; democratic governance; parental involvement in school matters; learner involvement; educator involvement; the partnership between SGBs and school management teams; and school governance challenges.

#### **2.2. HISTORY OF SCHOOL GOVERNING BODY STRUCTURES IN SOUTH AFRICA**

Van Wyk and Lemmer (2002:126) assert that the main driving force of the SASA is that the state has inadequate financial and organisational capacity to do everything for schools. Therefore, all stakeholders, including parents, educators, learners and local community members should be actively involved in the organisation, governance and funding of schools. This notion stems from the strong belief that schools are run well when governed by local

people, since community members are well placed to identify the problems and needs confronting schools in their area, provided they are well prepared to accept governance responsibilities.

Before the 1994 elections, parents were involved in schools under certain structures. Many parents were willing to contribute constructively to school activities. However, parental participation in educational matters was largely irregular and localised (Van der Westhuizen, 1995:425). Structures responsible for general educational management and administrative functions, called statutory and non-statutory bodies, respectively, were put in place. These structures made a unique contribution to education (Van Schalkwyk, 1990:75). The statutory bodies were local management bodies that worked with principals and selected parents to control and manage certain activities in educational institutions. In most countries, this type of parent body was known as a school committee, governing body, advisory council or management council (Van Schalkwyk, 1990, 88 &150).

### 2.3 PARENT-TEACHER-STUDENT-ASSOCIATIONS

According to Dekker and Van Schalkwyk (1995:484), the Education and Training Act of 1979 recognised active parental involvement through a Parent-Teacher-Student-Association (PTSA) or local committees or councils. Sithole (1994:2) notes that, as the name indicates, a PTSA was a representative school governance body comprising parents, teachers and students at a particular secondary school. At primary school level, the body was called a Parent-Teacher-Association (PTA); the student component was excluded, presumably because students at that level were regarded as too young to be involved. The PTSAs operated parallel to school management councils. They acted as broad-based, representative bodies, which were parallel and alternative structures that attempted to take over both the policy making (governance) and day-to-day management of schools. Sayed and Carrim (1997:92) assert that the PTSAs were unable to separate governance from administration and management functions as they did not have the required skills to manage; hence the establishment of SGBs.

### 2.4 THE ESTABLISHMENT OF SCHOOL GOVERNING BODIES

The vast disparities among South African schools called for a new organisational structure and governance system which would be workable as well as transformative (RSA, 1996:10). This new system of governance is underpinned by democratic principles and values and facilitates participatory decision-making.

According to Marishane (1999:33), the state has insufficient financial and organisational muscle to do everything for schools; therefore, all stakeholders, including parents, educators, learners and local community members should be actively involved in the organisation, governance and funding of schools. This notion stems from the strong belief that schools are well run when governed by local people since community members are able to identify the problems and needs of the schools in their area. The envisaged partnership between the community and the state in running schools is important in determining the level of the resources available to a school and consequently the quality of education offered to learners.

Bruce-Reeds (in Maluleke 2008:18), identifies the following three dimensions of school governance:

- Sovereign governance, which entails full public accountability for the work of the school as a whole to all interested parties, rendered in various forms, including an annual report to parents.
- Judicial governance, which refers to accountability for meeting all the legal requirements to which the school is subject, including laws relating to finance, employment, the curriculum and health and safety.
- Performance governance, which entails accountability for carrying out the activities of the school through which its vision and the provision of a service to pupils are implemented.

The other rationale for the establishment of SGBs is to help drive the government's decentralisation process. Decentralisation means that the decision-making authority devolves from the central office to the school. The objective is to widen the scope of accountability to the public by devolving responsibility to those in close contact with the school. This will enable the needs of the community to be served, provided that those elected to carry out these responsibilities receive the necessary training (Maluleke, 2008:18).

Maluleke further emphasises that, although the establishment of SGBs is a welcome move by the government, a fundamental challenge confronting SGB members, particularly in rural areas, is being able to fulfil their legal responsibilities.

Buhlungu (2013:1) states that the Constitution of the Republic of South Africa 1996 provides for citizens to participate in decision making on issues that affect their lives. Section 18 of the SASA (84 of 1996) stipulates that every school must adopt a constitution. The newly elected

SGB must submit such a constitution to the HOD within 90 days of being elected (SASA sec 18).

## 2.5 MEMBERSHIP OF SCHOOL GOVERNING BODIES

The SGB mirrors a school's stakeholder community, whose representation is underpinned by the principle of equality. In reflecting the democratic principles of equality and collaborative governance, the governing body of an ordinary public school is composed of the following democratically elected members:

- The principal of the school
- Educators at the school
- Members of staff at the school who are not educators
- Learners in eight grade and above

Moate (1996:30) advises that the governing body structure should create an environment that ensures that all learners have an opportunity to achieve their potential. It is on this basis that the election process should emphasise the need for candidates to have particular skills. Moate (1996:29) adds that the composition and characteristics of a governing body determine its nature and scope of influence, and also affect its effectiveness and efficiency.

Section 23(9) of the SASA (RSA 1996:18) specifies that the number of parent members must be one more than the combined total of the other members with voting rights. To some extent, this creates a problem in school governance, particularly in the rural areas where many parents are either illiterate or semi-illiterate. This means that more than half of the governing body members will either be illiterate or semi-illiterate, creating problems for reading, understanding and implementing policies. Inability to implement education policies, which seek to address the inherent inequalities in education, will create serious problems for the organisation, management and governance of the school, leading to the phenomenon of dysfunctional schools. This problem can be resolved by setting election criteria for SGB members.

## 2.6 ELECTION CRITERIA FOR SCHOOL GOVERNING BODIES

The Department of Education (2003:11) stipulates that the election of SGB members rests predominantly on the nomination and seconding of candidates who stand for election. There is no prescribed recruitment process to persuade people with the necessary governance skills to stand for election. The SGB election process consists of the following steps:



- Compilation of a voters' roll,
- Nomination of candidates,
- Elections, and
- Post-election processes.

## 2.7 CONTENTS OF SGB CONSTITUTION

- A meeting of the governing body at least once every term
- Meeting with parents, learners, educators and other staff members at the school, respectively, at least once a year
- Recording and keeping minutes of governing body meetings
- Making such minutes available for inspection by the Head of Department
- Submitting a report on its activities to parents, learners, educators and other staff members at the school at least once a year (Buhlungu 2013:2).

## 2.8 REALITIES WITH REGARD TO THE FUNCTIONING OF SCHOOL GOVERNING BODIES

While South Africa has experienced much transformation, the most profound is the adoption of a new education system based on the fundamental principles of democracy, unity, non-discrimination, equity and equality, which was put in place after the 1994 democratic elections. Furthermore, the South African government is committed to the development of a democratic education system that facilitates the participation of all stakeholders with an interest in democratic school governance. The rationale was to offer all role players an opportunity to participate in the management and governance of schools in order to create a better teaching and learning environment. Hence, in 1997, SGBs were established in all public schools. (Van Wyk, 2004:49).

It is a matter of faith that these institutions can deliver what is expected of them, especially in South Africa. The fact that democracy was in its early stages and that SGB members were not officially trained, caused considerable doubt regarding their contribution (Bush & Heystek, 2003:128).

### 2.8.1 ELECTIONS OF SCHOOL GOVERNING BODIES

An SGB in a public school comprises of elected parents of learners at the school, the principal, educators at the school, learners in grade eight or higher and co-opted members. The last-mentioned are community members who are invited by the SGB to assist it to fulfil its functions (Potgieter, Visser, van der Bank, Mothatha & Squelch, 1997:24-260).

Regardless of school size, parents always hold a majority through 50% plus one representation. Only a parent, who is not employed at the school, may be appointed chairperson of the SGB. The term of membership of the SGB is three years (except for learners, who serve for one year) and the elections take place in the same year throughout South Africa.

## 2.9 ROLES AND RESPONSIBILITIES OF SCHOOL GOVERNING BODIES

The functions of SGBs are divided into two compulsory functions and optional functions that SGBs may perform if they have the requisite skills (Potgieter et al., 1997:35). Section 20 of the SASA (RSA, 1996a:14) lists the functions of an SGB. According to this section, an SGB must:

- Promote the best interests of the school and strive to ensure its development through the provision of quality education to all learners at the school.
- Adopt a constitution.
- Develop a mission statement for the school.
- Adopt a code of conduct for learners at the school.
- Support the principal, educators and other staff in the performance of their professional functions.
- Determine the times of the school day consistent with any applicable conditions of employment of the staff at the school.
- Administer and control the school's property, buildings and the grounds occupied by the school, learners, educators and other staff who render voluntary services.
- Encourage parents, learners, educators and other staff at the school to render voluntary services.
- Recommend the appointment of educators at the school to the Head of Department, subject to the Educators Employment Act, 1994 (Proclamation No.138 of 1994), and the Labour Relations Act, 1995 (Act No 66 of 1995).

While SGBs have 19 functions, the provincial member of an executive council may either add more or impose limitations on some, determined *inter alia*, by capacity or unsatisfactory performance.

Subject to the SASA (RSA 1996: sections 20 & 21), the governing body of a public school must develop the school's mission statement; adopt a code of conduct for learners of the school and determine its admission and language policies.

According to the SASA No 84 of 1996, school governing bodies are mandated to manage school funds. The Act also provides guidelines for the SGB and the principal on their roles and responsibilities in managing the finances of the school. However, some members of SGBs and principals either have little knowledge of this Act or simply interpret it incorrectly, which result in many schools experiencing financial mismanagement. Although the provincial Department of Education provides financial management training for SGBs, many schools still encounter problems in this area (Mestry, 2004:126).

MacGregor (1997) cited in Du Plooy (2005:68) notes that SGBs are mandated to improve the quality of education at schools; manage the school's budget, raise money through school fees as well as other fundraising activities; administer and control school property; adopt and enforce a code of conduct for learners; recommend the appointment of educators to the school; and help the principal and educators perform their professional functions.

The Schools Act (South Africa, 1996b) prescribes how schools should manage their funds. The governing body must perform all the functions stipulated in section 20 (South Africa, 1996b). The mandatory functions include policy issues such as adopting a constitution, drafting a mission statement, and drawing up policies such as an admission policy and financial policy.

According to Davies (1999:64) cited in Mestry (2006:28), SGBs of Section 21 schools may also be allocated functions such as maintaining and improving the school's property, buildings and grounds, determining the extramural curriculum of the school, purchasing textbooks and other educational materials and equipment, paying for services to the school and providing adult basic education or other training. However, many principals and SGB members are placed under tremendous pressure in managing their schools' finances because they are unable to formulate practical solutions to financial problems, on account of their lack of financial knowledge, skills and expertise. Many principals and SGBs have been subjected to forensic audits by the Department of Education due to mismanagement of funds through misappropriation, fraud, pilfering of cash, theft and improper control of financial records.

In order for a school to manage its finances effectively and efficiently, a school finance policy must be developed, adopted by all relevant stakeholders and implemented (Mestry, 2004:1). The finance policy should clearly outline the duties and responsibilities of the treasurer, finance officer, auditor, finance committee, the principal and other persons to whom specific tasks are delegated.

Bischoff and Mestry in Lekalakala (2006:18) indicate that the SGB needs to bear the following issues, which constitute good financial management, in mind:

- All income due to the school should be identified and all collections should be receipted, recorded and banked promptly.
- The responsibilities of the SGB, its committees (especially the financial committee), the principal and staff should be clearly established.
- The budget should reflect the school's prioritised educational objectives.
- The school should establish and implement a sound internal financial control system.
- The school should control the use of petty cash.

According to Mestry (2004:129) in Lekalakala (2006:18), SGBs often encounter problems in managing school finances. These include, *inter alia*, drafting a budget and financial statements, drafting a financial policy, and controlling finance and petty cash. In order to prevent these kinds of problems, SGBs should be provided with training in financial management. Financial management training is fundamental in preparing and equipping school managers and SGBs with financial skills. Such training would enable SGBs to be responsible and accountable for funds that have been received for the achievement of specific objectives (Lekalakala, 2006:18).

Furthermore Mestry indicates that, the SASA and Norms and Standards together authorise a school fees system and permits school parent bodies to determine their own fees, with minimum guidance.

Gann (1998:74) asserts that governing bodies have specific functions, including making executive decisions, e.g., recommending the appointment of the principal, deputy principal and educators; considering disciplinary action; agreeing on service providers; hearing appeals; responding to external issues; consulting with the local authority; meeting with

funding agencies or nongovernmental organisations (NGOs) and communicating with relevant stakeholders through annual parents and budget meetings.

#### 2.9.1 SGB STRUCTURES

According to the SASA 84 of 1996, the school must have sub-committees, including a school admission committee, and a code of conduct for learners and disciplinary committee to which some cases are referred, whilst serious cases of misconduct are referred to either the district office, where the Circuit Manager becomes part of the committee or, in cases where expulsion or suspension is recommended, to the Head of Department.

#### 2.9.2 SCHOOL ADMISSION COMMITTEE

The SASA 84 of 1996 section 5(5) stipulates that SGBs may establish admission committees which will be responsible for the admission of new learners. The committee will comprise of educators, SGB parent component, the school manager and the other stakeholders who have interest in education.

#### 2.9.3 LEGAL PRINCIPLES IN THE MANAGEMENT OF LEARNER ADMISSION

No learner may be refused admission to a public school on the grounds that his or her parent is unable to pay the fees determined by SGB, does not subscribe to the mission statement of the school and has refused to enter into a contract in terms of which the parent waives any claim for damages arising out of the education of the learner. SASA 5(1) does not allow unfair discrimination and testing of learners for admission to a school.

#### 2.9.4 ILLEGAL PRACTICES IN THE MANAGEMENT OF LEARNER ADMISSIONS

- No public school may charge registration, administration or any other fees.
- Schools may not charge the parent of a learner different school fees based on the school curriculum.
- Schools must not use academic performance to determine admissions (Zathu, 2013:4).

#### 2.9.5 CODE OF CONDUCT FOR LEARNERS

According to the SASA, SGBs should develop a code of conduct for learners. The purpose is as follows:

- Establish good behaviour and discipline in schools;
- Learners' interests should be considered, and disciplinary action should be corrective rather than punitive.
- Provide counselling and support.

- In cases of serious misconduct, the action taken must not infringe the rights of a learner. Evidence and recommendations from SGBs should be considered and expulsion depends on the Head of Department.

#### 2.9.6 RESPONSIBILITIES OF THE SCHOOL GOVERNING BODY DISCIPLINARY COMMITTEE

An SGB may, on reasonable grounds, and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school. This sanction is enforced only after the learner has been granted reasonable opportunity to make representations to the SGB in relation to such suspension and the sanction is imposed after disciplinary proceedings within seven school days (Zatu, 2013:2).

Furthermore, Zatu notes that the parent/guardian of the learner shall be informed by notice of an informal hearing to review the reasons for the learner's suspension. This notice should be in writing and include the date, time and location of the hearing.

#### 2.10. LEGISLATIVE FRAMEWORK FOR SCHOOL GOVERNING BODIES

The Constitution of the Republic of South Africa Act 108 of 1996 laid the foundation for the following legislation and policies:

- South African Schools Act 84 of 1996;
- Public Financial Management Act 1 of 1999;
- National Admission Policy for Ordinary Public Schools;
- Manual for School Management;
- The Amended National Norms and Standards for School Funding.

#### 2.11 ENHANCING THE CAPACITY OF SCHOOL GOVERNING BODIES

The establishment of SGBs countrywide created the need for capacity building on financial and other matters relating to their functions.

Capacity building programmes are very important as many SGB members will be performing their duties for the first time; training is also part of further personal development. Such programmes will equip SGBs with the necessary skills to perform their duties in order to promote the effective governance of the school.

Beckmann and Visser (1999:158&160) in Mahlangu indicate that training includes assistance, introductory courses or continuing training for SGBs of public schools. This will enable SGB members to confidently perform their duties. SGB members who have experience require additional skills to comply with the provisions of the SASA (RSA, 1996a).

Furthermore, Van Wyk (2004:54) in Mahlangu recommends that SGB training should be offered in members' mother tongue rather than in the language that suits the service provider. Further training is essential to ensure the various stakeholders' efficient and effective participation in the governance and management of schools and to enhance the quality of education provided to learners across the country. Training can prevent potentially severe problems that could defeat the whole purpose of public school SGBs as a democratic mechanism to localise governance.

Section 19 of the SASA (1996:11) provides that the Provincial Legislature (the Provincial Department of Education) must establish a programme to provide introductory training for newly elected SGB members. The provincial Head of Department must also provide continued training to SGBs, not only to promote their effective performance, but to enable them to assume additional functions. Training should follow shortly after SGB elections. The SGB's responsibilities should be highlighted during this training, which should include financial skills (Lekalakala, 2006:31).

Oosthuizen (2003:145) in Lekalakala (2006: 31) asserts that orientation training should help SGBs to form structures, for example a fund raising structure, to ensure their involvement in the school. The SGB has to ensure that structures have duties to perform. For the SGB to work smoothly with a structure, the structure should:

- Be assigned specific activities and functions.
- Report regularly and be accountable to the SGB.
- Understand what the other structures are doing so as to avoid duplication and confusion of roles.
- Support each other and not fight over SGB resources. They must be aware of the priorities of the school at all times.

- Have a chairperson who is a member of SGB to direct, guide and report on its activities. Therefore training should provide SGB members with different skills to manage different structures.

Central to school governance challenges, is the capacity to govern. While the provincial Department of Education, through functional units at head office and district level, have engaged in the training of SGBs, the actual enactment of these roles is often less than ideal (Tsotetsi, Van Wyk & Lemmer, 2008:385 in Xaba 2011:1).

According to Mabasa and Themane (2002:112), the essence and effectiveness of the training that school governors receive are often questionable. The training does not address the core functions of school governance. Among other training constraints, is that SGBs are not trained before they start their work. This manifests in problems such as unfamiliarity with meeting procedures; problems with the specialist language used in meetings; difficulties in managing large volumes of paper; not knowing how to make a contribution; not being familiar with the appropriate legislation; feeling intimidated by the presence of other members who seem to be knowledgeable; and perceiving their role as simply endorsing what others have already decided on.

Van Wyk (2004:50) observes that the government is concerned that many SGBs, particularly in rural and less advantaged urban areas, do not have the required skills and experience to exercise the new powers conferred on them and may find it difficult to fulfil their functions. Provincial government is therefore obliged to make funds available to establish introductory training programmes for newly-elected SGB members.

On-going training is also necessary to develop SGB members' ability to perform their functions effectively and to assume additional functions. The HOD must therefore ensure that principals and other Education Department officers render all required assistance and support to SGBs to fulfil their functions (Section 19 of the SASA, RSA, jand 1996b).

#### 2.11.1 LEARNER INVOLVEMENT IN SCHOOL MATTERS

The SASA 84 of 1996 provides that secondary school learners, who are members of a representative council of learners (RCL), should participate in school governance through SGBs. Learners' participation in governance processes is intended to provide the space for



them to acquire democratic capacity and leadership skills. The Department of Education's guidelines for RCLs identify the following primary functions of these structures:

- An RCL acts as an important instrument for liaison and communication.
- An RCL meets at regular intervals, as determined by its constitution, to consider ideas, suggestions, comments and complaints that it receives from its constituency.

Other main functions include drafting an RCL constitution, which should be submitted to the SGB for approval, representing fellow learners in SGBs, and assisting to maintain order at the school in accordance with the approved school rules.

Furthermore, members of the RCL should set a positive example of discipline, loyalty, respect, punctuality, academic thoroughness, morality, co-operation and active participation in school activities; and must promote good relations among learners and between the learners and staff, the school and the community, and the school and parents. Finally, RCL members have a duty to promote responsibility and leadership; to support the school's educational programme, and to maintain and to refine the traditions of the school (Mncube & Harber, 2013).

Riley (1998:125) states that it is rare that children's voices are heard in educational debates and adds that, while children have much to learn, and much to be taught, they are not empty vessels; they also have much to give. The notion that learners can make a significant contribution to the creation of a vibrant school community of learners which includes educators as well as pupils is part of the international thinking that gave birth to RCLs in South Africa.

Ngubane (2008:13) states that a recent South African study on learner involvement reveals that this is still a challenge in many schools. Nongubo (2004) found that, although the policies that govern schools, including the SASA, provide for learner involvement, it is still problematic. Nongubo (2004) suggests that the reason for minimal learner involvement is the autocratic mindset among educators; this undermines the democratic potential of learner participation.

While the inclusion of learners in SGBs is a positive step, Mncube (2008:10) contends that this participation is fraught with difficulties and contestations. While the SASA provides that learner governors should be regarded as full, legitimate members of the SGB, they are often

not afforded the opportunity to participate in the crucial decisions made by the adult members of governing bodies, either directly or indirectly.

Mncube suggests that spaces should be created for learners to exercise their right to participate in SGBs, to the extent that they can engage fruitfully in deliberations and dialogue pertaining to school governance issues. It is Mncube's (2008) view that, silencing the voice of learners, implicitly or explicitly, means that issues of democracy and social justice are ignored. The Provincial Departments of Education's training of learner SGB members presents problems as their term of office is only one year, resulting in continuous turnover. The current study set out to examine the extent to which learners actually participate in SGBs in South Africa and the nature of their participation (Mncube *et al*, 2013).

#### 2.11.2 PARENTAL INVOLVEMENT IN SCHOOL MATTERS

Over the years, South African educational management has been based on international trends. Since parental involvement has been a difficult goal to achieve in many well-developed countries, it is assumed that it will be even more problematic in South Africa. Parental involvement cannot be achieved overnight. It is a process that involves many factors. In order to ensure that parents are represented in school management, education policy in South Africa provides for SGBs.

Wilson (DoE, 2001:49-51) in Ngubane (2007:12) identifies the following factors as major hindrances to parental involvement or participation: limited influence; unrealistic expectations; role conflicts; internal divisions; inadequate training and support of governors; a lack of clarity on the role of governors; and unclear financial arrangements.

Section 24(1) (a) of the SASA requires that parents be partners in the governance of schools. This partnership takes the form of a legally constituted SGB. Section 18 of the SASA clearly stipulates that parents are official partners in the governance of their children's schools. The law requires that parents constitute the majority on SGBs and that the chairperson of the SGB should be a parent (Mncube, 2007:136-7). This represents an effort to give parents a voice and power in order to advance democracy and social justice in a country that was fraught with racism, oppression and authoritarianism.

Singh and Mbokodi (2004:38) state that nearly 16 years after the SASA 84 of 1996 came into effect the question that still evoked much concern was whether the parent members of SGBs were fulfilling their expected roles as partners with schools in the education of their children.

Furthermore, Singh, Mbokodi and Msila (2004), believe that Black parents, especially those from impoverished backgrounds, need to be empowered if they are to make a significant contribution to their children's education. A partnership between parents and schools is an instrument to improve and develop schools as parents involve themselves in school activities in order to promote their children's education.

As noted earlier, the parent component constitutes 50% of the SGB and the chairperson should be a parent. Research has consistently shown that an increase in parent participation in school governance leads to a concomitant increase in student achievement (Ramirez, 2001:130 in Singh & Mbokodi, 2004). Gonzalez (2000:132) cites numerous studies that confirm the relationships between parental partnerships and student variables such as academic achievement, a sense of well-being, school attendance, attitudes, homework readiness, grades, and educational aspirations. Blankstein (2004:167) and Cotton (2001:4) believe that nothing motivates a child more than when learning is valued by their school and community working in partnership. They note that parent partnerships lead to greater achievement irrespective of factors such as socio-economic status, background, educational level and whether or not parents are employed.

The question then arises as to why many parents are not involved in their children's education. The literature does not offer explicit answers to this question. Mbokodi and Singh, (2008) reveals that a study by American researchers found that the science and mathematics faculty members interviewed did not perceive that parents had substantial influence on their educational activities. These researchers then made the assumption that this was either an accurate assessment or that parental input might not be obvious as it filters through site councils' decision-making (Ngubane, 2006:11).

Verhoeven (1999:415) in Ngubane suggests that parents are generally insufficiently aware of their rights and obligations in participatory bodies. They are inclined to accept that only educators have a professional understanding of children's problems at school and therefore allow them a great deal of autonomy.

### 2.11.3 OTHER PARENT STRUCTURES

It is possible to involve parents in the running of the school in ways other than the SGB. In general, the more members of the parent body are closely involved in the life of the school, the more supportive they tend to be. The following parent structures and areas of involvement have worked well in many schools:

- Fathers and mothers clubs that focus on fundraising and making things for the school, e.g., carpentry and sewing.
- Getting parents with particular expertise and knowledge to give talks or run workshops for learners at the school.
- A parent catering committee.
- Involving parents as assistant sports coaches.
- Helping maintain school gardens (Manual for School Management; May; 2012).

## 2.12 PARTNERSHIPS BETWEEN THE SCHOOL MANAGEMENT TEAM (SMT) AND SCHOOL GOVERNING BODY (SGB)

Bamhart, (2002:1520) defines a “partnership as a joint interest of two or more members who share a common relationship”. For the purposes of this study, a partnership involves collaboration on educational matters, setting goals, finding solutions, and implementing and evaluating shared goals as well as inspiring and maintaining trust between the SGB and SMT.

In terms of the Education Employment Act No 76 (1998:3), the SMT is a professional body of educators who have been appointed and promoted to higher positions within the Department of Education to manage teaching and learning. Professional management refers to the day-to-day administration and organisation of teaching and learning at a school. It includes the management of activities to promote quality education in schools (Ngongoma, 2006:7).

## 2.13. NON-FUNCTIONAL SGBS

The literature presents different views on the effectiveness of SGBs in South Africa. For example, Bush and Heystek (2003:127) argue that, despite the significant problems confronting South Africa’s educational system, SGBs offer a good prospect of enhancing local democracy and improving the quality of education for all.

The Ministerial Review Committee (2004:82) regards SGBs as a unifying factor at schools, despite many researchers having rejected this point of view. Mncube (2005:271-8) highlights a number of factors that cause a lack of parental participation in SGBs, including unequal power relations; socio-economic status; the different cultural expectations of diverse communities; inadequate confidence and expertise caused by the lack of training; poor sharing of information; the rural-urban divide; language barriers; poor organisation; and the high turnover rate of governors.

Smit and Oosthuizen (2011:66) indicate that although many factors such as poverty, illiteracy, unemployment, low competence levels and a lack of transport result in poor parental participation, it is also partially attributable to undemocratic actions such as the over-politicisation of SGBs, increased centralisation and bureaucratic decision making and the misapplication of democratic principles.

Despite having majority representation on SGBs, many parents serving on these structures are reticent and rely on the school principal and educators for leadership and guidance in decision making. Karlsson (2002:332) ascribes this to parents' weak understanding of their role, a capacity deficit in the range of skills needed to perform governance functions and irregular attendance of meetings.

SGBs are tasked with formulating the school's mission statement. This means that the SGB should have an image of what the school could look like, and should try to capture the character, identity and reason for school's existence and the parameters within which the school acts. Governors should ensure that this policy is clear, consistent and reasonable, that it can be implemented and that all staff complies with it in the performance of their duties (Marishane, 1999:84 in Smit & Oosthuizen, 2011). However, this calls for a sound knowledge of schooling, good writing skills and the ability to verbalise the content to others in an effective manner - skills which many school governors do not have.

Singh and Mbokodi (2008:43) study found that parents are aware of their obligation to be partners in the governance of schools, but that they were unable to become involved due to the factors militating against their anticipated involvement. These factors include illiteracy, non-attendance of meetings, lack of educator support, lack of financial support, and lack of home-school communication.

#### 2.13.1 ILLITERACY

Sibiya (2004:27) defines illiteracy as the state of being of a person who is functionally unskilled in reading and writing and who cannot engage effectively in activities in which literacy is normally assumed in his or her group or community. The problem of illiteracy in South Africa is one of the vicious legacies of the past (Trok, 2004:1). Illiteracy was found to be one of major reasons why parents do not form partnerships with other stakeholders in school governance. Chairpersons of SGBs admitted that they keep away from schools for fear of embarrassment due to their shortcomings. They cannot support their children's education at home for similar reasons.

Van Wyk (1998) suggests that illiterate parents are unable to keep abreast of new challenges in education, and some parent governors tend to delegate their responsibilities to school principals, thus becoming passive participants. Mathonsi (in Mshiyeni, 2006:20) agrees that SGBs have exhibited weaknesses since they were established, and that many of these weaknesses could be attributed to high level of illiteracy among parents.

#### 2.13.2 NON-ATTENDANCE OF MEETINGS

As partners in education, schools schedule general and specific meetings with parents throughout the year in order to share information pertaining to planned school activities. Mbokodi and Singh's study found that township parents generally do not attend such meetings, not even to collect progress reports at the end of the year. SGB chairpersons concurred that very few parents attend meetings even though many are unemployed. The reasons cited for non-attendance of parent meetings include:

- Work commitments;
- Fear of being ridiculed and embarrassed for not paying school fees;
- The possibility that their children have been involved in some kind of misdemeanour;
- Fear of being undermined by educators who talk to them as if they are young children.

The majority of governors interviewed by Mncube (2005) indicated that the use of only English at SGB meetings has a negative effect on the participation of members that cannot express themselves fluently in English. It seems that the better educated parents insist on the use of English at SGB or parents 'meetings. Surprisingly, some of the less educated parents also do so. This becomes a win-lose situation, where those with high proficiency in English are able to express themselves, while the opposite is true for Black or non-English-speaking parents.

Furthermore, Mncube (2005) study revealed that another reason for the lack of parental involvement is that SGB meetings are held at night, despite the guidelines from the KwaZulu-Natal Department of Education that emphasise the undesirability of doing so. Many parents have to travel long distances to attend school meetings; evening meetings might therefore prevent an SGB from being truly representative of a community.

#### 2.13.4 LACK OF FINANCIAL SUPPORT

Schools in South Africa receive funding from the DoE in terms of quintile classification. The principals and educators who participated in Mbokodi and Singh's (2008:45) study stated that

such allocations are insufficient to run a school, and that parents should make up the shortfall by paying school fees. The SASA requires SGBs to raise school funds. However, Mbokodi and Singh (2008:45) found that approximately 60% of parents fail to meet their financial obligations to schools, due to poverty and unemployment.

#### 2.13.5 LACK OF EDUCATOR SUPPORT

Singh (2008:44) reveals that parent members of SGBs do not provide adequate support to educators to perform their core duties. The general feeling among educators was that parents do not value education, and this attitude rubs off on their children. Educators identified the following areas in which parental partnerships through SGBs could make a difference:

- Parents should be positive role models and exert discipline at home.
- Parents could assist educators to create a safer environment at school.
- Parents should ensure that their children attend school and arrive on time. Teachers remarked that learners who were frequently absent from school were associated with drug and alcohol consumption, and gangsterism. Naidoo (2007) is of the opinion that when learners bunk school, they do not merely sit idly at home, but engage in antisocial behaviour. Educators concurred that high rate of pregnancy among girls was attributed to lack of support (Mbokodi & Singh 2008:45).

#### 2.14 NEED FOR TRAINING OF SCHOOL GOVERNING BODIES

The shift to decentralised school governance and management requires SGB members to develop a wide range of skills and capacity to deal with complex issues and tasks. Van Wyk (2003:137) notes that, educators stressed the need for appropriate training of school governors, particularly parent representatives. They also suggested that SGB members should receive copies of the SASA in their own language and training on its contents by people fluent in the local vernacular.

The Ministerial Review Committee Report (Department of Education (DoE), 2004) acknowledges that there is insufficient capacity to carry out key aspects of school governance, such as managing accounts, appointing educators, and developing policies in critical areas such as language, discipline and religion, and the fee structure of the school.

##### 2.14.1. MANAGING ACCOUNTS

Odden and Picus (in Oosthuizen, 2003:205) define financial educational management as the distribution and use of money for the purpose of providing educational services and

producing student achievement. Oosthuizen (2003:206) notes that there is a difference between financial educational management and conventional business management. The objective of conventional business management is profit while the objective of financial educational management is educational training.

The SASA (sec 37) states that the SGB of a public school is responsible for establishing a school fund and administering it in accordance with the stipulations of the HOD. It is essential that the money received by a public school, including school fees and voluntary contributions, is paid into the school fund. In this regard, the SGB must open and maintain a bank account.

SGBs have the responsibility to manage the school's accounts and all finances. In order for a school to manage its finances effectively and efficiently, a school finance policy must be developed, adopted by all relevant stakeholders and implemented (Mestry, 2004:1) The finance policy should clearly outline the duties and responsibilities of the treasurer, finance officer, auditor, finance committee, the principal and other persons to whom specific tasks are delegated (Mestry, 2004:12).

The SASA, Act 84 of 1996, also prescribes how a school should manage its funds. It provides guidelines for the SGB and the principal on their roles and responsibilities. However, according to Mestry (2004:129), SGBs often encounter problems in managing school finances. These include, *inter alia*, drafting a budget and financial statements, drafting financial policy, and controlling finance and petty cash. In order to prevent these kinds of problems, SGBs should be trained in financial management. This would enable them to be responsible and accountable for funds that have been received for the attainment of specific school objectives.

#### 2.14.2 APPOINTMENT OF EDUCATORS

Capacity building programmes are very important for SGBs both because a large number of SGB members will be serving for the first time and as part of further personal development. Such programmes will equip SGB members with the prerequisite skills to perform their duties in order to promote effective school governance.

Mahlangu (2008:149) study notes that, one of the duties of the SGBs in public schools is to recommend which educators should be appointed. The study participants were asked to



comment on the training they had received to enable them to perform this duty. The SGB chairperson stated that they had not been trained to select educators for appointment.

Although educators' appointments and promotion is one of the functions of SGBs, a significant number of educators interviewed by Van Wyk were opposed to this. They maintained that SGBs do not have the required expertise. Furthermore, they felt that SGB members often look for people who they know even though they are not aware of that person's qualifications. This was reiterated by another educator who indicated that SGB members sometimes have relatives at school and they may choose these relatives without considering their competence (Van Wyk, 2008:137).

#### 2.14.3 DEVELOPING POLICIES

SGBs should formulate finance and procurement policies. The finance policy should guide all financial activities at the school. All stakeholders should give input to the policy formulation process. The SASA requires SGBs to ensure that proper procedures are in place for the effective, efficient and economic management of school finances and also to ensure transparent and accountable financial management.

#### 2.15 SGBS' LACK OF TRAINING AND RESULTANT CHALLENGES

The introduction of SGBs in South Africa aimed to equalise the education offered by individual schools. These bodies are legally mandated to oversee the performance of the school, ensure good governance and create a safe, secure and conducive environment for effective teaching and learning.

According to Maluleke (2008:35), SGB members' level of skills, knowledge and understanding sometimes poses serious challenges in the way they discharge their responsibilities. Coombe and Godden (1996:24) warn that while, in principle, there is a commitment to involve 'the community' in decision-making in local schools, the constraints in making this principle a reality may include:

- Perceptions of lack of power among school staff, and among parents and others in the community;
- Confusion regarding the various roles of governing bodies;
- The rurality and illiteracy of a large proportion of the population and unrealistic educational requirements for membership of school bodies; and

- Perceptions of a heavy burden of responsibility for educational matters among a populace already overworked and underpaid.

These constraints may lead to power struggles over territory between school governors and school managers, negatively impacting performance and development (Maluleke, 2008:35).

Van Wyk and Lemmer (2002:140) maintain that although the establishment of democratically elected governing bodies has changed the political structure of schools and the nature of decision-making, in practice, principals are often reluctant to relinquish or share their power and authority. This is compounded by SGBs who often “delegate authority back to the principals”, thus preserving the *status quo*.

Educators feel that the SGBs lack confidence and are not sure about their duties. Some of the educator SGB members that participated in Xaba (2004) study reported that other school governors often feel ‘inferior’ in their presence because they think they are being undermined. This clearly implies that educators are also not sure of their role in the SGB, as they have perceptions of ‘them’ and ‘us’ (Xaba, 2004:313). Such perceptions hinder the good working relationship that is supposed to prevail among school governors. SGB educator members should use their knowledge and expertise to help the parent members understand and carry out their duties (Mshiyeni, 2006:19).

Mabasa and Themane (2002:112) are of the opinion that although SGBs are required to be involved in important decisions that impact the quality of education, this has not been easy. One of the challenges has been the lack of preparation of new governors before they take up their positions. This finds expression in the following problems: governors are unfamiliar with meeting procedures, fail to understand the specialist language used, lack sufficient knowledge to make a contribution, lack knowledge of appropriate legislation, feel inhibited by the presence of colleagues who seem to possess more knowledge, and perceive their role as simply ‘rubber stamping’ what others have already decided on. These manifestations would obviously have a negative impact on policy making and implementation processes, and control and monitoring of all the aspects of the functioning of the school.

Sometimes school governors know what they want to say regarding crucial school issues, but because they are unable to say it, they feel negated. As a result they withdraw from school governance, even to the point of not attending SGB meetings. This is a serious challenge in

most rural schools where very few SGB members remain active for their term of office (Walters & Richardson in Maluleke, 2008:38).

SGBs should contribute to the democratisation of school education by exercising local authority in matters such as school finances, the school ethos and culture, policy decisions on networks involving private-public-partnerships and collaboration with community organisations.

Mahlangu (2008:34) contends that state funding is generally insufficient to provide education for all. School fees are an additional source of income for public schools. SGBs are also expected to use their talents to devise projects to generate further funds for the school. This could include approaching businesses to sponsor items or events at the school or to pay certain expenses. Community members can also be asked to donate money or items to the school.

Most public schools carry the legacy of an under-or uneducated parent body due to past imbalances. Therefore, with the establishment of SGBs in 1996, there was an urgent need to train SGB members. Since most of the SGB members would be performing their duties for the first time, capacity building programmes were a priority (RSA, 1996:265). Responsibility for providing training fell to the provincial and national education authorities (Deventer & Kruger, 2003:265).

Heystek (2004:308-310) states that the uncertainty about the exact function of both the school principal and parents is another factor contributing to dysfunctional schools and negates the whole idea of self-managing schools. The legislated functions of SGBs set out in section 20 and 21 of the SASA (RSA, 1996a) do not provide sufficient clarity for these bodies to manage and govern effectively.

According to Squelch (2001:138), a pressing problem in many schools is that SGBs do not have a clear understanding of their roles and responsibilities. Moreover, many governors, especially parent governors, do not have the required capacity to fulfil their duties. Thus, SGBs are not functioning as required by the law at these schools.

Furthermore, the SASA 84 of 1996 does not accommodate the challenges faced by parents at the majority of public schools due to illiteracy and lack of competence. It is therefore extremely difficult for them to address the demands of democratic education in South Africa (Van Wyk, 2004:52).

School safety and security is one of the most challenging and primary roles of SGBs in public schools. SGBs have a responsibility to ensure a physically safe environment, such as a secured fence, controlled access and secure doors and windows. Many schools in South Africa, especially in the rural areas, are in a state of disrepair and lack the basic resources necessary for a safe and healthy environment.

Policies, procedures and structures are in place and should be implemented by respective stakeholders. It will also be necessary to approach the state for assistance in this regard, since it is ultimately the state's responsibility to provide and maintain education facilities. Failure to establish safety and security in schools could lead to SGBs being held liable for any loss or damage that may occur because of their failure to act responsibly (Squelch, 2001:138; 143 &144).

Another challenge faced by SGBs is the role players' unequal participation. Parents, educators, non-teaching staff, the principal and co-opted community members serve on the SGB. The school principal serves as *ex-officio* member and may not chair meetings. However, Karlsoon (2002:332) notes that studies have revealed that principals still play a dominant role in meetings and decision-making. This is attributed to their powerful position at schools, and the fact they have a higher level of education than most SGB members. Principals are also the first to access information from the education authorities, and they execute any decisions taken. It has been alleged that principals deliberately hide information from SGB members because they do not want them to be informed or empowered. On the other hand, principals feel that the role of SGB members is not clearly understood and that some members try to get involved in the management of the school (Creese & Early, 1999:6).

## 2.16 SIGNIFICANCE OF TRAINING AND ASSESSMENT

The training of SGB members is crucial in ensuring that they have the necessary capacity, knowledge and understanding of their roles and responsibilities and that they are able to set their own goals, targets, and timeframes and allocate functions. This will inform their programme for the year. Well trained SGBs are able to monitor their progress and the participation of individual members in school governance. They are also able to check, quantify and prioritise the needs of school to ensure quality teaching and learning. They will be able to demand and interrogate reports from the school manager on the progress of teaching and learning activities. In this way, the quality and standards required to realise the vision and mission of the school will not only be maintained, but improve. One of the reasons

for the dysfunctionality of many rural schools is that SGBs lack this necessary capacity. This suggests that the Department should seriously address the problem of SGB training.

Xaba (2004:316) asserts that capacity building has to be done in a way that addresses SGB members “real gaps in functional knowledge and expertise as well as the needs of governance of schools in a rapidly changing milieu”. This will ensure that SGB members are kept abreast not only of new developments in education, but also new challenges.

Given the tendency for important education and governance documents to remain in the school manager’s office, managers cannot be relied on to train SGB members on their roles and responsibilities. Alternatives thus have to be sought (Heystek, 2004:311).

## 2.17 CONCLUSION

Section 19 of the SASA, states, that the provincial Department of Education is responsible for providing training to SGBs. However, the governing body must take the initiative in identifying the areas in which it needs training. The Head of Department has the responsibility to ensure that the principal and other officers of the Department of Education assist the SGB in this identification process.

The initial training that governors receive from the department after being elected is insufficient, impacting school organisation, management and governance activities. This will have an adverse effect on learners as those who are supposed to protect their interests have limited authority as a result of their lack of knowledge and skills. Therefore, the SGB election criteria should be reviewed in order to address the skills needs of governing bodies. This would ensure the effective functioning of schools. This research study therefore aims to identify ways to improve the recruitment and election requirements in order to ensure fully functional SGBs and to recommend a capacity-building programme to improve both the functioning of the SGB and the quality of education offered by public schools.

## **CHAPTER 3**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter describes the research design for this study. A qualitative approach to data collection, analysis and interpretation was selected to explore the findings of the literature review. Chapter two presented a review of the literature on the assessment of training needs, and school governance in public schools. This chapter describes the methodology and design employed to assess the training needs of SGBs in public schools. It begins with the theoretical basis of the qualitative methodology, including the rationale for the study. This is followed by the design of the study, including the procedures applied during participant observation, document analysis and semi-structured interviews with participants, data collection, and the validity and reliability of the research.

#### **3.2 RESEARCH QUESTIONS**

As noted in chapter 1, this study aimed to answer the following sub-questions:

- What is expected of a member of an SGB?
- What capacity do they have to perform their functions?
- What are the duties and responsibilities of SGBs?
- Does the government empower SGBs to be effective and perform their functions?
- What challenges confront SGBs?

This study focuses on SGBs and school managers as ex-officio SGB members in order to assess the SGBs' training needs. Interviews were conducted, recorded and transcribed. The researcher visited three schools, and attended SGB meetings, training and workshops to observe how training is conducted, the nature and level of SGB participation and the quality of the training. The three schools were selected as they could provide rich data on the functionality or performance of SGBs.

#### **3.3 RESEARCH AIM**

The aim of this research study was to assess the training needs of SGBs in order to enable them to perform their governance function in Mthatha District in the Eastern Cape Province.

### 3.4 RESEARCH DESIGN

Mouton (2007:107) defines research design as a set of guidelines and instructions to be followed to address the research problem. This includes the aim of research, the selection and design of particular method and participants and consideration of trustworthiness. McMillan and Schumacher (1993:31) describe research design as the procedure to be followed in conducting a study, including from whom, and under what conditions the data will be obtained. It determines data collection methods so as to elicit accurate answers to the research questions. According to Flick, Von Kardoff and Steinke 2004:146 (cited in Maluleka, 2008:46) the research design is a plan for collecting and analysing evidence that makes it possible for the investigator to answer the questions he/she has posed. The study reported here is qualitative in nature and explores the perceptions and experiences of stakeholders in schools in relation to SGBs.

The researcher selected a qualitative research approach to collect data. Qualitative research approaches can broadly be described as methods that produce findings not arrived at by statistical procedures (Strauss & Crobin, 1990:17). Qualitative research is typically used to answer questions about the complex nature of a phenomenon, often with the purpose of describing and understanding the phenomenon from participants' point of view (Leedy & Ormrod, 2001:101). A qualitative research approach was considered appropriate as this is an exploratory study aimed at gaining a better, in-depth understanding of the phenomenon as it occurs in its natural setting. The key aim was to explore the phenomenon of the assessment of training needs for SGBs with regards to school governance and to understand this social context from the participants' perspective. In other words the qualitative inquiry is conducted to explore the training received by SGB members and the extent to which this training prepared them to perform their duties.

Krathwohl (2009:236) states that qualitative procedures are ideal for exploring complex phenomenon about which little is known. Through exploration, qualitative methods teach us how to understand a phenomenon. In this study the phenomenon is the assessment of training needs with regard to the performance of SGBs. Rangongo (2011:63) observes that the intent of qualitative research is "not necessarily to map and conquer the world but to sophisticate the beholding of it". By "sophisticate" Rangongo means the qualities that humanize problems that holistically portray complex, interactive phenomenon; that show how others perceive their world; and that provide insight into difficult problems.

### 3.5 QUALITATIVE RESEARCH APPROACH

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 (Straus & Carbin, 1990:17).

Maluleka (2008:46) notes that data collected through qualitative research is termed ‘soft’, that is, rich in description of people, places and conversations and not easily handled by statistical procedures. Research questions are not framed by an operationalizing variable; rather they are formulated to investigate a topic in all its complexity in context.

Ngongoma (2006:47) states that qualitative research claims to describe life-worlds “from the inside out” from the point of view of the people who participate in the research project. By doing so, it seeks to contribute to a better understanding of social realities and draws attention to processes, meaning, patterns and structural features.

Furthermore Bogdan and Biklen (1992:2, cited in Maluleka, 2008:46) assert that those who conduct qualitative research are concerned with understanding behaviour, attitudes and action from the subjects’ own frame of reference. Researchers collect their data through sustained contact with people in the setting where the subjects normally spend their time. This provides the rationale for the selection of a qualitative approach for this research study, as the researcher visited schools for the purpose of first-hand data collection.

Qualitative research always involves some kind of direct encounter with ‘the world’, whether this takes the form of on-going daily life or interaction with a select group. This also explains the choice of a qualitative approach for this study as the researcher conducted participant observation and interviews with selected persons within their natural setting (their schools). Qualitative researchers are also routinely concerned not only with objectively measurable ‘facts or events’, but with the ways that people construct, interpret and give meaning to these experiences (that is, the effect and manifestation of SGBs’ training needs in schools) (Maluleka, 2008:47). The richness of the data collected through a qualitative approach enables a fuller understanding of what is being studied than could be described by means of experimental research methods (Mahlangu, 2008:55).

The interactive nature of qualitative research makes it appropriate for this study because the researcher wished to spend some time in the relevant educational setting (the school) observing situations and events, conducting interviews and collecting documents for analysis.



The aim is not to generalize the findings to all other similar schools in Mthatha district in the Eastern Cape Province. Instead, the researcher seeks to explain and understand the experiences and perceptions of the research participants regarding the impact and manifestation of SGBs' lack of training in their natural settings which are schools. However, the findings of this research study may be used to explain similar incidents at other schools in the province and to inform decisions on the training needs of SGBs in rural areas.

### 3.5.1 CHARACTERISTICS OF QUALITATIVE RESEARCH

According to Gina (2006:27) the following are the essential features of qualitative research:

- **Naturalistic:** Actual settings are the direct source of qualitative data and the researcher is the key data collection instrument. Qualitative researchers believe that action can best be understood when it is observed in the setting in which it occurs. This context is critical in deepening and broadening the meaning of the words, attitudes, behaviour and actions of those under study. Hence, the researcher visited schools to collect data that would enhance her understanding and analysis of educational issues as they unfolded in a natural and un-interrupted way.

Qualitative researchers believe that to divorce the act, words or gestures from its context is to lose sight of their significance. Thus, an assessment of SGBs' training needs can only be undertaken in the school context, which is their field of operation.

McMillan and Schumacher (1993:372-373) describe qualitative research as a naturalistic inquiry; the use of non-interfering data collection strategies to discover the natural flow of events and how participants interpret them. Most qualitative research describes and analyses people as a collective as well as individuals, focusing on social actions, beliefs, thoughts and perceptions.

- **Descriptive Data:** The data collected take the form of words or picture rather than numbers. The research report includes quotations from study participants to illustrate and substantiate the presentation. The data include interview transcripts, field notes, photographs, videotapes, personal documents, memoranda, and other official records. The researcher took field notes during observations, recorded all interviews for later transcription and analysis and also analysed the training manuals for SGBs.
- **Concerned with process:** Qualitative researchers are concerned with process rather than simply with outcomes or products. They are mainly concerned with how people

negotiate meaning and apply certain terms and the natural history of the activities or events under study. In this regard, the researcher is concerned with how the school community perceives and interprets SGBs' training needs and its impact on the functionality of the schools.

- **Meaning:** 'Meaning' is of essential concern to the qualitative approach. Researchers who employ this approach are interested in how different people make sense of their lives. In other words, qualitative researchers are concerned with what is called 'participants' perceptive'. Similarly, the researcher is interested in how different members of the school community conceptualize the impact of SGB's training needs in their schools.
- **Inductive:** Qualitative researchers tend to analyse their data inductively. They do not search out data or evidence to prove or disapprove the hypotheses they hold before embarking on the study; rather, the abstractions are built as the particulars are gathered and grouped together. The researcher uses the data collected to clarify and answer the research questions.

Qualitative research has the following limitations:

- It can be time consuming and demanding as the data obtained is voluminous;
- It is more expensive due to travelling costs and the need for a tape recorder; and
- There is a possibility of human bias and error because the researcher becomes immersed in the phenomenon under study (McMillan & Schumacher, 1993:15).

Despite these limitations the researcher feels that this method is appropriate as it is concerned with understanding behaviour from the research subjects' frame of reference. The various characteristics of the qualitative research approach underpin the need for the current research study, leading to a better understanding of the impact of SGBs' lack of training on school governance and its subsequent effect on the functionality of schools in general.

Patton (2002:70) notes that, one of the strengths of qualitative research is that it facilitates the study of multifarious concerns without being constrained by predetermined categories of analysis. The qualitative approach produces a wealth of comprehensive information about a small number of cases, by increasing the level of understanding of the cases and situations studied and by reducing the generalizations that are often negatively associated with

quantitative research. Analytic induction is thus a major logic of qualitative research. The choice of cases to be examined has important bearing on the validity of analytic induction and has a direct relationship with the sampling procedure. Schulze (2002:56) asserts that the qualitative researcher typically aims to understand society and the meaning that people attach to everyday life.

### 3.6 ETHICS IN QUALITATIVE RESEARCH

McMillan and Schumacher (1993:397) advise that qualitative researchers need to be sensitive to ethical principles because of the nature of their research topics, face-to-face interaction with participants, data collection, an emergent design, and reciprocity with participants. The criteria for a research design include not only the selection of information-rich informants and efficient research strategies, but adherence to research ethics.

According to Bogdan and Biklen (2003:43), the two issues that dominate the traditional official guidelines on ethics in research with human subjects are informed consent and protecting the subjects from harm. Therefore, the following should be borne in mind:

- Subjects should participate voluntarily in research projects, with an understanding of the nature of the study and the danger and obligations involved. Their agreement must be based on full and open information. The Declaration of Helsinki, a statement of ethical principles developed by the World Medical Association, states that subjects must be told the duration, methods, possible risks, and the purpose or aim of the research.
- Subjects should not be exposed to risks that are greater than the gains they might derive.

Furthermore, Bogdan and Biklen (2003:44) are of the opinion that the following are useful guidelines for qualitative researchers in support of ethical approaches to fieldwork:

- Research sites where informants may feel coerced to participate in the research should be avoided. For example, principals should avoid studying educators or SGBs in their schools as part of their dissertation unless they can guarantee authenticity in co-operation.
- The informants' privacy should be honoured and should not be violated under any circumstances. If one is studying a topic that informants might not want to engage on with the researcher, one should find a way to recruit subjects who accept the opportunity and choose to participate in the study. The researcher sought permission to conduct this research study from the three schools before embarking on the research project.

- Unless otherwise agreed, the subjects' identities should be protected so that the information collected does not embarrass or harm them. The informants' identity and/or schools are not revealed in this research report. The principle of anonymity was strictly adhered to.
- Subjects should be treated with respect and their co-operation sought. The researcher informed the subjects of her interests in order to secure their permission to proceed with the investigation.
- Researchers should tell the truth when writing up and reporting their findings. The most important trademark of researchers is their devotion to reporting what the data reveal.

### 3.7 DATA COLLECTION

The manner in which data is collected is a crucial aspect of any research study as it determines its success or failure. The researcher selected a qualitative research approach for this study. According to Mothatha, Squelch, Potgieter, Visser and Van der Bank (1997:42), data refer to information collected using recognised methods and presented in an organised fashion. A qualitative design with a phenomenological strategy was used to establish school governors' perceptions. Scholars who promote qualitative research (Bogdan & Biklen, 2003:38) note that this enables one to better understand human behaviour and experience, to focus on phenomena that occur in natural settings in all their complexity, and to obtain a deeper understanding of how participants perceive things. It also allows researchers to maintain a physical presence in the research setting.

Semi-structured one-on-one interviews with open-ended questions were used to gather descriptive data in the participants' own words in order to gain insight into how they interpret the challenges confronting the performance of their roles and functions as school governors (Bogdan & Biklen, 2003:95). The interviews thus promoted direct, two-way communication, and were organised around areas of particular interest, while allowing for considerable flexibility in scope and depth.

As the approach adopted was qualitative, the researcher used triangulation to collect data. Cohen, Manion & Morrison, (2000:112) refer to triangulation as the use of more than one method of data collection in the study of some aspect of human behaviour. Interviews and observation were conducted with SGB members in order to assess their training needs.

The researcher used interviews, observations and analysis of documents to collect data. These data collection methods allow for direct engagement in the participants' social world, which

is appropriate in focusing the researcher's attention on interaction between thought patterns and action to show how people are embedded in larger social cultural contexts and how, in turn, they actively participate in shaping the world they reside (Maluleka, 2008:53).

The researcher conducted the investigation at the school where she is employed and at two other schools identified as rich in information. Tentative arrangements to enter the school premises were made in the form of letters addressed to the Head of Department and school manager at each school. The letters indicated the dates of proposed visits, as well as times, venues and participants that would be involved.

Wiersma (1991:84) observes that the qualitative researcher is confronted by a host of issues when preparing for data collection and during the actual data collection process. He/she must gain access to the sites of data collection, which may require special arrangements. If the researcher is conducting the study in his/her own situation, access may be automatic, but data collection may be obstructive.

### 3.7.1 INTERVIEWS

An interview is a direct method of obtaining information in a face-to-face situation. It is conducted for a number of reasons. According to Jane Sick (in Maluleka, 2008:53) an interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and the joint construction of meaning about a particular topic. Mothatha (2000:89) is of the opinion that "interview" refers to a data gathering technique.

Interviews take place between two persons, but other possibilities include more than one interviewer as well as more than one participant or interviewee. Interviews consist of oral questions posed by the interviewer followed by oral responses from the participant, typically speaking in their own words; the responses are audiotaped, videotaped or written as field notes and can be computerised (Gall, 1996:289, cited in Mahlangu, 2008:69).

According to Glense (1999:78), interviews should be conducted at a convenient, available and appropriate place and time. The number of meetings will depend on the length of the interviews. An hour of steady talking is generally an appropriate and acceptable length. The researcher will also need to accommodate exceptions when less time is needed by respondents. The researcher should stick to the location, time and length of the interviews, making an appointment with his/her respondents at the end of an interview for the same time

and place for the next meeting. In some instances, for example, with educators, the researcher might need to schedule evening meetings.

The interviewer controls the responses, the situation and the schedules. He/she also controls the questions, pace and sequence of questions to fit the circumstances (Gall *et al*, 1996:289, cited in Mahlangu, 2008:70). It should be noted that qualitative interviews focuss on quality and on respondents' experiences (Gubrium & Holsten, 2005:51).

Mahlangu (2008:70) observes that, interviews usually began with a brief explanation of the purpose of the research project, assurances concerning the confidentiality of the information provided by respondents and a declaration that the information will be used specifically for the study. Finally, general guidelines are outlined regarding the process. The researcher conducted interviews with the help of an interview guide, focussing on core questions. These included amongst others, verbalisation of the criteria for the effective performance of SGBs in schools.

The participants' perceptions and experience of SGBs' capacity is crucial in understanding SGBs' training needs, the challenges faced by school principals and the impact this has on the functioning of schools.

Bodgan & Biklen (1992:96) point out that interviews may be used in qualitative research in two ways: they may be the dominant data collection strategy, or they may be employed in conjunction with participant observation, document analysis, or other techniques. In all these situations the interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insight into how the subjects interpret some pieces of the world they live in.

#### 3.7.1.1 PURPOSE OF INTERVIEWS

The purpose of interviews is to derive interpretations rather than facts or laws from the respondents' views. Interviews are framed substantively and the interactions aim to understand the meaning of respondents' experiences and life (Gubrium & Holstein, 2002:83).

Furthermore, Gubrium and Holstein (2002:55) point out that, interviews are constructed with the aim of understanding the setting, and the relationships between the components as well as between members of particular institutions from the respondents' point of view. Another aim of interviews is to obtain thick descriptions of a given social world.

In this study, the purpose of the interviews was to take the reader directly into the lives and actions of participants, that is, the degree to which SGBs are functioning effectively in schools. Therefore, the readers themselves will be able to discover further particular aspects regarding the training needs of SGBs in schools.

#### 3.7.1.2 INDIVIDUAL INTERVIEWS

According to De Vos (2000:297, cited in Maluleka, 2008:55), the literature on the technique of face-to-face interviewing treats the interview as a pipeline for extracting and transmitting information from the interviewee to the interviewer. In this way face-to-face interviews facilitate an understanding of the closed world of individuals, families, organizations, institutions and communities. The researcher used the one-to-one interviews with the three schools' principals to gain knowledge and understanding of the factors affecting SGBs' performance in Mthatha district.

Furthermore Maluleka (2008:55) points out that in-depth interviews with individuals could be defined as one or more face-to-face interactions between an interviewer and an interviewee, where the purpose is to understand the interviewee's life experiences or situation expressed in his/her own words. School managers are well-placed to explain the impact of SGBs' training needs, functionality and performance on learners.

May (2002:206) argues that a well-constructed in-depth interview goes beyond a more structured survey to explore a range of theoretically important dimensions, including pre-existing beliefs and outlooks; events and situations that trigger or prevent actions; the social context in which choices are made, the social and psychological consequences of contextually embedded choices; and the long-term interpretations that people develop as their lives proceed. The principals' responses provided further insight into SGBs' capacity, skills and training needs.

#### 3.7.1.3 ADVANTAGES OF INTERVIEWS

Gubrium and Holstein (2002:454) indicate that qualitative interviews can be used to gather information that cannot be obtained by other methods. For example, surveys offer mass data about a particular issue, but lack the depth of understanding that qualitative interviews provide. The authors add that while observations can provide insights into interactional styles or patterns of behaviour, without interviews that gather data directly from participants or

actors, this is similar to watching a silent movie. For these reasons, the interview has become the most common qualitative tool employed by researchers in the field of education.

Merriam (1998:72) maintains that, as one of the primary data collection techniques, interviews are necessary when the interviewer cannot observe behaviour, feelings or how people interpret the world around them and when the interviewer is interested in past events that are impossible to replicate. Interviews are therefore the best instruments for intensive case studies of a few selected individuals.

In this investigation, the researcher used interviews to determine SGBs' training needs. The interviews supplemented the data/information obtained by means of other techniques, namely, observations and document analysis. The researcher interviewed SGB members using an interview schedule in order to arrive at an understanding of the meaning making actions of the participants.

According to Patton (2002:340), people are interviewed to find out those things that we cannot directly observe. We cannot observe feelings, thoughts and intentions, or situations that preclude the presence of an observer. In the same sense, we cannot observe how SGBs have organized the words and meanings that they attach to what happens in the world. The purpose of interviews in this study was to allow the researcher to perceive and understand the SGBs' perspectives.

The assumption is that the SGBs' perspectives are meaningful, knowledge-rich, and able to be made explicit. The interviews were conducted in order to establish what is in and on SGBs' minds and to gather their stories. The aim was to capture their perspectives of school governance as the governors of the schools, for example, policy formulation, managing finances, monitoring learners and educators, their feelings as participants and their experiences, and their knowledge and thoughts about all activities they are supposed to undertake as the governing body.

Krathwohl (2009:295-296) supports the use of interviews by stating that interviews are primary qualitative data collection tools that serve the purpose of the qualitative method. He further states that interviews are useful in the following pursuits:

- Determining how individuals perceive their situation; it's meaning to them - what is especially significant for me might be significant for others but less important to them; how it came to be what it is, and how they think it will change in the future.



- Finding explanations for discrepancies between observed and expected effects.
- Exploring, probing and searching for what is especially significant about a person or situation.
- Finding explanations for deviations from common behaviour.

Babbie and Mouton (2007:288) state that a basic individual interview is one of the most frequently-used methods of data gathering within qualitative research. It allows the respondents (in this case SGB members) to speak openly for themselves. It can be standardized relatively easily. In-depth information was collected from the SGBs through semi-structured and probing interviews. Interviews ensure that subject/ respondents understand and analyse the questions.

### 3.7.2 OBSERVATION

According to McMillan and Schumacher (1993:256), the term ‘observation’ is used to describe the data that are collected, regardless of the techniques employed in a study. It does not refer to what participants have written about the topic, or what they say they do, but reflects their actual performance. The primary advantage of observation is that the researcher records behaviour as it occurs in real life.

Rangongo (2011:69) defines observation as a method that requires the researcher to take part in, and report on the daily experiences of the members of a group or people involved in a process or event for an extensive period.

Observation is the act of noting a phenomenon, often with instruments, and recording it for scientific or other purposes (Denzin & Lincoln, 1994:378, cited in Maluleka, 2008:58). This method relies on the researcher seeing and hearing things, and recording these observations, rather than relying on subjects’ responses to questions or statements (McMillan & Schumacher, 1993:256). Thus the researcher observed and recorded the interactions, ways of doing things and mannerisms of the SGBs of selected schools. This shed light on their capacity and understanding of their legal roles and responsibilities.

Maluleka (2008:58) asserts that, since observation consists of gathering impressions of the surrounding world through all relevant human faculties, it requires direct contact with the subject(s) of observation. Bailey (1994:242) indicates that the observational method is a primary technique for collecting information on non-verbal behaviour. For this study the

researcher visited the three schools as the natural context of SGB activities to witness the connections, correlations and causes of these activities as they unfolded. The observation schedule was designed beforehand based on what and how the researcher would observe.

### 3.7.3.1 THE ADVANTAGES OF PARTICIPANT OBSERVATION

The advantages of participant observation are:

- The researcher can take field notes that record the salient features of the behaviour. This enables in-depth study of all the participants as whole individuals.
- Behaviour takes place in a natural environment. Observation studies events as they occur. The observer is able to tell the difference between chance occurrences and the routine ones.

Patton (2002:262-263) states that a researcher cannot understand a programme he/she is studying without personally experiencing it. Rangongo (2011:70) notes that, the purpose of observational data is to describe the setting of what was observed, the activities that took place in that setting, the people who participated in those activities and the meaning of what was observed from the perspective of those observed. This allowed the researcher to enter into and understand the situation in which the SGBs find themselves when carrying out governance activities. The researcher was better able to understand and capture the context within which SGBs interact. She had an opportunity to see things that may routinely escape awareness among people in the setting was able to discover things that no one else had ever really paid attention to, and had the chance to learn things that people would be unwilling to talk about in an interview. Interviewees might be unwilling to provide information on sensitive topics such as school finances. The researcher had an opportunity to move beyond the selective perceptions of these SGB members.

As a participant observer the researcher was fortunate to be allowed to attend SGB meetings and record the nature of these meetings. Observation can indicate whether people act differently from what they say or intend. Actions can sometimes demonstrate people's understanding of a process better than verbal explanations of their knowledge. Rangongo (2011:27) is of the opinion that observation requires the researcher to join the group of people under study in order to better observe and understand their behaviour; feelings, attitudes or beliefs.

Through observation, the researcher achieved the most objective experience of the participants (SGBs); obtained a trustworthy picture of the SGBs' experiences; and established the meaning of the phenomenon from their point of view. Maluleka (2008:58) argues that observation of events in context yields a more complete record and understanding of events than reliance on interviews about those events alone. Participant observation makes it possible to check descriptions against facts and note discrepancies as well as becoming aware of systematic distortions made by the person under study.

This justifies the choice of observation for data collection in this study as it improved the validity of the information obtained through interviews. It deepened the researcher's insight into the functionality of SGBs in school governance.

### 3.4 DOCUMENT ANALYSIS

Qualitative data analysis is a process of understanding and interpreting the contents of qualitative data in order to identify commonalities. Another source of invaluable information is the analysis of documents. In addition to interviews and observation, selected documents were analysed. These provided an internal perspective of the organization and clarified the collective educational meaning that may underlie current practices and issues. The researcher analysed the SGB training manuals to confirm if they cover all the aspects that characterize and define SGBs' key responsibilities. The manuals offered valuable insight into the standard of SGB capacity building and their subsequent level of functionality within schools.

According to Best and Kahn (1993:191-2, cited in Maluleka, 2008:59) document analysis serves the following purposes:

- To describe prevailing practices or conditions – i.e., how SGBs carry out their governance responsibilities.
- To establish the relative importance of or interest in, certain topics or problems – i.e., the actual capacity of SGBs to perform their prescribed duties.
- To determine the level of presentation in textbooks or other publications – i.e., establish the SGBs' level of knowledge and understanding of the educational policies that govern their functioning.
- To evaluate bias, prejudice or propaganda in textbook presentation - to evaluate SGBs' level of policy implementation;
- To analyse the types of errors in students' work- to analyse the impact of SGBs' capacity on school governance.

Document analysis further clarified the salient aspects of SGBs' functioning - the way they influence the curriculum, handle finances, maintain discipline and learners' safety and drive the school's vision and the subsequent impact on general school governance.

Mahlangu (2008:95) describes data analysis as a process of organising what the researcher has seen, heard and read in order to make sense of what you have learned. The author adds that when working with data, a researcher must describe the data, create explanations, and pose hypotheses. In order to do this, the researcher must categorise, synthesise, search for patterns and interpret the data.

The researcher analysed all available documents relating to the functioning of SGBs in school governance, including agendas and minutes of meetings, financial reports, budgets, policies, regulations and other written material. Training manuals on different topics were also analysed, mainly to check their applicability to the literacy levels of SGB members, particularly parents. These documents provided specific details to corroborate and augment evidence from other sources. They indicated what the SGBs said and how they said it in their meetings. Furthermore, they enabled the researcher to determine whether or not the SGBs are functioning effectively to achieve their goals and whether or not the vision of Department of Education in vesting powers in SGBs is achievable.

#### 3.4.1 TRUSTWORTHINESS

According to McMillan and Schumacher (2006:324), validity in qualitative research refers to the degree to which the explanations of phenomena match the realities of the world.

Furthermore, McMillan and Schumacher (2006:12) state that qualitative research is more concerned with understanding social phenomena from the participants' perspective. Johnson and Christensen (2008:275, cited in Rangongo, 2011:86) define trustworthiness as validity in research, that is, that the research is plausible, credible, trustworthy and defensible. Babbie and Mouton (2007:277-278) advocate the use of the following criteria to ensure trustworthiness and authenticity in qualitative research: credibility, transferability, dependability and conformity of the data.

- According to Babbie and Mouton (2007:277), credibility is achieved by means of procedures such as prolonged engagement which means remaining in the field until data saturation occurs and member-checking (going to the source of information to

check both the data and interpretation). The aim is to assess the respondents' intentions, to correct obvious errors, and to enable the respondents to volunteer further information.

- Transferability refers to the extent to which the findings can be applied to other contexts or other respondents.
- Dependability - the research is reliable if it produces the same results in a similar context if it were to be repeated with the same respondents.
- Conformability is the degree to which the findings are a product of the focus of inquiry rather than the researcher's biases.

All four of these criteria were applied to ensure trustworthiness. This authenticates the results of this study of SGBs' training needs with regard to their capacity for school governance.

### 3.5 POPULATION AND SAMPLING

According to Cohen, Manion and Morrison (2007:100, cited in Mahlangu, 2008:75), the quality of research stands or falls not only on the appropriateness of the methodology or research instruments but also on the sample adopted. Many constraints such as cost and time, to name but a few, make it impossible to obtain information from the entire population. The smaller group or subset of the entire population is referred to as a sample. The researcher deliberately selected a particular section of a wider population.

Different types of sampling can be applied. Sampling in field research involves the selection of a research site, time, people and events. There are two basic types of sampling, namely, probability and non-probability sampling. Probability sampling (random sampling) allows the researcher to generalise the findings of the study from the sample to the population from which it was drawn. Since generalisation is not the goal of qualitative research, probability sampling is not appropriate. Non-probability sampling is the most appropriate method in qualitative research. The most common form is purposive or purposeful sampling. The sampling at all three schools identified for this study took place almost simultaneously.

#### 3.5.1 SELECTION OF INFORMANTS

In purposeful sampling, informants are deliberately selected due to the rich, in-depth information they possess on the research topic. McMillan and Schumacher (1993:378) note that, in purposeful sampling, the researcher searches for information-rich key

informants, places and events. These samples are chosen as they are likely to be knowledgeable and informed about the phenomenon the researcher is investigating.

Bogdan and Biklen (1992:71) state that, in purposeful sampling, the researcher chooses a particular subject because he/she has information to contribute to the study. In this study, the participants were chosen because of their status in the school. Some are political and religious leaders who command attention when it comes to SGBs' training needs. The participants had attended workshops in previous years to build SGBs' capacity.

### 3.5.2 SAMPLE SIZE

The qualitative researcher needs to devise a selection strategy to choose the participants, events and time for the study, since most research situations are too vast to interview everyone or observe everyone connected to the study. Purposeful sampling is ideal in qualitative research (Glense, 1999:29). In qualitative studies, the sample often consists of a smaller number of knowledgeable informants. The main aim is to gain a deeper understanding of the phenomenon under investigation (Mahlangu, 2008:83).

Three public schools were selected for this study, comprising two high schools (Further Education and Training) and one junior secondary school. A small sample of seven key informants was chosen from two of the schools. In the case of the junior secondary school, no learners were selected. The researcher conducted two observation sessions and a 20 minute interview with each SGB member.

### 3.6 LIMITATIONS OF THE STUDY

Rural learners tend to express themselves badly in English. The interviews with both learners and parents who could not speak English were conducted in Xhosa. This meant that they had to be translated into English later on. Since the researcher is a linguist, there was no loss of meaning.

Another challenge was that since rural communities are not easily accessible, particularly parents, the researcher repeatedly visit schools in order to have an opportunity to interview parents. With regard to trustworthiness, it is not possible to be 100% sure of my interpretations. The fact that the study was conducted in only one district was also a limitation.

### 3.7 CONFIDENTIALITY

McMillan and Schumacher (1999:399) note, that, the majority of field workers are of the opinion that both the setting and the research participants should not be exposed to the public in any way, such as in print. Therefore, researchers use imaginary locations and disguise the features of settings so that they could be one of several possible sites. The authors add that researchers routinely use pseudonyms for people and places.

Qualitative interviewing requires researchers to adhere to a professional code of ethics. These are formalised and sometimes constrain the conduct of social research, in order to protect participants and the researcher from physical and emotional harm. Confidentiality requires that participants sign consent forms. In this study confidentiality was of prime importance and was highly protected; the identifiable features of place, setting, participants' names and other features were substituted with false names and identities.

### 3.8 VALIDITY AND RELIABILITY

According to Neuman (2006:188), reliability and validity are central issues in all measurements; both have to be taken into consideration to ensure authentic information. Reliability and validity are salient because constructs are often ambiguous, diffuse, and not directly observable. However, all social researchers want their measures to be reliable and valid. Both aspects help to establish the truthfulness, credibility, or believability of research findings.

Validity is generally defined as the trustworthiness of research results, and is especially important in education in which practitioners intervene in people's lives. The results are trusted to the extent that there has been some accountability for their validity and reliability (Merriam, 1998:198, cited in Ngubane, 2011:88).

#### 3.8.1 VALIDITY

Validity refers to the degree to which the explanations for a phenomenon match the realities of the world. Validity in qualitative research is largely determined by the extent to which the data represent the actual subjective experience of participants (McMillan & Schumacher, 2006:391). The validity of information is primarily determined by the participants' willingness to freely communicate their experiences to the researcher in an atmosphere of trust and comprehension.

This study sought to explore the impact of SGBs' lack of training on the governance and functionality of schools. SGB members and principals at two high schools and one junior

secondary school in Mthatha district were interviewed. The participants provided what the researcher considers to be sincere first-hand information on the manifestation and impact of SGBs' training needs and the impact on school governance.

### 3.8.2 RELIABILITY

Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions. In other words, it refers to whether the research will produce the same results if conducted by a different researcher using different participants. It is also involves consistency of researchers' interactive style, data analysis and interpretation of participants' meaning from data (McMillan & Schumacher, 1993:385).

According to Wiersma (1991:239), the reliability of research includes the extent to which studies can be replicated. This applies to both procedures and results. In addition, Bogdan and Biklen (1982:44) state that reliability in qualitative research is viewed as the fit between what is recorded and what has actually occurred in the setting under study, rather than literal consistency across different observations. For this study the question of the reliability of the findings was addressed by using triangulation as a guiding methodological principle during data collection.

### 3.9 ETHICAL CONSIDERATIONS

According to Brink (2000:38, cited in Rangongo, 2011:89), ethical considerations mean that a researcher must carry out the research competently, manage resources honestly, acknowledge those who contributed guidance or assistance, accurately communicate the results, and consider the consequences of the research for society. Ethical responsibility rests with the researcher.

Written permission was requested from the HOD in the Department of Education, Eastern Cape Province to interview school principals and SGB members. Permission was granted subject to the following conditions;

- The research should not have any financial implications for the Eastern Cape Department of Education;
- Arrangements should be made with both the district office and schools concerning the conduct of the study;



- The study should be conducted in line with ethical research, particularly the principle of voluntary participation;
- The researcher should share the final research report with the Department.

### 3.9.1 PERMISSION TO CONDUCT THE RESEARCH

Permission to conduct the interviews at public schools with school managers and SGBs was sought from Eastern Cape Province Department of Education and was duly granted. The School managers and SGBs at the three selected schools in Mthatha district granted permission to be interviewed and observed. Permission to record the interviews was obtained prior to the commencement of the interviews. The researcher obtained participants' informed consent to voluntarily participate in the study by means of signing and returning consent forms before data collection. The purpose and significance of the study was explained to the participants and they were assured that their right to voluntarily participation, decision to withdraw, confidentiality and anonymity as well as privacy would be respected.

### 3.9.2 ANONYMITY AND CONFIDENTIALITY

The respondents remained anonymous and all information collected during the study was treated as confidential. The respondents were given adequate information on the aims of the study, the procedures that would be followed, the possible advantages and disadvantages of their participation, the credibility of the researcher and how the results would be used so that they could make an informed decision on whether or not they wanted to participate. According to Gibbs (2010:17), researchers involved in participant observation must make a personal commitment to confidentiality in order to protect the identity of the people they observe or with whom they interact, even on an informal level.

### 3.10. CONCLUSION

This chapter presented an overview of the research design. It highlighted the research methodology, including the approach adopted for the investigation, namely, the qualitative approach. The investigation employed three data collection techniques, namely, observations, interviews and document analysis. Observations were a major data collection tool in this study. The chapter also outlined on data analysis; sampling, reliability and validity. The following chapter presents the findings derived from the analysis of the data collected and a discussion of these findings.

## **CHAPTER 4**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 INTRODUCTION**

The preceding chapter discussed the research methodology and design employed to assess the training needs of SGBs in public schools in the Mthatha District. This chapter deals with the data analysis and interpret data and presents a summary of the findings regarding the training needs of SGBs in public schools that enable them to perform their governance function in the Mthatha District in the Eastern Cape Province. Data were collected from Principals Treasurers of SGB's Secretary, Chairpersons of SGB's Educator Component, Parent Component, None Teaching Staff, Secretary of SGB and Learners. The main focus of this study is to assess the training needs of SGBs that enable them to perform their governance function in Mthatha District in the Eastern Cape Province.

#### **4.2 ANALYTICAL METHOD USED**

In the interim, the data analysis started with the data collection. As soon as the interview data were collected, the responses were transcribed/taped for analysis and observation data collected were put into a memo. To analyze the data, the researcher first read through the data thoroughly. The data were then coded and described. This process included: interpretation and naming of categories; using comparisons and pattern analysis to refine and relate categories or themes where there were different views. This was done with the idea that qualitative research data analysis is an ongoing process right from the time of the data collection to the conclusion of the research (Maree, 2007 : 6) The researcher arrived at the findings after synthesizing all the data collected.

#### **4.3 PRESENTATION OF DATA**

The findings of this study are organized under the following headings: participants' biographical information, Groups of SGB members in the selected schools, qualifications of the participants, why and how members were chosen for SGBs, the SGBs' knowledge and understanding of their roles in schools, number of years served in SGB (Experiences), training of SGBs' members, Challenge faced by the member of SGB and the recommendations for the improvement of SGBs.

#### 4.4 BIOGRAPHICAL INFORMATION

This section discusses the biographical information of the participants in this study.

**Table 4.1 Biographical information**

Gender	Frequency	Percentage
Male	8	38%
Female	13	62%
Total	21	100%

**Figure 4.1: Gender of participants**

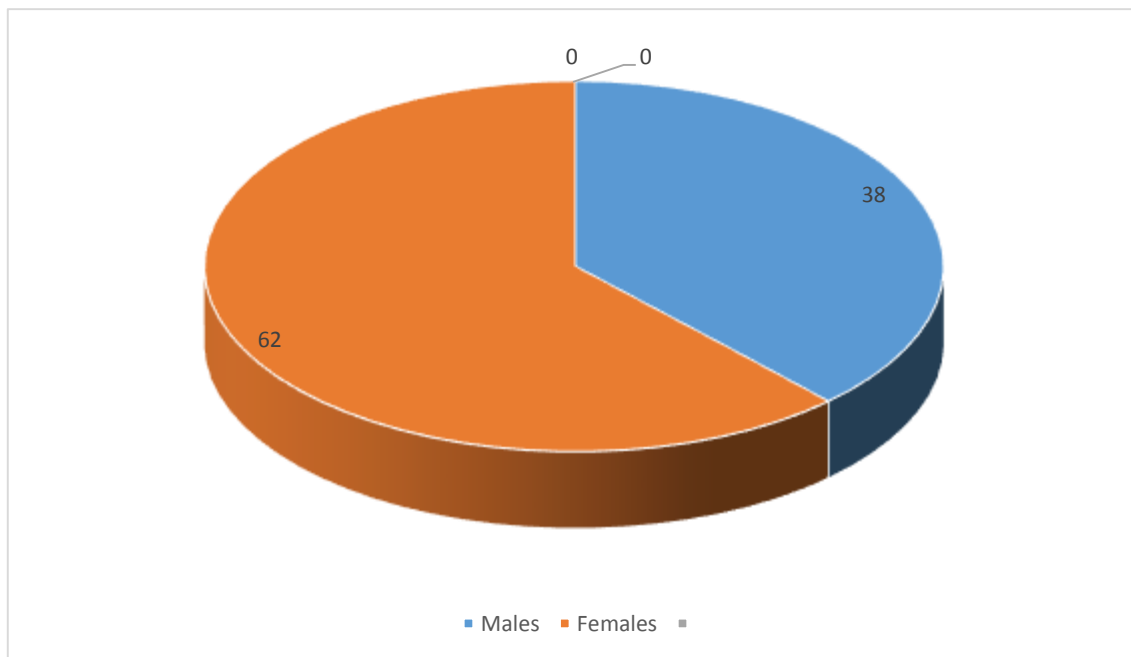


Figure 4.1, shows that there were 13 (62%) females and 8 (38%) males that made up of a total of 21 participants of this study. Though there was no attempt to get an equal number of males and females, the sample show that both males and female were well represented and there is no gender bias. The Ministerial Review Committee (Department Of Education, 2004:82) states that SGBs have a unifying effect in schools, enabling all stakeholders to cooperate with one another, regardless of their status, age, gender and religious affiliations.

#### 4.5 AGE GROUP OF THE PARTICIPANTS

The age distribution of participants is shown in Figure 4.2.

**Table 4.2 Age group of the participants**

Age	Frequency	Percentage
18-20	2	10%
21-30	1	5%
31-40	5	25%
41-50	4	20%
51-60	4	20%
61-70	4	20%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Figure 4.2 Age group of the participants**

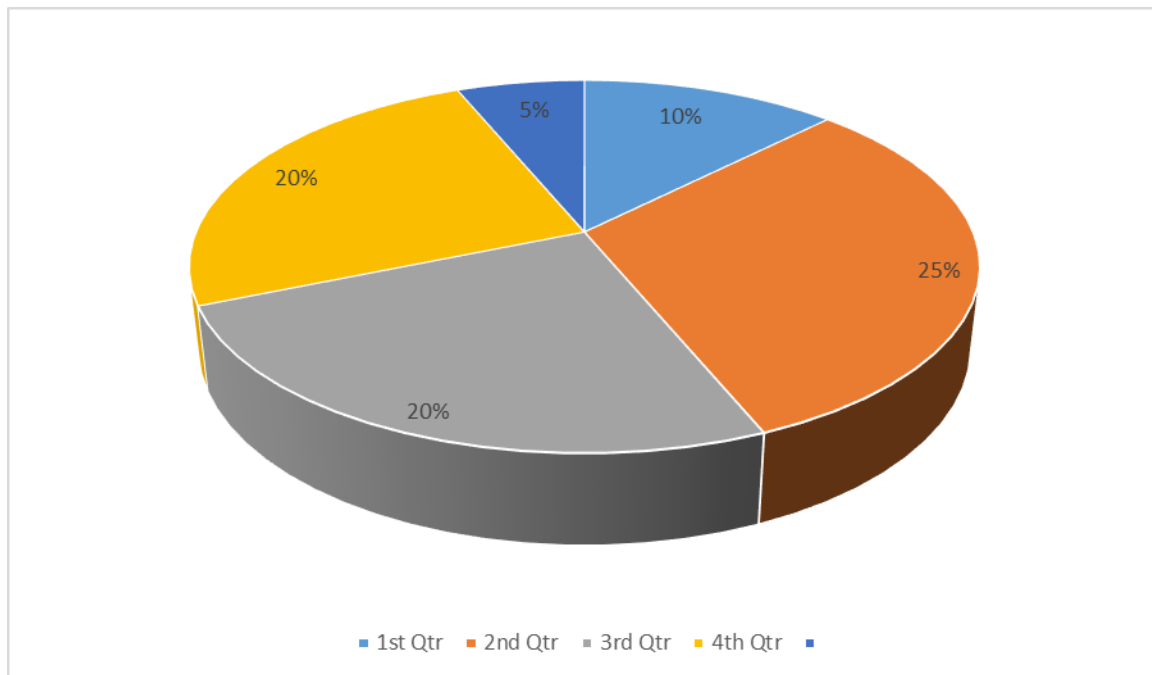


Table 4.2 indicated that the SGB is comprised with age groups from 18 to 65 at least. A good number of the participants were in their late teens, that is, between the ages of 18 and 19; and these were mostly students' representatives; 25% of them were in their mid-30s (30 to 40 years), and 20% were 40 to 50, while 20% were between 60 to 70 years of age.

According to Mncube and Harber (2013) parties should assure that children who are capable of forming their own views are given the right to express those views freely in all actions affecting them. They said the views of such children or child being given due weight in accordance with the age and maturity of the child. In accordance with Cockburn (2006), the learners are given the opportunity to actively take part in shaping the agenda of the meetings concerned. In terms of the functioning of the school governing bodies (SGBs), learners take active part in such meetings.

#### 4.6 GROUPS OF SGB MEMBERS IN THE SELECTED SCHOOLS

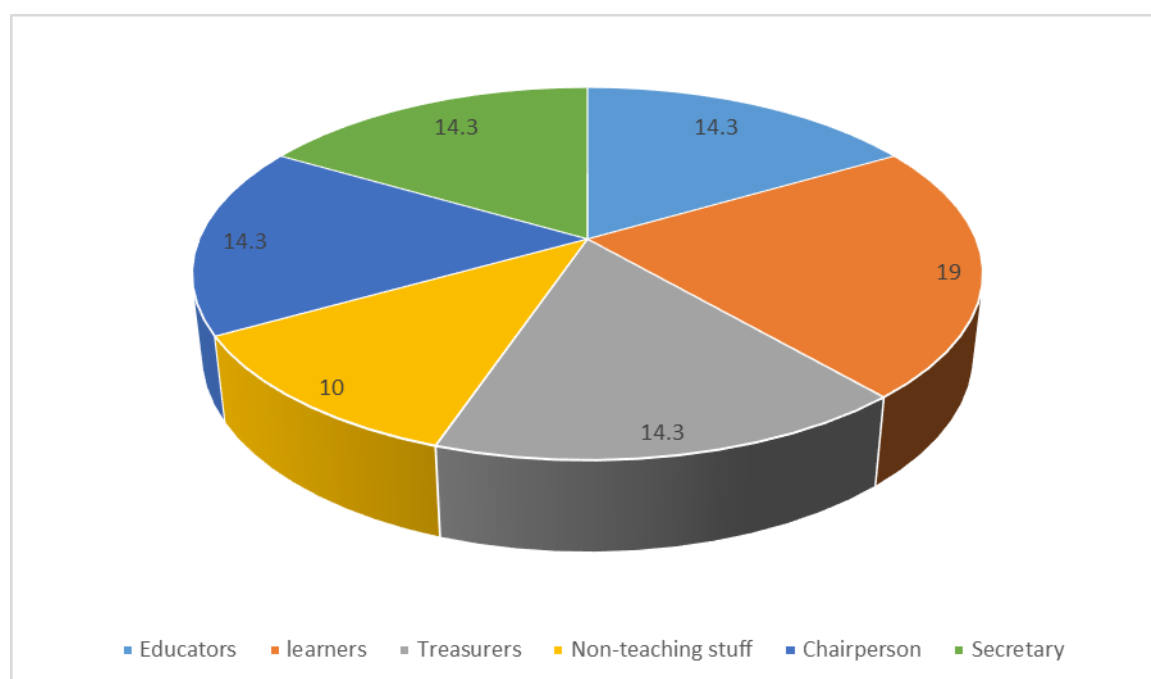
There were seven groups of people who serve on the SGB. The findings reveal that SGB representation in the selected schools consisted of parents, educators, non-educator staff and learners. Other members include principals, treasurers, non-teaching staff, chairpersons and secretaries as shown in Table 4.3. The South African Schools Act (Act 84 of 1996) mandates the establishment of SGBs that allow stakeholders such as the state, parents, educators and learners (in secondary schools) to play an active role in taking decisions on behalf of the school.

As per the South African Schools Act, the SGBs in the selected schools are made up of all stakeholders in schools: parents, educators, non-teaching staff, learners and principals. With the exception of principals, who serve on the SGB as official capacity and head of the school, the other stakeholders were elected. Also Lemmer (2008), states that elected members of the governing body comprise individuals from the following categories: parents of learners at the school, educators at the school, members of staff who are not educators, and learners in the eighth Grade or higher in secondary schools. The learners who were elected onto the SGBs were from Grades 12. This is in keeping with SASA makes it clear that only learners from Grades 8 to 12 can be elected onto SGB (Centre for Education Policy Development, 2008). This means that only learners in secondary schools and combined schools have learner representatives in SGBs.

**Table 4.3 Groups of SGB members in the selected schools**

Members	Frequency	Percentage
Principals	3	14.3
Educators	3	14.3
Learners	4	19
Treasurers	3	14.3
Non-teaching stuff	2	10
Chairpersons	3	14.3
Secretary	3	14.3
Total	21	100%

**Figure 4.3 groups of SGB members in the selected schools**



#### 4.7 QUALIFICATIONS OF THE PARTICIPANTS

The complexity of functions of SGBs required them to have some form of qualifications in order for them to perform a range of basic functions, which include developing policies, recommending the appointment of teachers and drawing up school budgets effectively. The functions of these responsibilities need level of expertise on the part of the SGB members. SGB members should not only have a good knowledge of the South African Schools Act, but they should have an understanding of other education and non-education policies as well. For example, the appointment of better educators and other staff members requires an understanding of laws about employment including the Employment of Educators Act, the Public Service Act and the Labour Relations Act.

In Table 4.4, the majority of the SGB had at least matric. The least qualified had standard 4 and the most qualified had M Ed. The qualification as shown in table 4.3 include: Standard 4, Standard 7, Standard 8, Grade 11, Matric, Diploma, BA degree, BSC degree, B Ed degree and M Ed degree. What is critical to consider here is that the qualification may vary minimum bearing on the kind of duties SGB are expected to perform.

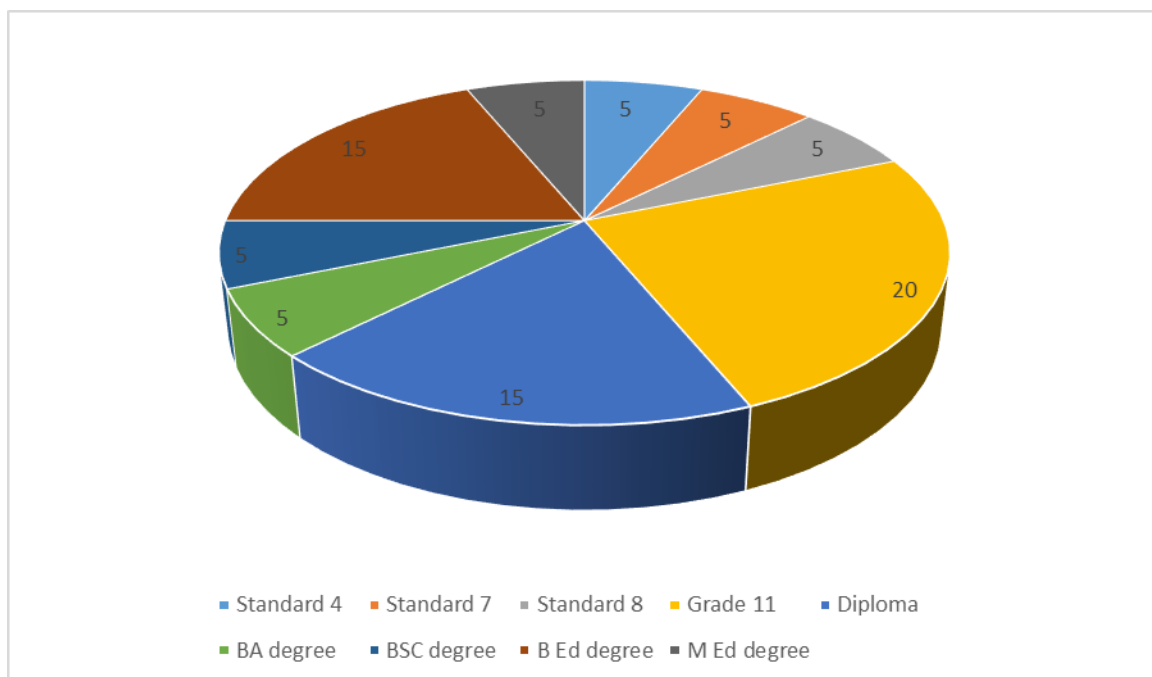
It is a common knowledge that the competency and literacy level of parent members of the SGB has a marked influence on the functionality of both the SGB and the school in general. However, a cursory look at Table 4.4 suggest that majority of the parents have low qualifications. This confirms (DoE, 2004) report that the problem of low levels of schooling or no schooling at all is still a feature of South African society and for that matter the representations of SGBs post. According to Guskey and Peterson (1996:12), the lack of knowledge of educational matters will result in school governors avoiding, ignoring, or neglecting issues related to teaching and learning.

**Table 4.4 Qualifications of the participants**

Qualification	Frequency	Percentage
Standard 4	1	5
Standard 7	1	5
Standard 8	1	5

Grade 11	4	20
Matric	4	20
Diploma	3	15
BA degree	1	5
BSC degree	1	5
B Ed degree	3	15
M Ed degree	1	5
Total	20	100

**Figure 4.4 Qualifications of the participants**



#### 4.8 HOW AND WHY MEMBERS WERE CHOSEN FOR SGBS

The data revealed that the SGB members were either elected or appointed and they comprised of individuals from the categories of parents of learners at the schools, educators at the schools, members of staff who are not educators, and learners in Grade 11 and 12. Other research show that elected members of the governing body comprise individuals from the

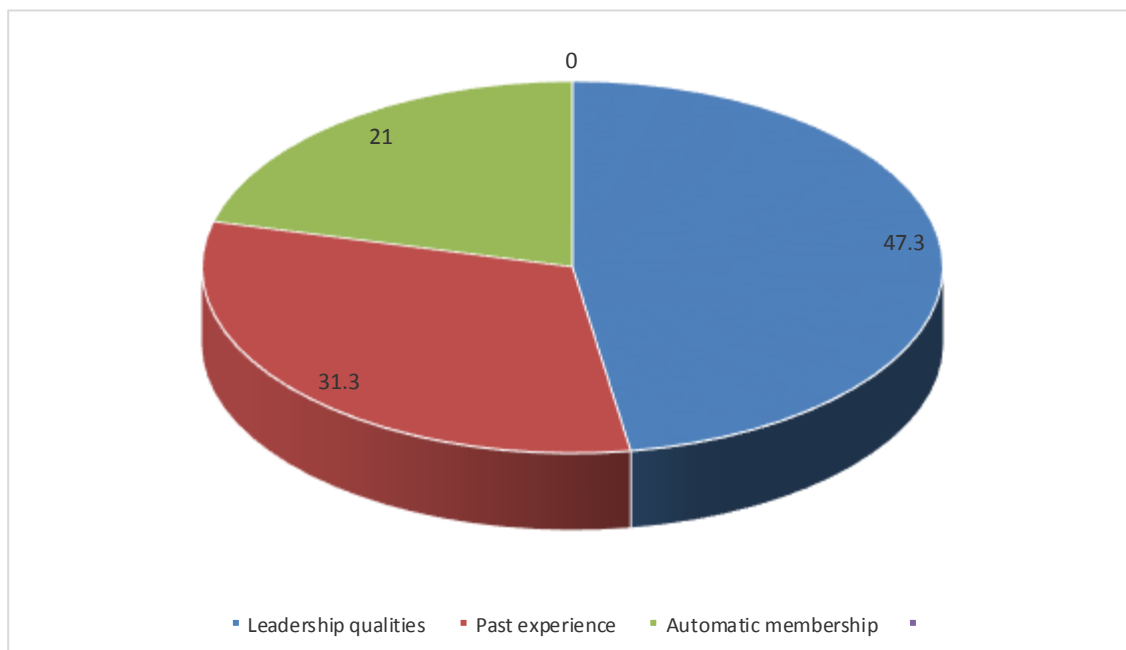


following categories: parents of learners at the school, educators at the school, members of staff who are not educators, and learners in the eighth grade or higher in secondary schools to play an active role in taking decisions on behalf of the school (Lammer, *et al.*, 2008). As to why the SGB members were chosen, Table 4.6 illustrates the responses to the reasons why they were chosen.

**Table 4.5 Reason for being chosen as SGB member**

Reason	Frequency	Percentage
Leadership qualities	9	47.3%
Past experience	6	31.5
Automatic membership	4	21
Total	19	100

**Figure 4.5 Reason for being chosen as SGB member**



#### 4.9 NUMBER OF YEARS SERVED IN SGB

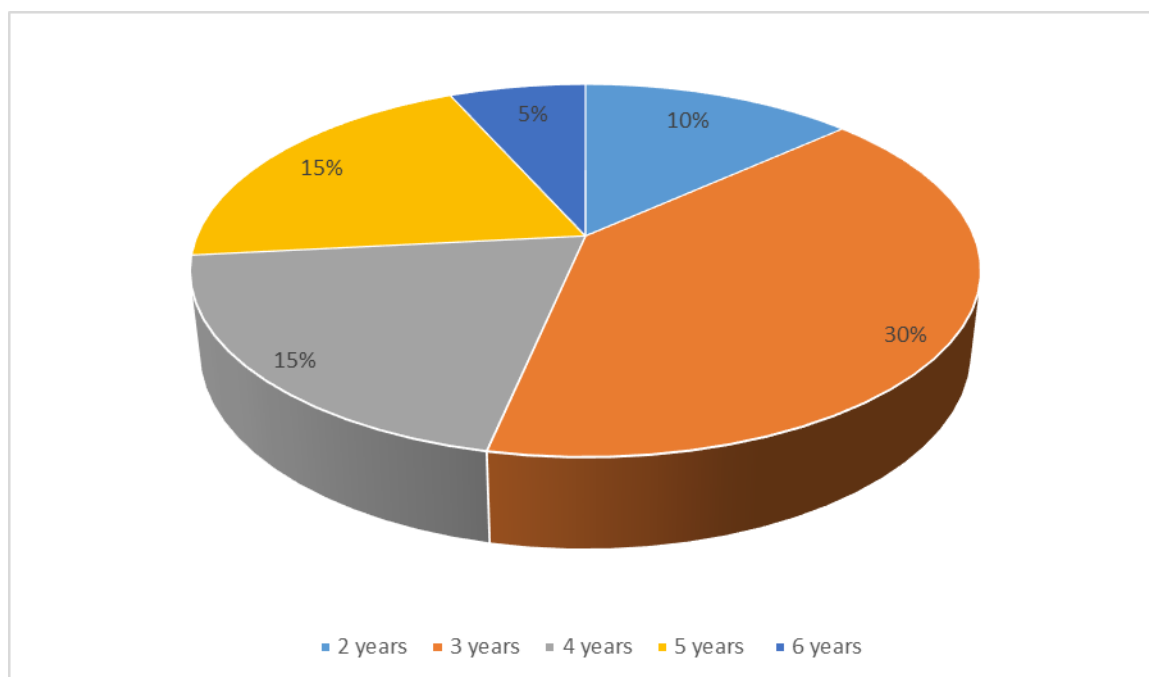
The data for this study revealed in Table 4.6 that most of the participant have spent more 1 year in serving on the SGB except the learners were still serving their one year term in that position. The term of membership of the SGB is three years (except for learners in secondary

schools, who serve a one-year period) and election occurs in the same year in all schools nationwide. Adams and Waghid (2003:2) further argue that training for school governors must be seen in terms of both introductory training for newly elected governing body members (every three years) to enable them to perform their functions and continuous training for governing bodies to promote the effective performance of their functions or to enable them to assume additional functions. Finally, it may be necessary to review the terms of office of the SGB. Three years is rather too short a term for SGB to learn and master the execution of governance functions in a way that engenders continuity of effective teaching and learning. It would be profitable to extend the terms of office to at least five or six years to ensure that governing bodies can establish themselves effectively (Xaba, 2011). Xaba argument is that the permanent membership of principals evidently enables them to understand issues pertaining to school governance.

**Table 4.6 Number of years served in SGB**

Period	Frequency	Percentage
Less than 1 years	2	10
2 years	6	30
3years	3	15
4 years	3	15
5 years	5	25
6 years	1	5
Total	20	100

**Figure 4.6 Number of years served in SGB**



#### 4.10 THE SGBS' KNOWLEDGE AND UNDERSTANDING OF THEIR ROLES IN SCHOOLS

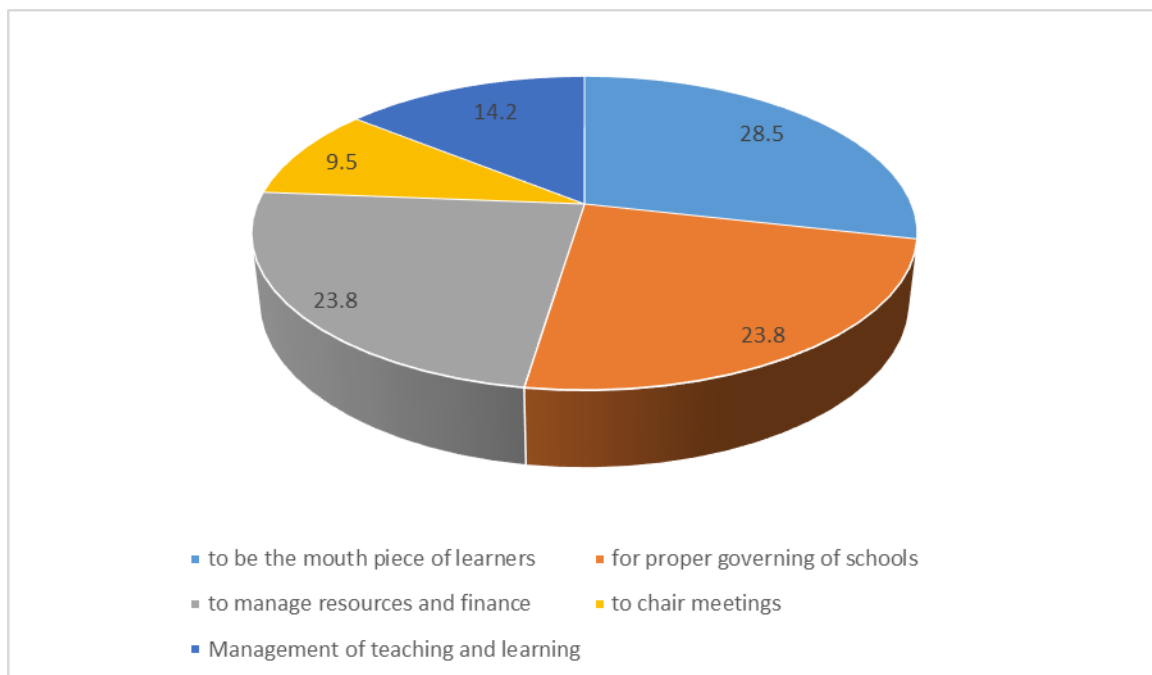
To understand SGBs' members knowledge and understanding of their roles in schools, they were asked to tell the role they play or briefly tell what is expected of them. It was observed that the responses were characterised by uncertainty and lack of confidence. However, Table 4.7 illustrates the participants view on their knowledge and understanding of their roles in schools.

**Table 4.7. The role played by SGB members**

Role play	Frequency	Percentage
To be the mouth piece of learners	6	28.5
For proper governing of schools	5	23.8

To manage resources and finances	5	23.8
To chair meetings	2	9.5
Management of teaching and learning	3	14.2
<b>Total</b>	<b>21</b>	<b>100</b>

**Figure 4.7 The role play by SGB members**



The importance of the role that is played by SGB structures, as prescribed by the legislative framework such as the Constitution of the Republic of South Africa and SASA, cannot be overemphasised. However, in spite of legislation, stakeholders serving on school governing structures will not be able to play a significant role if they lack adequate expertise in the field of education.

Serving and promoting the best interest of the schools also find expression in roles detailed in Section 20(e-j), which include supporting the principal, educators and other staff of the school in the execution of their professional functions. This includes roles and functions such as administering and controlling the school property, buildings and grounds occupied by the

school, including school hostels, and recommending the appointment of non-educator staff at the school to the Head of Department, subject to the Public Service Act, Proclamation No. 103 of 1994, and the Labour Relations Act, No. 66 of 1995. The Schools Act stipulates allocated functions as the SGBs' ability to maintain and improve the school's property, 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 or other functions consistent with the Act and any applicable provincial law. Moate (1996:15) asserts that SGBs play an important role in ensuring that the school is managed in an effective manner and that the service is rendered continuously. They are the centre of schooling in general as they determine the vision, tone and ethos of the school. For these schools to achieve excellence, the participation of the SGB is very important.

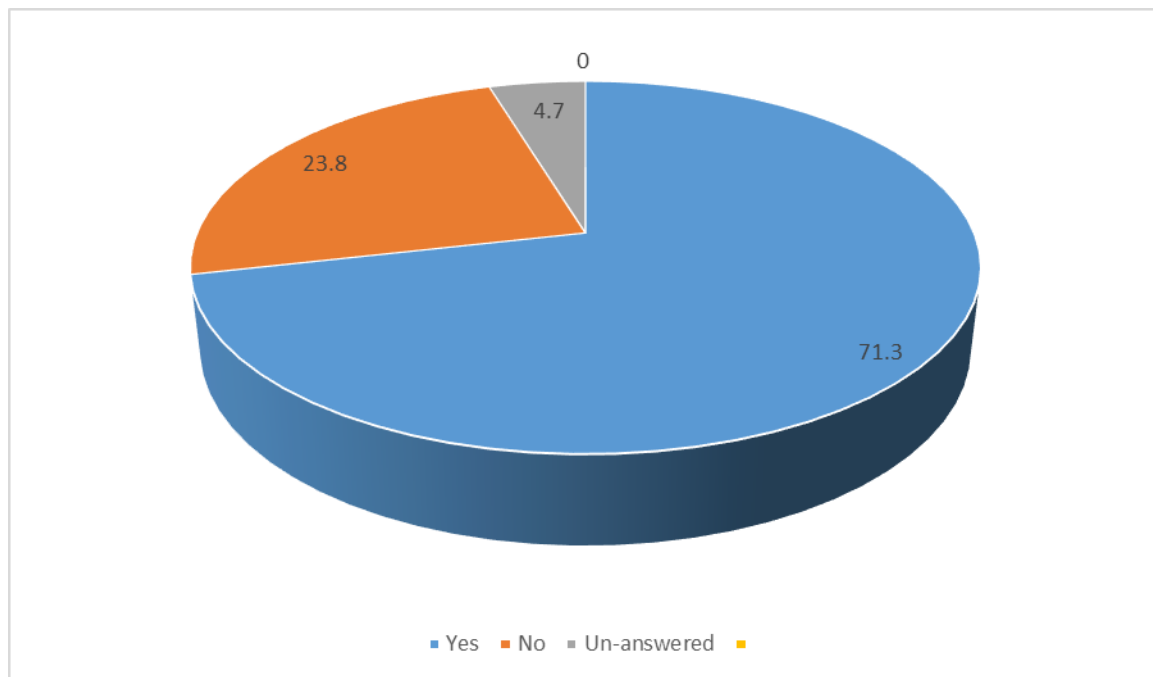
#### 4.11 FORMAL TRAINING IN THE FORM OF INDUCTION OR WORKSHOP RECEIVED

The training of SGB members is crucial in ensuring that they have the necessary capacity, full knowledge and understanding of their roles and responsibilities for them to be able to set their own goals, targets, timeframes and allocate functions to each other. With regards to whether the SGB members from the selected schools were trained or not, T 4.8 show a participants views on yes or no questions.

**Table 4.8. Formal training in the form of induction or workshop received**

The form of induction or training		
Responses	Respondent	Percentage
Yes	15	71.3
No	5	23.8
Un-answered	1	4.7
<b>total</b>	<b>21</b>	<b>100</b>

**Figure 4.8 Formal training in the form of induction or workshop received**



From Table 4.8, 15 out of 21 (71%) participants responded YES that they had a formal training in the form of induction or workshop in relation to their responsibility of being SGB members. Those who responded NO the same question were five (23.8%) out the 21 participants and only one participant was uncertain hence did not answer. This tells that even though most of the participants responded that they have had some sort of training, they were some participants who never had any training.

Basic among the SGBs challenges generally noted is the capacity to govern. While the provincial departments of education, through functional units at head offices and at district levels, have engaged in the training of school governing bodies (SGBs), the actual enactment of these roles is often less than ideal (Tsoetsi, Van Wyk & Lemmer, 2008:385). The effectiveness of the training that SGBs receive are often questionable. Mabasa and Themane (2002:112) concur that SGBs are not trained or have inadequate training before they start their work and this manifests in problems such as unfamiliarity with meeting procedures, problems with the specialist language used in meetings, difficulties in managing large volumes of paper, not knowing how to make a contribution, not knowing appropriate legislation, feeling intimidated by the presence of other members who seem knowledgeable and perceiving their roles as simply endorsing what others have already decided upon

Secondly, training aimed at capacity-building should be based on situational factors pertaining to the capacity needs of schools involved. An assessment of the training need is therefore necessary in this regard, to avoid a “one-size-fits-all” approach to training and development of important group of our school function. Hence, the training needs of SGBs should not be compromised for the sake of representation if schools are to provide a nourishing and supportive place for learning and teaching (Van Wyk and Lemmer 2002).

#### 4.12 DURATION OF TRAINING RECEIVED BY SGB MEMBERS

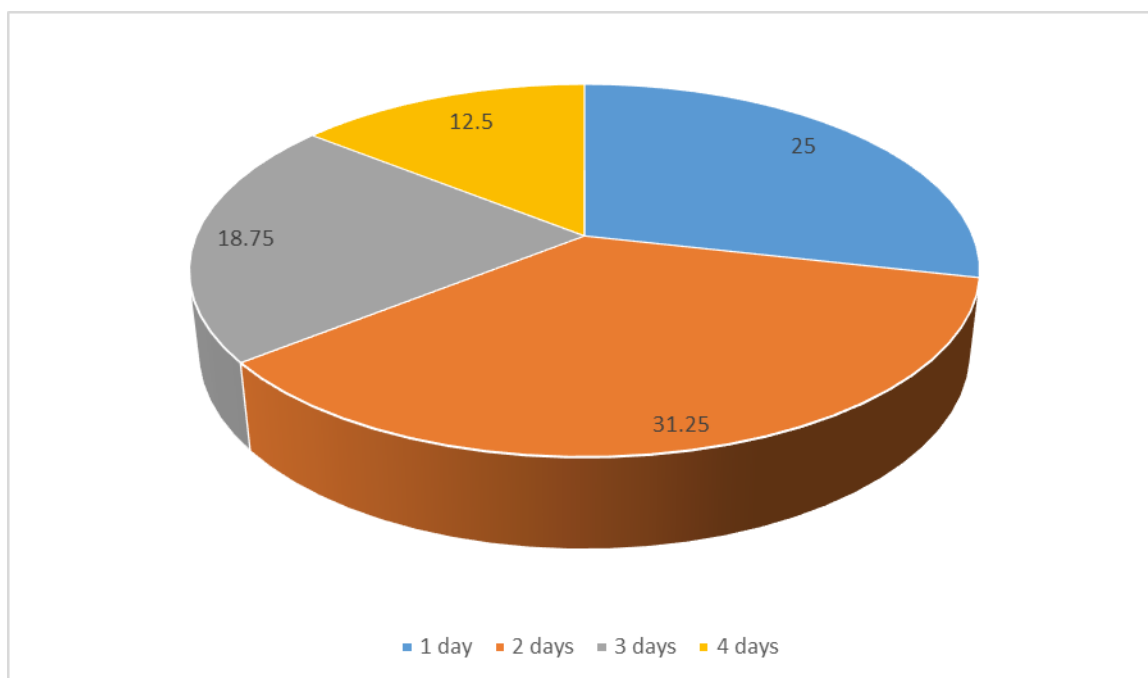
Provincial departments of education are required to provide training and support to SGBs to help them perform their functions. The data for this study show that not all SGB members are being trained. In the situation where there are trained the duration of the training received is not the same. It appears some members of the SGB were trained, while other relied on information being passed on to them by their trained colleagues. The indication from the data are that there not enough time or duration for the training of GSBs with regard to knowledge, skills, understanding and ability of SGBs statutory functions. Hence, sufficient time for relevant training is needed to provide SGB members the necessary skills and knowledge to function properly. Table 4.9 shows the frequency of days SGBs are often trained to take up their mandate.

**Table 4.9. Duration of training received by SGB members**

Duration	Frequency	Percentage
1 day	4	25%
2 days	5	31.25
3 days	2	12.5

4 days	3	18.75
5 days	2	12.5
Total	16	100

**Figure 4.9 Duration of training received by SGB members**



#### 4.13 CHALLENGE FACED BY THE MEMBER OF SGB

A number of SGB members complained of not only having insufficient information at their disposal to take informed decisions, but they also lack the requisite knowledge to perform their duties efficiently. One of the participants elaborated:

*The challenge I have notice within SGB so far is lack of knowledge, skills and understanding. This refers to all spheres or components of SGB. There are also poor communication between parents and educators. From my personal point of view the training I received was good and it played vital role but the challenge I have known is to work with old people because we are not in the same level of understanding.*



The above assertion indicates that SGB member really are faced with some pertinent challenges and needs to be attended to. Lack of knowledge and skills and understanding of most of the members are vital challenges to look into.

The Centre for Education Policy Development (2008) in a similar study reports that complex functions are allocated to SGBs, yet they lack adequate training, blurring of governance and management roles and responsibilities. These challenges impede SGBs to play their roles and responsibilities in creating conditions that are conducive for education of progressively high quality for all learners. The bottom line of all these challenges as expressed by one of the participants is lack the requisite knowledge and skills to perform their duties efficiently. Mahoney (2002:139) warns that the responsibilities for governing bodies are so complex that they cannot be expected to discharge them effectively without some form of training for them to be abreast with their duties.

Summary of some of the challenges the SGB members encounter.

**Table 4.10 Challenge faced by the member of SGB**

SGB members	Kind of challenges
Learners	Most decision of learners are not taken seriously
Principals	Blurring of governance and management roles and responsibilities.  No proper knowledge of their roles and responsibilities
Treasurers	Insufficient fund to run the schools
Secretaries	I am an educator and SGB member and sometimes it's a challenge
Educators	Complexity of functions
Non-teaching	Not adequately educated to participate effectively
	training of SGB members;

Though the RSA (1996:2) expect SGBs to play a pivotal role in creating conditions that are conducive for education of progressively high quality for all learners and in the process establish a strong foundation for the development of all our people's talents and capabilities, they are hampered with lots of challenges. Some of these challenges as indicated by the participants is the lack or limited training of SGB members before they start with their work. Mahoney (in Van Wyk & Lemmer 2002:139) warns that the responsibilities for SGBs are so complex that they cannot be expected to discharge them effectively without some training going beyond the normal process of workshop and orientation. Therefore, the issue of training needs of SGBs is paramount to provide a nourishing and supportive place for learning and teaching.

#### 4.14 CONCLUSION

This chapter presented data collected and analysed to assess the training needs of SGBs in public schools in the Mthatha District. The assessment needs on training and subsequent questions revealed that most SGBs members do not understand their role as school governors. Based on the findings discussed above the researcher can conclude that for SGB members to be able to discharge their roles effectively, the elected representatives of key stakeholders in schools need to be empowered through properly organized workshops and training.

The participation of most SGBs in schools lack the capacity and level of knowledge to play any active and meaningful role in the decision-making process. The kind of training that is receive from the department after been elected is not enough and needs to be revisited to empower SGB members especially those who are affected by limited training.

Also, the findings of this study or data show that the level of the SGB members who are supposed to form the majority, thus, parents in most cases, have very low level of education and that is not good for the effective and smooth running of those schools. On this note, it is important to state that the government and for that matter the Department of Basic Education needs to continuously monitor the issues of SGBs and to effectively strengthened their operational systems.

## **CHAPTER 5**

### **SUMMARIES, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

Assessing the training needs of SGBs that enable them to perform their governance function in Mthatha District in the Eastern Cape Province cannot be over emphasised. SGBs training needs raised questions on their ability to assume their legal responsibilities and to successfully implement the education policies in creating the desired teaching and learning environment. Most SGBs especially the selected schools in the Mthatha Education District are grappling with lack of knowledge and skills in playing their roles effectively. This in turn impact on the general functioning of the schools. To elicit information and for that matter data from the participants the following questions and objectives were set out:

##### **5.1.1 Research questions**

- What are the duties and responsibilities of SGBs?
- Does the government empower SGBs to be meaningfully involved in schools?
- What challenges confront SGBs?

##### **5.1.2 Objectives of the study**

- To determine extent of awareness of the role members of the SGB are expected to play.
- To assess SGBs' training needs.
- To identify challenges faced by SGBs during implementation when they are performing their duties.

#### **5.2 SUMMARY OF THE CHAPTERS**

In Chapter four, the researcher presented the research findings about the assessment of the training needs of SGBs that enable them to perform their governance function in Mthatha District in the Eastern Cape Province. In this Chapter Five, the findings are summarized in line with the research question and objective: what are the training needs of SGBs that can enable SGB members to perform their governance function in Mthatha District in the Eastern Cape Province effectively?

To outline and discuss the research findings, a brief review of previous chapters. Chapter one provided a general overview of the investigation conducted in this study. The researcher's interest was triggered by the the training needs of SGBs that can enable them to better perform their governance function in Mthatha District in the Eastern Cape Province. The aim of the study was to assess the training needs of SGBs that enable them to perform their governance function in Mthatha District in the Eastern Cape Province. The researcher embarked on this study because of her interest in SGBs activities and the constant training needs of SGBs that come to the fore as they struggle to work effectively to in their various capacities as SGB members.

In chapter two the researcher explored other author's point of views, what they say about the training needs of SGBs. Literature review regarding the sated problem, contributed and helped the researcher to better understand the problem and how other researchers view it. It also gives clarity on the challenges and the training needs of SGBs in Mthatha District in the Eastern Cape Province.

In chapter three, in order to identify the problem, the researcher laid out how the study was conducted. The researcher as a full participants used qualitative research methodology to collect and analyse the data in this study. Qualitative research instruments such as interviews schedule was chosen and prepared carefully to illicit the needed data about the problem.

In the fourth chapter, the researcher analysed, presented and interpreted the results of the investigations. These results and findings added to the knowledge gained from the literature review, whereas some not mentioned by other authors. The new perception and knowledge gained from the respondents gave the researcher an opportunity for suggestions further topics of research in future. Fruitful results gained in this chapter help the researcher to put a conclusion to the study. The next section out lined the core research findings for this study.

## 5.3 DISCUSSION OF FINDINGS

### 5.3.1 MAJORITY OF SGBs ESPECIALLY PARENTS HAVE LOW QUALIFICATIONS

The question used to elicit the above mentioned finding was, what capacity do SGB members have in performing their mandated functions? The main objective of this question was to determine what capacities SGBs have in order to fulfil their roles and responsibilities. The findings based on this study revealed that the capacity of SGB members who participated in this study is that majority of SGB members especially parents and student are the people who

do not qualified, hence do not have the capacity to perform their duties properly. This is confirmed by Maluleka (2008), that almost SGBs members' lack of capacity and this pose a serious challenges government schools.

#### 5.4 SGBs ROLES AND RESPONSIBILITIES

To determine the extent of SGB members' awareness of their role and responsibilities, they were asked to respond to the question: what are the duties and responsibilities of SGBs? The participants in this regards show their knowledge and understanding of their roles and responsibilities as SGB members. They indicated:

- To be the mouth piece of learners
- To enhance proper governing of school
- To chair meetings
- To oversee teaching and learning
- To moniter school's resources and finance

The various roles and responsibilities of the SGBs as indicated above show their lack of in-depth knowledge in the roles. Hence, the need for them to be trained for acquire the requisite knowledge and skills to participate effectively I their roles meaningfully.

This brings about the training need of SGB members as essential in building capacity for all members and ensuring successful school governance (Tsotetsi, *et al*, 2008). This kind of training should ensure that all members of the SGBs understand their roles and responsibilities within the school. As noted, SGB members are mostly parents, reluctance to challenge the principal on any issue, to their poor understanding of their role, a capacity deficit in the range of skills needed to perform governance functions and irregular attendance of meetings.

#### 5.5 CHALLENGES FACED BY SGBs

The data show that SGB members serving on school governing structures in the selected schools for this study are face with a number of challenges. The challenges experienced SGB s indicated are as follows:

- Inadequate time or duration of SGB training.
- Most decision of learners are not taken seriously
- Blurring of SGBs roles and responsibilities.

- Lack of proper knowledge of their roles and responsibilities
- Insufficient fund to run the schools
- Not adequately educated to participate effectively

These challenges impede SGBs to play their roles and responsibilities in creating conditions that are conducive for education of progressively high quality for all learners. The challenges as expressed by one of the participants are lack the requisite knowledge and skills to perform their duties efficiently. The participant stated:

*The challenge that I have notice within SGB so far is lack of knowledge, skills and understanding.*

The lack of knowledge and skills is a serious challenge throughout this entire study.

## 5.6 CONCLUSION

In all, this chapter summarized, drew a conclusion and recommended based on data collected and analysed to assess the training needs of SGBs in public schools in the Mthatha District. The assessment needs on training and subsequent questions revealed that most SGBs members do not understand their role and responsibility as school governors. Based on the findings discussed above the researcher can conclude that for SGB members to be able to discharge their roles effectively, the elected representatives of key stakeholders in schools need to be empowered through properly organized workshops.

The participation of most of the SGBs in the selected schools lack the capacity and level of knowledge to play any active and meaningful role in decision-making processes. The kind of training that is received from the department or the authority concern after been elected as SGB member is not enough and needs to be revisited to empower the (SGB members) especially those who are affected by limited training.

Also, the findings of this study show that the level of the SGB members who are supposed to form the majority, thus, parents in most cases, have very low level of education qualifications and that is not good enough for the effective and smooth running of those schools. On this note, it is important to state that the government and for that matter the Department of Basic Education needs to continuously monitor the issues of SGBs and to effectively strengthened their operational systems.

## 5.7 LIMITATION OF THE STUDY

The research was limited to a few high schools, hence the study cannot be generalized. The study can however be served as an impetus for further research. The researcher also was face with financial constraints, hence, she could not do broad based or a mixed method study to enhance and to general the findings.

## 5.8 RECOMMENDATION

In line with the findings of this study, the following recommendations are made to enable SGBs to be more effective work effectively.

### 5.8.1 RECOMMENDATION 1

Considering the complexity of the roles of different groups of SGB members, a most effective way of training SGB members is essential in building their capacity to ensuring successful school governance. The trainers should also ensure that all members of SGBs understand their roles and responsibilities within the school they operate. Thus, the training programmes should equip them with the relevant knowledge and skills to play their roles more effectively.

### 5.8.2 RECOMMENDATION 2

In line with Grant-Lewis and Naidoo (2004:112), SGB roles and responsibilities requires that they (SGBs) be trained to understand the terminology, be familiar with the Constitution, the Schools Act and various provincial education Acts, as well as departmental regulations and circulars. SGBs furthermore need to understand regulations outside of education such as labour laws and regulations related to procurement. This also applies to issues pertaining to financial management and accountability.

### 5.8.3 RECOMMENDATION FOR FURTHER STUDY

A much more comprehensive, perhaps longitudinal study in relation to assessing SGBs training needs be conducted to add more insights to the phenomenon.

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## APPENDIX

### APPENDIX 1: INTERVIEW SCHEDULE - QUESTIONS

1. How long have you been a member of the SGB?

.....

.....

.....

2. Why were you elected to be a member of SGB?

.....

.....

3. What role are you playing?

.....

.....

4. Can you briefly tell me what is expected of you?

.....

.....

5. Have you received any training related to your duties?

.....

.....

.....

6. What was the duration of the training?

.....

.....

.....

7. Did you benefit from the training you attended?

.....

.....

.....

8. Do you receive any kind of appreciation for serving as a member of the school governing body?

.....  
.....  
.....

9. What recommendations can you make concerning training of SGBs?

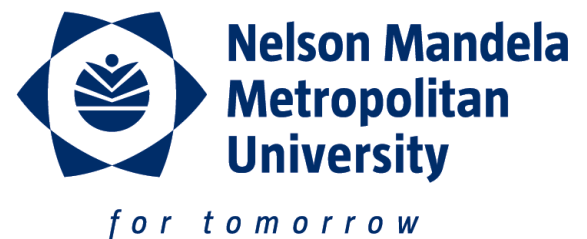
.....  
.....

10. What challenges are faced by the members of the SGB?

.....  
.....  
.....

## APPENDIX 2 ETHICS CLEARANCE

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**Ref: H/14/ART/PGS-003**

22 MAY 2014

Ms B N Kauleza  
31 Ntaba Drive  
Phase 3  
Ncambedlana  
Mthatha  
5099

Dear Ms Kauleza

**AN ASSESSMENT OF TRAINING NEEDS FOR SCHOOL GOVERNING BODIES  
IN SELECTED  
EASTERN CAPE SCHOOLS**



Your above-entitled application for ethics approval served at the FPGSC Higher Degrees sub-committee of the Faculty of Arts Faculty Postgraduate Studies Committee.

We take pleasure in informing you that the application was approved by the Committee.

The Ethics clearance reference number is **H/14/ART/PGS-003**, and is valid for three years, from 22 MAY 2014 – 22 MAY 2017. Please inform the FPGSC, via your supervisor, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols in use are still those for which approval was granted, will be required from you. You will be reminded timeously of this responsibility.

We wish you well with the project.

Yours sincerely

Mrs N Mngonyama  
FACULTY ADMINISTRATOR

cc: Promoter/Supervisor  
HoD  
School Representative: Faculty FPGSC

### **APPENDIX 3 PERMISSION LETTER**

**31 Ntaba Drive  
Phase 3  
Mthatha  
5099  
03 September 2013**

**Attention: The District Director (Mr. T.T. Dyasi)  
The Department of Education  
Eastern Cape Province  
MTHATHA  
5099**

Dear Sir/Madam

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THREE SELECTED SCHOOLS IN MTHATHA DISTRICT**

I am in the process of conducting a study on ‘‘An Assessment of Training needs for school Governing Bodies (SGB’S), for the completion of a Masters degree in Public Administration (MPA) at Nelson Mandela Metropolitan University under the faculty of Arts.

I am intending to conduct the study through interviews among the SGB members at St John’s College, E.W. Pearce Junior Secondary School and Kulanathi Senior Secondary School. The participants will be as follows, one SGB chairperson, two other parent SGB components, one SGB learner (18 years old), one SGB educator and one SGB non-educator in a high school. In a Junior Secondary it will be one SGB chairperson, two SGB parent components, one SGB educator and a school manager. I would like to give an assurance that all professional ethics will be adhered to.

Anonymity of all participants will be respected at all times and participation will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.

It will be appreciated if you could grant me the permission to conduct the study in your Institution.

Yours Sincerely

.....

B.N KAULEZA

## APPENDIX 4 INTERVIEW RESPONSES

### Biographical information of respondents

School	Principal	Age range	Educational level	Experience
School A	1	55-60	BA degree	2 years
School B	2	45-50	BSC degree	6 years
School C	3	45-50	B Ed degree	7 years

School	Treasurer	Age range	Educational level	Experience
School A	1	59-65	Matric	5 years
School B	2	60-65	Matric	4 years
School C	3	55-60	Matric	2 years

School	Secretary	Age range	Educational level	Experience
School A	1	35-40	B Ed	5 years
School B	2	35-40	Diploma	4 years
School C	3	45-50	Diploma	2 years

School	Chairperson	Age range	Educational level	Experience
School A	1	60-65	Standard 4	2 years
School B	2	45-50	B Ed degree	2 years
School C	3	55-60	Standard 7	3 years

School	Non-teaching stuff	Age range	Educational level	Experience
School A	1	50-55	Standard 8	3 years
School B	2	60-65	Matric	3 years
School C	3	-	-	-

School	Educators	Age range	Educational level	Experience
School A	1	30-35	Diploma	5 years
School B	2	35-40	M Ed	4 years
School C	3	30-40	B Ed degree	2 years

School	Learners	Age range	Educational level	Experience
School A	1	18-20	Grade 11	1 year
School B	2	18-20	Grade 11	1 year
School C	3			

## **RESPONSES FROM LEARNERS**

### **How long have you been the member of the SGB?**

**Responses: School Learner A1:** –I have been in the SGB for a year because that is duration for learners since they are supposed to be at school for a certain period. I was selected by learners because of leadership qualities they saw. It is compulsory that SGB should have learner representative as well. So that learner's voice can be heard through other students.

**School Learner A2:-** Learners noticed potential and leadership skills I have when we are holding our students meetings. I was selected by my schoolmate in order to take their ideas and complaints to the seniors of the school. It is compulsory that an SGB must have a learner representative.

**School Learner B2:-** I was elected by the students through the election process for the representative for learners at my school. This was because I saw myself as a potential candidate and applied for membership. I am the member of Representative council for Learners which makes me an automatic member of SGB.

**School Learner B3:** At the end of each there are elections whereby learners elect their representatives I was elected and then by virtue of being president I become an SGB member. Elected by learners through voting for learner representative

### **What role are you playing?**

**Responses School Learner A1:** – In order to make students be part of school community and their voice be heard I therefore represent learners in the SGB. To represent learners needs. I am an additional member in the school governing body.

**School Learner A2:-** The role that I am playing is to represent learners and voice out their complaints. To be a learner representative

**School learner B1:-** My role in the SGB is to bring to light the feelings of the students in order to better bring knowledge to the SGB members. This knowledge assists the SGB to make more informed decisions that will help the students and also to voice out needs of learners.

My role in the SGB is to represent the learners according to views and wishes. Represent learners and open channels of communication between learners and SGB. I also play a role of making it sure that learners are satisfied and they follow all rules of the school with respect.

**1. Can you briefly tell me what is expected of you?**

**Response from learner school A:** I am expected to liaise between SGB and learners in order to make their voice heard. To see to it that there students or learners obey rules and regulations given by the school governing body at large. To see to it that learners needs are adhered to.

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**School Learner A2:** Students expect me to be the liaison person between SGB and them and be the mouth-piece of learners. They want to make sure that their needs are attended to by the SGB through my voice let alone that they always expect positive responses.

**School Learner B1:** My role in the SGB is to liaise concerns and needs of learners. Learners are part of the school community and therefore they are expected to share their views hence I have to I was elected to play that role.

**School Learner B2:** I am supposed to assist learners by taking their request to the SGB. To represent them in all the meetings of SGB since they are part of the school.

**2. Have you received any kind of any training related to your duties?**

**Responses School A1:** 1 – I was trained to do duties of learner representative. The educator who is in charge of RCL usually organize workshops and training for all learners in the leadership for example class captains and representative council for learners. For SGB functions I was never trained.

**School A2:**– Yes I got points and tips on how to be a better leader and representative and how to deal with students and school community at large. That was done in a form of workshop which was conducted by a life coach.

**School B1:** To be a member of SGB I never got training. I was trained leadership skills so that I can to perfect job in the office of RCL. I received training through workshop.

**School B2:** I received training in a form of a workshop conducted by private person who was organised by the school. Every time when new executive for learners is elected handover is done in a workshop.

### **3. What was the duration of the training**

**Responses from school learner A 1:**– I was given training which took only two days in a form of a workshop.

**School A 2:**I attended a workshop which took two days in a form of a workshop

**School B 1:** The training took two days when the outgoing learners we doing handover. In that workshop I was given rules and regulations on how to lead other students.

**School B 2:** I attended a three day workshop which covered training of my roles and responsibilities.

### **4. Did you benefit from training you attended?**

**Responses School A1:-** The training I received is sufficient enough to enable me to take up leadership role. I am just a student who knows nothing about meetings but through the training I attended I got a knowhow.

**School A2:** Yes I benefited because initially I knew nothing about leadership but after I have attended the workshop I had light.

**School B1:** Yes I benefited because that was something new to me. It will be much better if we can be trained more.

I am an ordinary learner who never attended meeting or never hold any leadership position. I give my school applause for caring for educating us.

### **5. What recommendations can n you make School B learner 2: Yes I benefited especially that to me the training was an eye opener. concerning training of SGBs?**

**Response from School Learner A1:-** I recommend that students and all SGB members should be given training. For us to be doing our duties effectively we need training hence I recommend that we be trained at least before we start and whilst we are doing our duties.

School Learner B2: - SGB training should be conducted in Xhosa for benefit of the people who does not understand English the likes of our parents. I am new in the position I am holding I personally need to be more equipped with skills. Training is very important government should take it as a prerequisite.

**School Learner B1:** I recommend that learners need training as well as SGBs at large. Governance is something we are not familiar with especially we learners. I suggest that we must be capacitated as much as possible to avoid failing our responsibilities.

**School Learner B2:** Training of learners is very important in order to make use functional. Sometimes I feel reluctant to attend meeting because I lack skill to do my duties. I recommend that all SGB members should be trained for them to be effective and efficient.

## **6. What challenges are faced by the members of the SGB?**

**Responses School Learner A1:** –Pertaining to learner component the challenge we are faced with is that most learners ask for unimportant issues. They always criticise us. Nothing good from our side they appreciate. Reason for that is because they are not ready to take no for an answer. To my knowledge parent component have a language challenge. I think meetings should be conducted in both languages (Xhosa and English)

**School Learner A2:** Most learners sometimes ask for Learners ask useless questions and expect positive response. They always expect me to bring positive feedback on their requests or as they wish. If things did not go in their way they shift blame to me and tell me that I did not do my work. To them anything they say should be taken into consideration whether it's constructive or destructive.

**School learner B1:** The challenge I have notice within SGB so far is lack of knowledge, skills and understanding. This refers to all spheres or components of SGB. There are also poor communication between parents and educators. From my person point of view the training I received was good and it played vital role but the challenge I have known is to work with old people because we are not in the same level of understanding.

**School Learner B2:** – Learners expect positive answers all the time. SGB are unskilled and very difficult to work with especially parent component. A great challenge as an SGB learner representative is bringing a non-conflict concord between the SGB and students in terms of separate opinions and bringing a compromise.



## **7. Do you receive any kind of appreciation for serving as a member of SGB?**

**Responses School Learner A1:** – Yes co-workers and school community including all stakeholders show appreciation. When there is an achievement they show support and when things are good they show support. I feel I am happy when doing my work. Not everyone is positive there are those people with negative comments. I take that as part of life.

**School learner A2:** To my opinion some appreciate some don't. This is caused by the fact that at SGB level not everything coming from students is appreciated. Even learners themselves they throw us stones sometimes especially those who seem not be having much interest in school activities.

2- No some learners discourage our efforts

**School Learner B1:** Other members appreciate us some doesn't. At any rate people are not like water they don't run to the same direction. The community and other stakeholders always give us encouraging words.

**School Learner B2-** School appreciate us every time we attend meeting they transport us as a way of appreciation. That alone means a lot to me. The school principal always encourages us and tells us that the downfall of the school depends in SGBs.

## **QUESTIONS AND RESPONSES FROM PRINCIPALS**

### **1. How long have you been the member of SGB?**

**Responses:** Principal 1- I have been in the SGB for 9yrs now.

2- It has been 6yrs now being the member of SGB

3-I have been in the SGB for 6 yrs

### **2. Why were you elected to be the member of SGB?**

**Responses: Principal 1:** I was a deputy principal and also part of the SGB and later on I became the principal which makes me to be automatically an ex-officio member of the SGB. During my deputyship educators voted me to represent them in SGB.

**Principal 2:** I became a member of SGB by virtue of being the principal of the school. The policies of Dept. of Education grant principals and opportunity of becoming ex-officio members of SGB. There is nothing that happens in my school without me being the part because I am the accounting officer at the end of the day.

**Principal 3:** I became an SGB member by virtues of being the principal which makes me an ex-officio member. As the head of the institution and a decision-maker am bound to be part of any decisions taken in school. The school has governance and management. I am obliged to see to it that they both function.

### **3. What role are you playing?**

**Responses from principal 1:** As a principal I am an accounting officer of the school. To see to it that school governance is under control. I have a responsibility of assisting SGB in differentiating between school governance and school management. At times you find that they overlap to management functions. This is the reason why I have to draw a line. I must also make appoint that there is stability within the SGB. Support educators' principals and staff professional functions. Raise funds for the school and to promote school's best interest and employee.

Principal 2: I have a responsibility of monitoring that SGB function properly, effectively and efficiently. I must see to it that they get resources as much as they need them when possible. I need to guide them to do proper governance of the school. Also, there was the need to make them to be aware of the difference between governance and management. In many instances I have noticed that SGBs don't differentiate between their role and management role. I have a responsibility of arranging internal training session to capacitate them more.

**Principal 3:** I am assisting SGB members with interpretation of policies, formulation and implementation of policies. I work together with Monitor and assist in organizing SGB meetings

#### **4. Can you briefly tell me what is expected of you?**

**Responses:** 1- As a school principal and ex-offio member of SGB it is my duty to monitor smooth running of the school working together with SGB. I am expected to make peace between all members of SGB starting from learner component to parent component.

**Principal 2: My responsibility is to work with SGB** for proper governance of the school, an ideal SGB is should understand the government policies and put the interests of the school first and therefore I am expected to instil that confidence to the SGB. The school struggles to develop progress without the support of the SGBs my responsibility is to make them aware of that and be always be there when meetings take place.

**Principal 3:** Assist in organizing meetings and provide resources they need for the meeting. To guide them in order to be able to achieve set goals of the school. I have to assist them in policy making, through organizing internal workshops and meetings within the school. As a principal I am expect to build a teamwork spirit within the members of SGB.

#### **5. Have you received any training related to your duties?**

**ResponsesPrincipal: 1!** - Yes for a short period we attended training but it was kind of helpful and fruitful although the time was very short. This means officials need to revisit time because not all SGBs can grasp fast.

**Principal: 2-** Yes through workshop organized by department but the problem I have was the period which was very and not properly organised for instance it was a short notice meeting which made some of us not to able to attend.

**Principal: 3** -Yes in a form of a workshop which was done by departmental official and the challenge was the duration. In our SGBs we have parent component and some of them are not learned this means they can't understand within a short time.

#### **6. What was the duration of the training?**

**Responses Principal: 1-** It was a two days workshop which was organised by Department of Education.

**Principal: 2-** It was a three day workshop whereby we were trained in some areas of finance.

**Principal: 3-** five days a workshop in nature for all SGBs. It was kind of very educational and assisted a lot.

### **7. Did you benefit from the training you attended?**

**Responses:** 1- Yes because I was not blank since am a principal I know quite a number of things in school governance and management. I have been managing school for so many years. I feel happy about training because functioning of SGBs depends on their motivation so at least the training benefited me even indirectly.

**Principal 2:**Yes because I had knowledge of school management. I benefited some new things especially that our department has new developments all the time it is important that one attended these training workshop.

**Principal 3:** As a professional I benefited since I already had knowledge of management and governance. I have been attending different workshops where we were taught how to work with SGBs as the principals. The training is helping us in terms of being united and working as a team.

### **8. What recommendations can you make concerning training of SGB?**

**Responses Principal 1:**The main role and responsibility of the SGBs is to assist the principal in administering and managing the school activities in order to promote the quality of education for learners therefore I recommend that they can be given enough training to assume those duties. Functional SGB should be trained so that they perform their function properly. The effectiveness of SGBs in schools depends on their level of understanding, capabilities and commitment, some officials tends to use much English when conducting workshops I recommend that for the benefit of literate Xhosa should be used as well.

**Principal 2:** The type of training offered to SGBs may be satisfactory if their roles can be clearly defined so as not to cause conflict between teachers, parents and learners. Level of education varies from semi-literate to illiterate therefore training should be user friendly in terms language used. The officials conducting training of SGBs need to plan time for workshops and be well prepared and add incentives such as meals and transport fee as these workshops are conducted at the beginning of the year when schools lack funds to provide for such necessities. I recommend that training on financial management and fundraising, should be considered seriously.

**Principals 3:** Recommend that SGBs should be given enough time for training preferable a month or two so that they understand their roles properly. Time or period for training should be extended so that a lot of things can be covered. I recommend that in the training sessions officials should use Xhosa as well in order to accommodate semi-literate and illiterate SGBs.

## **9. What challenges are faced by the members of SGB?**

**Responses Principal 1:** Education level should be taken into consideration when electing SGB members. Training is not properly done, implementation period is very short and the level of capacity is not considered. SGBs don't differentiate between governance and management. They overlap in that they take principals responsibility of managing school because of poor clarity on roles and responsibility.

**Principal 2:** SGBs have no proper knowledge of their roles and responsibilities as a result they do what is supposed to be done by principals. In rural schools level of education varies from semi-illiterate to illiterate. The use of English in workshops leads to SGBs losing interest and get drowsy during training. Sometimes workshops are postponed at the last minute.

**Principal 3:** SGB members do not differentiate between governance and administration or management so they overlap serving as a member of SGB?The government officials sometimes give confusing and contradictory information regarding SGB duties as a result some SGBs become over enthusiastic and get involved in professional day to day running of the school. Clarity on roles and responsibilities are not clearly defined which leads to overlapping.

## **10. Do you receive any kind of appreciation for serving as the member of SGB?**

**Responses Principal 1:** Yes SGB members show appreciation every time we have meetings they organize some motivational incentives which to me means that they appreciate.

**Principal 2:**Yes the community of the school always say verbal appreciation when we have parents meetings. The secretary of SGB organizes some incentives like meals as token of appreciation or motivation.

**Principal 3:** Yes, I feel very much motivated and appreciated through the word of mouth done by chairperson every time we have meeting, He always tell us that we are the pillars of the school and as a chair he feel honoured to work with this collective.

#### QUESTION AND RESPONSES FROM TREASURER

##### 1. How long have you been the member of the SGB?

**Responses Treasurer 1:** 20yrs although I have been holding different positions in different schools where my children are school. Lately I don't have children but am still helping.

**Treasurer 2-**mmm I think 5yrs in the SGB but in different positions, the term of SGB is 3yrs and now I am in term 2 of the office.

**Treasure 3:** 5yrs in the SGB, 2 yrs. in the treasurer; office. I was a secretary and now am a treasurer entrusted with funds of the school.

##### 2. Why were you elected to be the SGB member of SGB?

**Responses Treasurer 1:** Initially I had children who were schooling but later I was elected because of love of education I have. I am now in my last school hopefully. I feel unfit for SGB now it has been a long time.

**Treasurer 2:** I was elected in a general meeting by parents who discovered that I am having capacity to take manage finances and they trusted that I can to this job. I am running a business at home maybe they based their trust on that. This is not an easy job it needs a stable and sober person I believe.

**Treasurer 3:** I was elected because my kid is studying at that school. Parents elected me because they noticed my potential. Some knew me from other schools where I was also an SGB member and I use to lead fund raising teams. They trusted that I can be a good treasurer.

##### 3. What role are you playing?

**Responses Treasurer 1:** I am a treasurer who is responsible to safeguard resources of the school, monitor them and at the end of the day be accountable.

**Treasurer 2:** My role is to be in charge of school monies. I am one of the signatories who sign cheques. Monitoring of the school funds is my responsibility as well.

**Treasurer 3:** I am treasurer in charge of finances for the school. My role is to keep financial records, like statement from bank, deposit books, ledger and all other financial records. I am the signatory in school cheques.

4. Can you briefly tell me what is expected of you?

**Responses Treasurer 1:** I am expected to assist in safeguarding resources for the school such as purchasing of stationery, furnisher etc., I sign in cheques and monitor the funds outgoing and incoming monies. To safeguard these monies is also what is expected of me.

**Treasurer 2:** The signing of cheques is my responsibility. I am expected to co-ordinate the fund raising. Government doesn't have money and therefore as SGBs we need to have strategies of fund raising and therefore I am expected to lead the fund raising committees.

**Treasurer 3:** I am monitoring finances of the school and also assist in raising funds when needs be. I keep all records of finances for the school. I also assist in fund raising done by school. After raising those funds I am expected to safeguard them and monitor them.

5. Have you received any training related to your duties?

**Responses: Treasurer 1:** I received no training as such but a workshop but not specifically related to my duties but SGB functions generally.

**Treasurer 2:** I received informal training based on finances but I attended a workshop where all SGBs were invited and we were trained in some areas but not finances specifically. Few things were highlighted on how finances should be handled.

**Treasurer 3:** Yes I received training on finances but the period was very short especially for a person who is not familiar with finances. Most of the time treasures are parent components who does not know funds therefore we I need proper training.

6. What was the duration of the training?

**Responses Treasurer 1:** The duration was only 3 days' workshop but a bit fruitful in deed and it was opened my eyes.

**Treasurer 2:** The training was in a form of workshop and it took 2days and it did not meet my expectations.

**Treasurer 3:** The duration was 3 days in a form of workshop and therefore nothing much we obtained.

7. Did you benefit from training you attended?

**Responses Treasurer:** 1 I benefited even if it was just a workshop not pure training. There are new things which I benefited for example fund raising strategies.

**Treasurer 2:** I benefited from training although but to me it was not worth it because I am just a layman who does not really know anything about funds. I therefore still need to be trained more so that I can understand better.

**Treasurer 3:** I did not benefit as such but attending that workshop is better than staying at home. It is through that half a loaf is better than nothing. Yes but time was very limited

8. What recommendations can u make concerning training of SGBs?

**Responses Treasurer 1:** I recommend that all treasures should be trained because their position is very critical and sensitive. I am not familiar with monies I therefore wish that every time we should be trained so that

As SGBs we should be trained more. Many people get into financial crisis because of lack of knowledge I therefore need more training. I highly recommend training at least three times a year.

**Treasurer 2:** I recommend that level of education should be considered for treasurer position because it needs proper skills and understanding. To manage funds is very risky and this means that as SGBs we need to get proper training.

9. What challenges are faced by the members of the SGB?

**Responses Treasurer 1:** One of the challenges faced by SGBs is that the level of understanding is very low in some members' especial parent component and lack of resources. Management does not recognize other components of SGBs especially parent



component. They give us blank cheques to sign in fact they only talk to us or know us when they need our signatures. We lack capacity to manage funds and SGBs are very incompetent. There are no resources to run schools.

**Treasurer 2:** As SGBs we lack capacity to do our responsibilities. There is too much lack of competency amongst SGB members and there is scarcity of resources to perform function effectively. Sometimes there is no team work within SGBs.

**Treasurer 3:** The main challenge is lack of capacity, knowledge and understanding. There is no unity amongst other SGBs which result to inefficiency and non-functionality. There is no proper training at all except few days' workshops. Principals have a tendency of deciding alone and they undermine SGBs. Educators and other staff are not comfortable with SGB especially parent components.

10. Do you receive any kind of appreciation for serving as the SGB member?

**Response Treasurer 1:** Yes we are appreciated by school community. We are motivated with incentives such as payments for transport to meetings, meals and verbal appreciation.

**Treasurer 2:** Yes because every time we meet the word of appreciation is mentioned and we are given token of transport and catering and also invite us in school events and other activities.

**Treasurer 3:** Yes because we get token of appreciation every time we have meetings in the form transportation. The school also invites us to events and celebrations. During time of sadness they give support.

#### QUESTIONS AND RESPONSES FROM SECRETARIES OF SGB

1. How long have you been the member of SGB?

**Responses Secretary 1:** I have been in the committee for 2yrs

Secretary: Its 5yrs now I was an additional member before for three years and later re-elected for this position.

Secretary: I have been the member of SGB for 4yrs.

2. Why were you elected to be the member of SGB?

**Secretary 1:** I am an educator at the school and I was elected to represent educators in the SGB and then I was a given position of a secretary.

**Secretary 2:** I was elected in an annual general meeting to represent. They motivated selection by mentioning leadership skills they have notice.

**Secretary 3.** My child is schooling there and I was elected in a meeting because of the potential and skill discovered by parents

3. What role do you play as a **Secretary** in the SGB?

Response Secretary 1: I am the secretary of the SGB. I am writing minutes I organize venue for meetings and equipment to be used when there is a meeting. I start by organizing meeting together with chairperson.

Secretary 2: I write minutes of the meeting for SGB and also for parents or any special meeting. Keeping of records is also my role.

Secretary 3: I write down minutes during meetings and read minutes for previous meeting. I liaise with educators, parents and school management. I write invitations together with agendas of the meeting and give them to learners so that they give their parents.

4 Can you briefly tell me what is expected of you in terms of your duties?

Response secretary 1: I am supposed to keep relations between teaching staff, non-teaching staff parents and learners. It is my role maintains good relations between school and the society at large.

Secretary 2: I am expected to monitor the smooth running of the school that is teaching and learning. I have to make sure that the school finances, including the fund raising for school.

RESPONSES FROM THE SGB CHAIRPERSONS

1. How long have you been the member of SGB?

Response chairperson school A: It is my third year (from 2012 to date)

School B: Its one and a half year

School c: I have been the member of the school governing body for 3 years.

## 2. Why were you elected to be the member of SGB?

Response chairperson school A: It is because I have a child at the school. Parents elected me in a general meeting to represent them in the governing body for the school.

Chairperson school B : Parents of the school community saw that I have a potential of being the chairperson. I also have a child who is schooling there.

Chairperson school C : My child is a learner and there was a general meeting whereby SGBs were elected and therefore parents elected me. I think they noticed potential and leadership skills I have as the meeting takes place. I have noticed that one you ask so many questions people have a tendency of thinking that you can be elected.

## 3. What role are you playing?

Response chairperson school A: I am the chairperson of the SGB; therefore I give support to the school management team. I am a link between parent component and the school.

Chairperson school B: I am the chairperson of the governing body. I am working closely to the principal in terms of school governance. It my duty to organise meetings and chair them.

Chairperson school C: I am the chairperson of the school governing body who seats for SGBs meetings, control them, organise them and co-ordinate everything regarding school governance.

## 4. Can you briefly tell me what is expected of you?

Response chair school A: As SGB, one of the task is to formulate school policies. Policy in the school situation usually means some general plan of action designed to achieve particular goal at the school. It may contain guidelines on how persons are going to exercise their power and make decisions. School policy therefore serves as a guideline or general plan for making management to reflect the schools' value system.

Chairperson school B: To be the advisor to the school principal, to organise meetings for SGB. To formulate school policy and implement, because, if you don't implement your decisions that is a problem. As a chairperson you are a decision maker therefore am part of people making decisions for the school.

5. Have you receive any training related to your duties?

Response from chair school A: Yes I received training in all aspect that lead to the improvement of the school goals such as the functionality of school committee e.g. admissions,finance,discipline and so forth.

Chairperson School B: Yes I received training in school governance even though it was in a form of a workshop and very short period than we expected or thought.

Chairperson School C: No I never receive training for the duties I am doing. I was trained in fact I attended workshop only but some of the things we are supposed to be doing as SGBs were highlighted.

6. What was the duration of the training?

Response chairperson school A: The duration of SGB training took a minimum of five days (5 days)

Chairperson School B: It took about 3 days and it was done exactly after we have been elected.

Chairperson School C: I never attended training.

7. In our training we benefited many things, where we learn more about the law, its role purpose in education. I also learn about the sources of law because this tells us where the law is found, where the law is derived and how it is made.

Chairperson School B: Yes I benefited because before that training I knew nothing about leading the group because I was never a chairperson before let alone the duration, meaning that if we can be given more time it will be much better.

Chairperson School C: I never attended I only benefited from other training which were not related to what I am doing currently that is to be the chairperson.

7. What recommendation can you make concerning training of SGB?

Response chairperson school A: Time for training must be increased group must be divided so that groups can small in order to give them individual attention. Training period should be extended it is very short. I recommend that all SGBs should be trained at least three times a year.

They should be trained before they start their duties and language to be used considered for example some members especially parent component does not understand English.

Chairperson School B: My problem is the duration of the training which makes not to grasp a lot therefore I recommend that duration of training should be taken into consideration. Xhosa should be used in workshops to accommodate everyone. We must be given constitution so that we familiarize ourselves with it even when we are home.

Chairperson School C: All SGBs should be trained. We kind of find ourselves not knowing what to do exactly because roles are sometimes

We must be given proper training.

#### 8. What challenges are you faced with as the member of SGB?

Response chairperson school A: Training period is very short which makes us not to understand everything we are taught.

I have a challenge of parents who do not attend meetings but they want everything to be done smoothly. Educators have a tendency of undermining parents in a meeting which offends me a lot. Scarcity of resources is one of the challenges in our schools.

Chairperson School B: Firstly I am not really clear or sure about my exact role. I need more training so that I work properly and happy. Educators are fine working with us as parent components; they have a tendency of undermining us. Most parents don't attend meetings and they are not paying the school monies. When we (SGB) suggest fundraising activities there is no co-operation.

Chairperson School C: I suggest that SGBs should be given enough training. To work with educators and learners it is a challenge because we are not in the same par. There is lack of resources in my school. Learners these days are not disciplined and that is a big challenge. We have to talk to them and their parents fight with us. Training is of vital importance so it is

a challenge to start working without being trained I therefore suggest that government should take note of that challenge.

#### QUESTIONS AND RESPONSES FROM NON-TEACHING

##### 1. How long have you been the member of the SGB?

Response from school A: I have already served for five years

School B: I have two years' experience

School C: No response

##### 2. Why were you elected to be the member of SGB?

Response from school A: My constituency (non-teaching staff members) believed that I had capacity to take ideas into consideration when managing the school.sc

School B:I was elected by other employees to represent them into the SGB so that they are part of the school community

School C: no response

##### 3. What role is you are playing?

Response from school A: I am responsible for school environment conducive to good learning. Cleaning, gardening and the welfare of non-teaching staff.

School B: I am serving as an additional member so meaning to assist wherever there is a need. I help in compiling minutes for previous meeting together with secretary when needs be.

##### 4. Can you briefly tell me what is expected of you?

Response from school A: I am expected to be compliant with vision and mission of my institution and know all the policies and guidelines promulgated by state.

School B: As I have mentioned that I am an additional member I assist in all areas. What is important is for me to be always flexible and alert. This helps me a lot because I learn much.

##### 5. Have you receive any training related to your duties?

Responses from School A: Yes I did attend training although it was just a workshop for all SGBs not specifically for what I am doing.

School B: No training except attending workshop only. That was done after we were elected once.

6. What was the duration of the training?

Response from school A: It was a one day workshop

School B: The workshop I attended took 3days

7. Did you benefit from the training you attended?

Response from School A: Yes it was fruitful, although it did not cover all the aspects pertaining to school governance. For example nothing was done which have to do with finances and fundraising strategies.

School B: Since it was a workshop I gained a lot because many governance areas were discussed. Initially I knew nothing about school governance at least now I can do anything that is allocated to me.

8. What recommendations can you make concerning training of SGBs?

Response from School A: I recommend that all members should be sent for training on school management on disciplinary procedures, finances, recruitment and interviews, employee assistant programmes and the importance of disciplinary code at the workplace.

School B: All SGBs should be trained so that they can be effective and efficient that is what I can recommend most. If we are given proper training we become inefficient. We end up not attending meetings because we feel that we are not equipped enough. Some of us never work so we are not exposed. We are not fit even to ask questions because we don't know a lot.

9. What challenges are faced by the members of the SGB?

Responses from school A: Management does not recognise our advices in our capacity as SGBs as they know that we occupy junior position in the work situation.

Many of staff members are professional teachers and they do not expect a non- teaching person to submit management ideas.

Senior manager sometimes assumed that his work is being undermined and decide to do things in his or her own way without listening to other people's views.

School B: Incapacity is the major challenge. I feel that if we can be capacitated enough that would be better. Education level should be considered when elections are done. Lack of training makes us to be reluctant to do our duties. Educator component undermines parent component. Principals have a tendency of deciding alone.

#### RESPONSES FROM EDUCATOR COMPONENT

1. How long have you been the member of the SGB?

Response from school A: I have been a member in the SGB for 9 years.

School B: 3yrs

School C: No response

2. Why were you elected to be the member of SGB?

Response from School A: I was elected because I am innovative outspoken, a person who believes that straight talk breaks no friendship.

School B: I am staff member so according to the school's Act educators should represent. School C: No response

3. What role are you playing?

Response from School A: I am the deputy chairperson of the SGB so I chair meetings of the SGB in the absence of the chair.

School B: My responsibility is to see to it that SGB perform their functions accordingly. To be of assistance in the SGB generally. I am an additional member As well.

School C: No response

4. Can you briefly tell me what is expected of you?

Response from School A: I am expected to chair the meetings. To give directions and assistance in the SGB and in the staff meetings; to do all functions done by chairperson.



School B: I am expected to do all activities that are done by SGB. I am representing educators in the SGB. When they have ideas and concerns is the one who liaise with SGB or management of the school.

5. Have you receive any training related to your duties?

Response from school A: Yes in the form of workshops run by the department of education.

School B: Yes but it was a workshop and it was conducted by private company.

School C: No response

6. What was the duration of the training?

Response from School A: It was a week in every year

School B: It took 3 days in a form of a workshop not specific training.

School C: No response

7. Did you benefit from the training you attended?

Response from School A: I benefited because they taught me many things such as the difference between SGB and management, the constitution of the SGB. How to work with the School Management Team without conflicting or quarrelling with it.

School B: Yes I did because before the workshop I knew nothing about school governance except going to class and teach learners.

School C: No response

8. What recommendations can you make concerning training of SGBs?

Response from School A: People must get the SGB to serve and add value in the school without expecting to benefit.

School B: I recommend that training of SGBs is very important and therefore duration of training should be extended and everyone should be catered for in terms of language use.

School C: No response

9. What challenges are faced by the members of the SGB?

Response from School A: When you are a teacher, other teachers think that whatever they proposed or suggest to the SGB you must support it because you represent them in the SGB. They don't know that you become an SGB member that looks all the interest of the stake – holders.

School B: I am not familiar to work with parents. Poor training or short period of training. Time for meetings clashed with time for classes which makes me to miss my class sometimes. Resources are can be scarce at times which are a challenge to school.

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24 November 2014

This is to confirm that I have edited the thesis, “An Assessment of Training needs for School Governing Bodies in selected Eastern Cape Schools”, by Bongeka Nosisi Kauleza, student number 210233656.

Yours sincerely,

A handwritten signature in blue ink that reads "D Collins". The signature is written in a cursive style.

(Ms) Deanne Collins (MA)

**Professional Editor**