

**LEARNER INVOLVEMENT IN SCHOOL GOVERNANCE AS AN ASPECT OF
SCHOOL MANAGEMENT: IMPLICATION FOR WHOLE SCHOOL
DEVELOPMENT.**

by

LIZAN THABI MABENA

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Supervisor: Dr KC Moloi

Co-Supervisor: Dr R Mestry

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DECLARATION

I the undersigned declare that this dissertation for Master's Degree in the faculty of Education and Nursing at the Rand Afrikaans University, has not been previously submitted by me for a degree at this or any other university. Material contained herein has been acknowledged.

SIGNED



L.T. MABENA



UNIVERSITY
OF
JOHANNESBURG

DEDICATION

I dedicate this dissertation to my husband April Setshaba and my children Zakhele and Pumla.



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SINOPSIS

Hierdie navorsing het die betrokkenheid van leerders in die skool ontwikkeling ondersoek. Die betrokkenheid van leerders in skool ontwikkeling is 'n noodsaaklike aspek van heel-skool ontwikkeling.

In die ou paradigma was die bestuur van skole hoofsaaklik die doel van die prinsipaal. Die veranderinge wat in 1994 plaasgevind het, het gewys dat bestuur van skole demokraties moet wees. Nie die prinsipaal alleenlik moet die belangrike taak van onderwys vervul nie. Die Suid-Afrikaanse skole wet verskans die reg van ouers, leerders en opvoeders tot die bestuur van skole. Leerders is venote met ander lede van die skool en is nie in beheer van die skool nie. Hulle moet aktief aan die besluitneming deelneem en moet die geleentheid hê om oor hulle probleme te praat.

Die Verteenwoordigende Raad van die leerders moet die belange en menings van die leerders in die skool verteenwoordig. Daar word verwag dat die prinsipaal en beheerliggaam leerders sal ondersteun en beskerm. Samewerking tussen alle rolspelers is noodsaaklik. Verontregting van die een deur die ander is onaanvaarbaar. Dit impliseer dat die ontwrigting van skole onaanvaarbaar is.

Daar moet 'n verhouding van wedersydse vertrouwe en respek tussen leerders en die beheerliggaam wees. Dit impliseer wedersydse respek en insluitend respek vir mekaar. Die navorsing argumenteer dat die betrokkenheid van die leerders in skole steeds onbevredigend is. Dit bly egter 'n probleem indien leerders nie ten volle aanvaar, of betrokke is nie om hul rol goed uit te voer. Dit het 'n negatiewe impak op die effektiewe bestuur van skole. Slegs wanneer die waarde van die betrokkenheid van leerders aanvaar word deur die ander lede van skole, sal skole ten volle ontwikkel.

In hierdie studie, maak die navorser gebruik van 'n vraelys om data intesamel. Die vraelys is versprei onder opvoeders in Sekondêre Skole om hulle persepsies ten sake betrokkenheid van leerders in die skool bestuur, vas te stel. Die bevinding is bespreek en word in hoofstuk drie van hierdie verhandeling weer gegee.

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CHAPTER 1

BACKGROUND AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

In 2001, the principal of Botoka Secondary School in North-West province was attacked by learners and the members of the Representative Council of Learners (hereinafter called RCL). The learners alleged that the principal had been involved in corruption, sexual harassment and sales of progress reports (City Press, 1 January 2001:4). They also voiced their dissatisfaction about the management style of the principal. As a result of these incidents, they boycotted classes, grounded teaching to a halt and started throwing stones at the school. Amidst a great deal of controversy, police had to be called in for intervention (City Press, 1 January 2001:4). Based on the above-mentioned scenario, it appears the RCL members experience difficulty in controlling students due to insufficient knowledge of governance. They also seem not to be fully conversant with their roles as governors of the schools. This could interfere with the management and effectiveness of the high schools if the problem is not addressed.

In the last few years, similar incidents have been reported in many schools. All these incidents brought about hot debates on the legal role and authority of the learners particularly the RCL members in the governance of schools. In light of the above, the purpose of this study is to investigate the involvement of learners in governance as an aspect of school management. In an attempt to tackle this issue the following aspects will be dealt with: (i) background to the problem; (ii) statement of the problem; (iii) the aim of the research; (iv) the demarcation of this research and (v) clarification of concepts.

BACKGROUND TO THE PROBLEM

The researcher argues that it seems as if learners are not clear about what their role is in school governance. In many cases dealing with matters of professional

management, the decisions taken by the school principal were sabotaged by the learners. (Sowetan, 24 May 2002:2). Van Dyk (1997:188) has found that when there is lack of clarity on the precise requirements of the role, the learners become unsure on what to do with regard to school governance.

The involvement of learners in school governance is brought about by the current dynamic change which South African education system is undergoing. The birth of democracy in 1994 opened the gates for shared governance. The struggle for shared governance entered the education terrain in the 1990, after the unbanning and the release of political prisoners (UNISA National Students Representative Council, 1996:2). The idea of shared governance seems to be welcomed by most people including the political parties. (The African National Congress (1996:1).

The African National Congress (1996:2) (hereinafter called the ANC) believes that democratic governance is key to the transformation of apartheid education. The belief of ANC is congruent to the South African School Act No. 84 of 1996 (hereinafter called the Act) which enshrines the legal establishment of school governing bodies accommodating parents, educators, learners in secondary schools, non-teaching staff and the principal as ex-officio. The Act has not only brought about fundamental changes in the establishment of school governing bodies but has radically provided for a uniform governance on how schools should be managed. The Act did not specify the role that learners should play in school governance. However, the role of learners as school governors is embedded in the functions of the entire school governing body.

The need to involve the learners in school governance is also based on the notion that these learners played a major role toward the liberation of the country. This is evidenced in the words of Steve Biko that: "Blacks were all out to completely transform the system and to make it what they wished" (Thompson (1990:212). Biko's words became true when the old form of the undemocratically elected school committees, which were hierarchical and authoritarian in nature were dismantled. Decision making powers have mainly resided in the school

principal, hence, school committees were seen as serving the needs of the principal rather than those of the school.

The ANC (1996:96) has found that there was a lack of control within the said committees as evidenced in the unquestionable powers that were vested upon the principal. Blase & Blase (1997:3) support the view of the ANC by saying that the principals have relied entirely on personal leadership rather than on working collaboratively with other people in delegating authority.

Nevertheless, it was not only the autocratic role played by the principals within the school committees that prompted the involvement of learners in school governance. Other vehicles, which brought about changes in school governance were the formation of the student movements such as the congress of South African students and the Azanian students organization. All these movements which can be traced back from 1976, fought for a common idea, which was the redress of the imbalances in education. The question that needs to be asked is whether the involvement of learners in shared governance will be a success in practice.

Based on the stated background, it appears as if the youth of South Africa struggled hard to have a say in school governance. What now follows is the statement of the problem.

1.2 STATEMENT OF THE PROBLEM

From the foregoing introductory remarks, an attempt to elucidate the rationale behind the involvement of learners in school governance has been made. The learners were not given the latitude to have a say on how schools should be governed. Although the involvement of learners in school governance was seen as a democratic aspect of school improvement (ANC, 1996:3), it has come to the researcher's attention in her capacity as ex officio of the School Governing Body, that the majority of learner governors do not understand their responsibilities as far as governance is concerned. They also appear to be

unconcerned about the issue pertaining to the governance of the schools. It seems as if a search for innovative ideas on how to govern a school effectively is not a problem to these learners. If questioned about their roles and responsibilities in making effective schooling, the response become political rather than educational (Thomas, 1983:7). It appears as if they have difficulties in making a clear distinction between educational and political issues.

These learners involved in governance seem not to be knowing about transformation. They appear not to understand how the mechanism of transformation should take place in schools. They seem to have confusion over what democracy, transparency and confidentiality means.

Some lack knowledge of their legal status in school governance. The lack of knowledge is evidenced in a series of ongoing destabilisation of schools, which can be traced back from 1976 (Christie, 1998:283). Although much research has been carried out into the way in which school governing bodies operate, none of these research has addressed the issue of the involvement of learners in school governance as an aspect of school improvement.

In light of the above discussion, it seems that the research problem of this investigation can be consummated in the following question:

How will the involvement of learners in governance contribute towards whole school development?

It can be condensed by means of the following questions:

- What is the role of learner involvement in school governance?
- How can learner involvement in governance enhance whole school development?
- How can learners be empowered to play their role successfully in governance?

1.3 THE AIM OF THE RESEARCH

In the light of the problem formulated above, the general aim of this research is to:

- investigate how learner involvement in governance as an aspect of school management can contribute toward the improvement of whole school development.

In order to achieve the general aim, the specific aims are to:

- clarify and describe the learner involvement in school governance; and
- identify and describe strategies for learner involvement that can be used to enhance learners for whole school development. The methods to be used in this research will now be discussed.

1.4 RESEARCH METHODOLOGY

Macmillan and Schumacher (1993:8-9) define research as a systematic process of collecting and logically analysing data for some purposes. Methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem (McMillan and Schumacher (1993:9). Research method is systematic and purposeful. Procedures are not haphazard activities; they are thoroughly planned to yield data on a particular problem.

In the investigation of learner involvement in school governance, a quantitative approach is employed. According to Booyse (1993:14) the researcher in quantitative research works in a descriptive explanatory way and strives to make universal statements. The researcher shows a distinct preference for exact concepts; for instance, concepts that may be quantified by means of scales and indices. Vockel (1995:452) agrees that the researcher in quantitative research assigns scores to data collection process and uses these scores as a basis for comparison. Data collection is done by means of quantitative methods and data analysis is usually performed by means of descriptive and inferential statistical techniques (Booyse, 1993:14).

1.4.1 Literature review

A review of literature is done in order to provide theoretical framework of the research. Primary and Secondary sources are consulted.

According to Barbie (1992:104) literature review is a strategy of finding out what others have said about a topic and adding more understanding of a selected topic. Study of relevant literature is an important component of all educational research and provides a framework for establishing the importance of other studies that are closely related to the current study (Creswell 1994:21). It is hoped that the review of the relevant research literature on learner involvement will assist in investigating the importance of learner involvement in school governance as an aspect of school management.

1.4.2 Empirical study

In order to supplement the literature study, the empirical study will be conducted. The findings from literature survey and from the empirical investigation will be used to make recommendations to assist the school managers to acquire knowledge on how to involve learners in school governance as an aspect of whole school development.

Apart from questionnaires, the literature survey will be used to elucidate learner involvement in school governance as an effort to find out how the involvement contributes towards whole school development.

1.5 DEMARCATION OF RESEARCH

This research is restricted to the secondary school's governing bodies in District North 1 in Gauteng Department of Education as they encompass learners in their governance. This is done by means of population sampling. The researcher

draw a sample from the population, that is, the entire governing bodies of schools selected in District North 1. In order to draw valid conclusions, Booyse (1993:52) maintains that the sample must be representative of the whole population; meaning that it must show the same characteristics as the population. The following stakeholders, namely, the principal, teacher governors and learner governors as members of the school governing body are selected and furnished with questionnaires for response. Thereafter response received from the sample will be analysed.

It is believed that this research will make a contribution to the ongoing research of shared governance in school. It will also try to address the dilemma of change in school governance faced by all stakeholders within the governing bodies of the school.

1.6 CLARIFICATION OF CONCEPTS

1.6.1 Learner involvement

A learner is defined according to the School Act as any person, who receives education in terms of the Act. For the purpose of this research a learner shall refer to the secondary child who is officially enrolled at a school, in a level not lower than the eighth grade. Involvement means being together or being engaged educationally (Van Rensburg and Landman, 1988:379). Kruger and Van Schalkwyk (1997:148) define involvement as the active participation of a person in the whole institutional life of the schools.

Based on the above definitions, learner involvement will mean active participation and engagement of the learner in school governance.

1.6.2 Governance

There are as many definitions for the term governance as there are authors. Oldroyd, Danuta and Poster (1996:27) define governance as the legal process of

governing or taking responsibility for an organisation.

According to Section 3.2 of the School Act governance refers to the determination of policy by which the schools are to be organised and controlled. It is also imperative that such policies are carried out effectively in terms of the law.

The Oxford Dictionary (1998:515) define governance as the activity or manner of governance. For the purpose of this research, the term “governance” shall mean policy determination.

1.6.3 School management

Badenhorst and van Schalkwyk (1995:1) define a school as an institution serving the needs of the community by educating and preparing its members and especially its non-adult members for the demand of adult life. According to Squelch and Lemmer (1994:10) management is defined as the process of planning, organising, motivating and guiding.

Kruger and van Schalkwyk (1993:132) maintain that management in the school involve a large number of actions which are not necessarily carried out in a certain order and which are not independent of or isolated from one another. Whilst Old-royd et al (1966:40) maintain that school management is about structures and procedures, Hargreaves and Hopkins (1991:17) argue that school management has something to do with people rather than structures. Therefore, in this case, school management can be explained as the process of planning, organising and giving guidance to the people within the institution called a school.

1.6.4 Whole school development

Whole School development refers to a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in schools with the ultimate aim of accomplishing educational goals more effectively (Hargreaves

and Hopkins, 1991:117).

Whole school development is about the change for the better, which entails an improvement in the performance of the school. It is about changing the culture of the school. It has something to do with being clear about what the aims of education are and dealing with change. Whole School development also means making practical plans to achieve the vision of the school and to have partnerships with all stakeholders within the school to improve facilities at the school. (School governance starter pack, 1997:51).

1.7 DIVISION OF CHAPTERS

Chapter one gives the background and orientation of this study.

Chapter two focuses on the literature review concerning the study to be undertaken. It will also make an attempt to provide a context for a discussion on involvement of learners in school governance.

Chapter three outlines the research methods and designs used for this study.

Chapter four focuses on the findings of the research.

Chapter five includes a brief summary of the study and the evaluation of the research, its implications and recommendations.

1.8 CONCLUSION

The involvement of all learners in school governance has been an issue of interest for the past years. The old education system did not allow learners and teachers to have a say in school governance. The liberation movements including the students' movement brought about changes. Notwithstanding the right of these learners to participate in the democratic governance of the school, the question that still needs to be addressed is whether these learners are aware of their roles and limits in governance.

This research will try to establish as to whether learner governors know of their rights, roles and limits in governance. Although the involvement of these learners is geared towards the improvement of schools, evidence leading to the improvement thereof, is not enough. However, through literature study, chapter two of this research will try to highlight more on the involvement of learners in school governance as an aspect of school management.



CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The involvement of learners in school governance is based on the principle of democracy, equity and redress. The literature reviewed in this chapter, demonstrates that, for effective teaching, learning and management, learners should be involved in school activities, which will help develop the school wholly.

Nasr (1994:3) sees the education of learners as a joint responsibility of all stakeholders in the school community. It has always been the responsibility of the principal and educators to handle the affairs of the school while the learners were being ostracised in the matters pertaining to their education.

To facilitate a better understanding of the learner involvement in the management of the school as an implication for whole school development, it is important to take a look at what the role of learners in bringing about school improvement is all about.

In chapter one, it has been indicated that the researcher as ex-officio of the school governing body, is deeply concerned about the lack of concern from the side of learners on how to govern their schools effectively so as to bring about improvement in education. The focus of this chapter is to review selected literature that deal with the learner involvement in governance as an aspect of school management. The exact meaning of involvement and what learner involvement entails will be discussed.

This chapter focuses on the key elements of democratic school governance versus reality. It also presents an overview of the legal nature of the school governing bodies, the representative council of learners and the legal status of minors in school governance. The researcher will establish the in-depth of the role of learners as an aspect of whole school development. The attitude of the principals, educators and the members of the community toward the involvement of learners in governance will be highlighted. Finally, the learner participation in school management will be critically analysed.

2.2 LEARNER INVOLVEMENT

The noun involvement has got many synonyms such as participation engagement, dedication and inclusion. All these terms or synonyms are recognised in this study. According to Hornby (1995:630) the verb "involve" means to make somebody take part in an activity, whilst the noun "involvement" refers to the action of being involved. Throughout the whole discussion the term involvement and participation will be interchangeable.

Based on the definition above, learner involvement refers to an active relationship between the learner and the members of the whole governing body and school management team, where the learner is willing to make sacrifices in pursuit of the school's goals. It also represents a state in which a learner feels strongly drawn to the objectives, values and goals of the school as a whole. In other words, learner involvement goes much deeper than mere membership of a school governing body or the Representative Council of Learners. Learner involvement encompasses commitment, in the sense that it shows willingness from the side of a learner to make bigger effort on behalf of the school.

According to Badenhorst (1995:60) the pupil leaders or learner governors should become involved and responsible for the management of certain aspects of the school's organisation. Learners might involve themselves by doing their school work as prescribed. Parents attend school as envisioned in section 3 of the School Act. Lindsay (1983:207) emphasises the importance of parental involvement in the education of a child. For involvement to be meaningful, all various members of the school governing body must work collaboratively to achieve a common goal, which is the development of the whole school.

2.3 WHAT IS WHOLE SCHOOL DEVELOPMENT?

Whole school development is a quality assurance process that promotes school improvement and provides educational direction for future planning (Guidelines for school development, 1998-2001). It is also a process that allows the school community to comment on how it perceives the school in meeting the needs of the learners and to set future directions. The process seeks to meet the collective needs and the aspirations of the broader community (Squelch, 1998:103).

Nasr (1994:11) points out that whole education which has something to do with whole school development, is a new direction, an approach; it is a new educational mind set - a way of thinking and a process that deals with knowledge, skills and attitudes. Whole school development is also about change for the better and improvement of the school (school governance starter pack - resource for school governing members, 1997:51). The whole school development has a purpose. According to guidelines for school development (1998-2001) the purposes of school development are to:

- encourage whole school community involvement in planning for and improving student learning;
- provides means for schools to be accountable to their school community and to government; and
- enhance public confidence in individual schools and the system as a whole. .

Having discussed what whole school development entails, it is imperative to take note at what the role of learners in bringing about school improvement is all about.

2.4 THE ROLE OF LEARNERS AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT

2.4.1 A healthy working relationship

Learners have an important role to play in school management and governance so as to bring about a healthy working relationship. Mullins (1994:496) is of the opinion that a healthy working relationship in an organisation is based on teamwork. To achieve the goals of the healthy working relationship, the learners have to work in a

co-ordinated manner with other governors in order to develop the school wholly. The role of learners in bringing about a healthy working relationship can be traced back to the legal role of the RCL. Prior to giving a detailed role of RCL in governance, it is imperative to give a succinct discussion on the legal background of this council.

2.4.2 The legal background of the representative council of learners

According to the Guide for representative council of learners (1999:11) RCL is defined as the official body made up of learners elected by their fellow learners to represent all the learners in Secondary schools. This body is constituted in accordance with the School Act. Each class, elects by secret ballot, one male and one female representative to the RCL.

In case of a single sex school, only one representative per class is elected. It is the duty of the RCL to elect the learners who must serve on this school governing body. It is also important to note that learners who are elected to the school governing body need not necessarily be members of the RCL (Guide for representative council of learners, 1999:9).

Having discussed the legal background of the RCL, the role and functions of this council will be discussed.

2.4.3 The role of learners in school management.

The role of learners in bringing about school improvement cannot be over looked. These learners have a special task and role to accomplish as leaders of the school. The purpose or role of RCL is to afford the learners an opportunity to participate in school governance, in appropriate decision-making and in policy making (Badenhorst 1995:71). It also enables the learners to contribute towards the improvement of school climate.

The role of learners is further seen as to built unity among learners, to address the needs of the learners and to keep learners abreast about events in the school community. Further more, it is their role to communicate the needs of the learner

body through their representatives on School Governing Body, to assist other governors in discharging their duties and to develop a code of conduct for learners in the school. (School governance, guide for establishing school governing bodies:xxiii). It is also their role to form an essential link between the learners they represent and the school management team. Such a link, will enhance the whole school development.

2.4.4 The role of learners in the formulation of school-policy

A policy is defined by Brophy (1998:7) as a general plan of action, which is designed to achieve a determined goal. As stated in the afore-mentioned paragraph, the purpose of involving learners in governance of the school is to afford them an opportunity to participate in policy making so as to achieve a determined goal (Badenhorst 1995:71).

Prinsloo (1996:19) support the idea of Badenhorst that learners should be encouraged to participate in discussions of policy matters affecting them (learners). This is because the school without a policy is like a ship sailing without proper direction. As co-workers with other stakeholders, the learner governors should fully participate and exert themselves in policy making because the future of the school depends largely on effective policy making (Poston, 1994:35). The purpose of the policy is to introduce change, regulate activities and implement new ideas.

Section 6 (3) of the School Act gives a highlight of the range of areas in which the school governing body, can participate in order to assist the school to develop policies. The governing body may determine the length of the school day, language policy, rules about religious observance and code of conduct for learners. This is to say, the learners should know the goals of the policy the school want to achieve.

Learners should also take note that proper consultation in the making of policy is necessary. They may ask for assistance or advice of others in carrying all their (learners) tasks. But the law does not allow them to waiver their responsibility of being part of policy makers to other people. One important aspect that cannot be overlooked

is the implementation of the formulated policy. Badenhorst (1995:10) points out that the policy, which is not implemented, is of no value. As no policy is static, all policies should continuously be critically examined (Ibid, 1995:12).

2.4.5 The role of learners in decision-making

Decision-making is the central feature of the school success. As governors of the school, learners have a special role to play in the decision-making of the school. They should view decision-making as the integral part of planning process. They should also look at the decision-making process that can assist them in making the best decisions and get the best solutions for their problems.

Learners can achieve the best solutions if they follow the correct steps of decision-making. But, a common and glaring problem at this time is that some learner governors still do not know the best steps to be followed when making decisions. However, the Guide for RCL (1999:17) provides the following five steps that can be followed by learners in the decision-making process:

- Identify a problem by distinguishing a problem from a person.
- Identify possible solutions by brainstorming exercise. Brainstorming is a group process to obtain a large number of ideas in a short time.
- Choose the solutions. The best solution is not always the easiest solution, but the best way to solve the problem.
- Implement the solution. According to Ivancevi and Matteson (1996:532) any decision is more than an abstraction if it is not implemented and it must be implemented in order to achieve the objectives for which it was made.
- Evaluate the situation. Learners should be able to check whether the decision taken is correct.

In order to follow correctly the above steps, learners will need to work with other partners in school governance. The idea of working together is supported by Moloi (2002:61) who asserts that learners cannot function alone, because the world is a web of interconnections. Therefore, learners should be encouraged to participate in decision-making. Moloi (2002:61) further believes that learners can begin to see reality through the eyes of others and open new perspectives for themselves if they participate in good decision-making. Good decision-making lead to disciplined schools.

2.4.6 The role of learners in discipline

According to Du Toit (1991:44) the role of learners is to make an important contribution to the maintenance of order and discipline within the school. Learners by virtue of their legal position in school governance should be involved in spheres of governance including discipline. Dekker and Lemmer (1993:239) postulate that discipline is important for maintaining order and harmony. The assumption is that where there is good discipline, a healthy relationship exists between the learner governors and the school management team. Granted good discipline can promote acceptable behaviour.

For schools to promote acceptable behaviour, it is of paramount importance to have a discipline policy. According to Squelch and Lemmer (1994:42 - 45) a policy for school discipline should spell out the following matters:

- objectives of discipline;
- clear expectations to be made of learners;
- measures for implementation of policy; and
- guidelines for disciplinary measures.

In order to achieve this, the school authorities should involve learners in matters pertaining to discipline. If learners can be allowed to have a say in the discipline policy, it will be easy for them to implement it as owners of the said policy.

Having outline the role of learners in discipline, it is important to discuss the legal nature of a school governing body.

2.5 THE LEGAL NATURE OF A SCHOOL GOVERNING BODY.

Cronje (1994:9) realises that under certain circumstances, an association of person must itself be recognised as a legal subject. Such an association to which legal subjectivity is granted, is known as “juristic person”. For the purpose of this study, a juristic person shall refer to the public school.

Against this background of South African law, section 15 of the School Act, legalises the existence of the school governing body by emphasising that “every public school is a juristic person”. According to the South African law, a juristic person must always act through its functionaries (Cronje 1994:19). For example, in the case of a school, the governing body acts on behalf of a juristic person, that is, the school. The school in this case, cannot participate in the law to the same extent or manner as a natural person does. This means that, the school can only act through its governing body. On this basis, there may be grounds for arguing that the composition of a governing body is prescribed by law and that it may be dissolved only under prescribed circumstances.

In the light of this discussion, it is clear that the governing body is legally bound to perform its duties within the legal authority (*intra vires*). It cannot act beyond the given legal authority (*ultra vires*). The governing body excluding learners; can bind itself in contracts, sue or be sued. This notion is supported by section 16 of the school Act, which vests the locus of control upon the entire governing body. This body stands in a position of trust toward the school. This means it shall have to exercise its duties in good faith, by serving loyally before the school and the department of education.

2.5.1 Governance versus Management

Section 16 (1) and (3) of the school Act draws a distinction between governance and professional management. It assigns governance to the school governing body whilst the professional management is left in the hands of the principal of the school. It is important for all governors to be well versed with this distinction.

In order for the governing body members to discharge their tasks competently and to govern the school in a legally sound manner, it is expected of them to have the minimal knowledge of education law, labour law and the bill of rights as enshrined in the constitution of the country (Squelch and Bray, 1996: 72). The principal as *ex-officio* of the school governing body must assist the governors to acquire such knowledge. For principals to be able to assist the governors with such knowledge, they should first have a sound school management.

Squelch and Bray (1996:73) define the legally sound management as all managerial tasks that have to be performed within the framework of law. The open-ended question that needs to be looked into, is whether most of the principals do have a legally sound school management.

It is important to remember that the governing body encompasses the learners. It is therefore necessary in the following paragraph to discuss the legal capacity (status) of a learner in the governance of the school.

2.5.2 The legal capacity (status) of a minor in the governance of the school

The word status is from the Latin verb "stare" which means the stand (Church 1997:15). For this discussion, status will mean standing in the law. Status is imposed by the law. The most important factor which, determine a person's status is, amongst others, age.

According to the law of persons, a minor is a person under the age of twenty-one. For the purpose of this study, a minor will refer to a learner who is a member of the RCL and the one involved in school governance. A minor has the limited capacity to act and cannot enter into valid binding contracts without the consent of a parent or a legal guardian (Cronje, 1994:28).

In the light of the above discussion, the legal limitations of learners in school governance will be discussed.

2.5.3 The legal limitations of learners in school governance

Section 32 (1) of the School Act purport the notion that a learner governor may not contract on behalf of a public school. As a minor, the learner has the limited capacity to act. Section 32 (2) indicates that the learner governor may not vote on resolutions of a governing body, which imposes liabilities on third parties or the school. The white paper 1995: states it categorically that it would not be appropriate for learners to participate in the discussion pertaining to contracts of performance of currently

employed staff. This is because the contracts of educators have a legal binding character.

Section 32 (3) further asserts that the learner governor incurs no personal liabilities for any consequence of his membership of the governing body. The understanding here is that when the governors enter into contract which impose duties upon them, (Cronje, 1994:80) points out that the child (learner) will not be liable in a contract. Only the major governors will be held liable. When the governing body is being sued, the learner governors will by virtue of their status be excluded. This is to say, they will not be held liable for any action taken against the governing body.

Following the discussion in the preceding paragraph, it is clear that the learner governor does not give up the status of being a minor when entering the sphere of school governance.

2.6 KEY ELEMENTS OF DEMOCRATIC GOVERNANCE

The discussion will focus on the following key elements of governance, namely, decentralisation of power, participation management, shared decision-making, accountability and collaboration.

2.6.1 Decentralisation of power

The issue of power transfer, has been a matter of concern to many stakeholders. The reason for this was to pave ways for a democratic structure. It was believed that the school committee members were serving the needs of the principal. This is evidenced by Murphy (1993:175) that the school leaders in most countries in the past have been lords in their own education "fiction".

Powers of governance that were previously held exclusively by the principal will be shared with other members. The head teacher will no longer claim that "this is my school" because the school has become in the process of being "our" school (Morgan and Parkes, 1997:12). Looking at the options of various authors it is clear that transformation is essential.

2.6.2 Participatory Management

Participatory management allows every stakeholder with interest in education to be represented and have a say in any organisation. This includes the Governing Body of a school.

2.6.3 Shared decision-making

In Education White Paper 1, the ministry of education announced that the decision-making authority in public schools would be shared among parents, teachers, the community and learners in the manner and ways that would support the core values of democracy. It goes on to say tolerance, rational discussions and collective decision making should be encouraged.

Prinsloo (2000:84) asserts that participation in the decision-making process contributes to:

- the motivation of parents, educators and learners;
- better quality decisions; and
- higher productivity.

Since decision-making is the central feature of the schools' success, it is important not to get in a decision-making rut. Decision-making results in accountability.

2.6.4 Accountability

The democratically elected body must be accountable, responsible and capable of being accountable for their actions. According to van De Venter (2000:51) accountability results whereby the members of an organization assume responsibility. Accountability also implies that every member will have to carry the blame if things go wrong in a school. Accountability links results directly to the actions of an individual or a group.

2.7 THE ATTITUDE OF THE PRINCIPAL, PARENTS AND EDUCATORS TOWARDS THE INVOLVEMENT OF LEARNERS IN SCHOOL GOVERNANCE

2.7.1 The attitude of the principal

The principal is both the manager and the professional leader of the school. Principals alone do not have the magic power to create good schools. As a result, the new education dispensation has given birth to new participants, namely, the learners to assist the principal in the governance of the school.

It has been discovered that in most of the schools the principals do not welcome the learners as partners in education. The reason for that might be attributed to the fact that since the establishment of the RCL's in schools, education has been in one crisis after another (Compare 2.2). The position of the principal has lost safety and respect. As a result, most of the principals regard the involvement of learners in governance as a destruction of the smooth running of the school. The same view is shared by Joubert and Prinsloo (1999:53) when they say: "in many schools, the learners question the authority of the school principal".

The researcher agrees with van der Westhuizen (1998:149) who believes that the modern leader is confronted by a new dimension of complicated relationships. The principal is expected to relate with learners as minors and at the same time relate with them as co-governors. This kind of a situation results in role ambiguities, which might result in conflict. To avoid role ambiguities, the principal as the leader must ensure that the following aspects are held in esteem.

- the composition of RCL is properly constituted on sound constitutional principles;
- the principal takes it upon his or her shoulders to inform the RCL members of the latest trends in education;
- proper training and guidance is given by the Teacher Liaison Officer;
- the principal emphasises the distinction of management and governance from the onset; and ensures that
- the RCL is not only involved in school management when there are problems as this will make them problem solvers rather than school builders.

2.7.2 The attitude of the parents

The legislation makes provision for parents to be involved in the education of their children. Provision is also extended to the learners to become part of school governance.

Although the premise exists that the parents and learners are indispensable partners in the education process, practice remains far behind. The causes of this state of affairs rest with the parents and the principal. The parents regard learners as minors who still need parental guidance. They do not know how to involve their children in school governance. This notion is supported by Squelch and Bray (1997:215) who maintain that parents want to help but do not know how. They feel intimidated and see learners as troublesome intruders. They also display a negative view on learner competence in governance. As a result, they end up not bringing up their children in a proper way (Gann, 1998:153). However, the ongoing capacity building organised by education department for SGB members will try to address the attitude of parents to learners.



2.7.3 The attitude of the educators

Modern educators hold different views from those held by their counterparts in the past. Within the teacher corps there are also younger and older educators. During times of political struggles the young educators, coming from the resistance culture, sometimes find themselves closer to the learners than their older colleagues (UNISA 1996:11). More contact with learners is taking place during political meetings, marches and rallies. These young educators seem to be successful in working with the militant learners. As a result when things go unsatisfactory to the learners, it does not take a second for some educators to advise the learners to go on strike (Madigoe 1993:19).

Moloi (2002:xiv) postulates that educators and learners are often disputed and disrupted and there is inconsistent attendance of educators as well as learners. The inconsistent attendance of educators and learners is sometimes caused by strikes, class boycotts, political meetings and educators' union meetings.

The researcher subscribes to Madigoe's (1993:19) advice that strikes and class boycotts are not the weapon for quality education. In other words strikes cannot develop schools wholly. Robert (1984:19) maintains that school principals realise that they are increasingly dealing with educators who:

- do not fear superiors;
- they want to work on a first basis with the headmaster;
- ask why questions and expect answers;
- are expected to be consulted and have influence; and
- reflect lower loyalties to organisation goals and commitments.

Therefore, the principal as figure of authority should plan and organize trainings of all stakeholders for learner involvement.

2.8 STRATEGIES THAT CAN BE EMPLOYED TO TRAIN THE LEARNERS TO CONTRIBUTE EFFECTIVELY IN SCHOOL GOVERNANCE

2.8.1 Training of parents for learner involvement

For many years education was the exclusive domain of the educators and the principal. The parents were never trained in the past to work with the learners or educators. The paradigm shift in education creates a need for parent training.

According to Badenhorst (1993:116) training of parents is essential for the establishment of good relationships in school. Such relationships could help the learners to contribute effectively in school governance. Locke and Ciehalski (1995:77) postulate that creation of positive atmosphere is another way of developing a parent learner – relationship. The kind of relationship can be realised through training.

Parental training cannot just start from the vacuum. According to Fullan (1994:68) the principal is responsible for building a learning organisation. He or she should motivate the parents to avail themselves for training.

Piek (1992:42) maintains that the progress of authentic education development depends entirely on the contact made by the principal and the parents. Piek's view is shared by the principals' Guide (1979:v) that principals should play an active role in the community so, as to meet the parents with ease. Regular meetings with parents can develop schools wholly.

2.8.2 Training of educators

Educators were trained for teaching children and not for working with learners. Educators need a training in order to be able to work with all kinds of children, that is, the militant and the non-militant learners. Badenhorst (1995:113) assert that educators should be trained adequately and be competent to instill the required knowledge. Training should be a two-way communication. Educators should be given the opportunity to air their views on various aspects of school life.

A programme to train educators should be in place. The principal should plan and organise for the training programmes. Educator training must be future orientated. Successful educator training will improve the whole school.

2.8.3 Training of learners

William (1993:333) highlights some strategies that can be employed to assist the learners to contribute effectively in governance. One such strategy is the "Dalton plan". The main points of the Dalton plan are:

- clarifying the roles of learners in governance from the onset is essential;
- guidance is of vital importance to the learner governors; and
- students (learners) can request help when needed.

According to Badenhorst and Scheepers (1995:53) the training of learner governors can take place in the following ways:

- seminars should be arranged where various people are invited to speak about different aspects of leadership and governance;
- the leadership programme should take place after school hours; and
- stimulation techniques such as case studies and role-play can be used as part of the training programme. This provides learners with the opportunity to practice certain skills such as the communication and negotiation skills.

Having discussed the strategies that can be employed in the training of learners, it is important in the next paragraphs to discuss the leadership skills that must be acquired by the learners in order to govern schools effectively

2.9 LEADERSHIP SKILLS REQUIRED TO MAKE THE LEARNER INVOLVEMENT AN EFFECTIVE ASPECT OF SCHOOL MANAGEMENT

Charlton (1992:3) defines leadership skills as the competencies and processes required to enable and empower ordinary people to do extra ordinary things despite difficulties. The given definition implies that leadership is the ability to influence others to work together voluntarily.

Recent research has indicated that poor leadership skill is one of the key problems in floundering learner involvement in school governance. Because of lack of intellectual maturity and experience in governance, learners need someone to empower them with leadership skills. The required skills are skills for communication., negotiation, conflict management and motivation.

2.9.1 Communication skill

Communication is one of the pivotal activities of the school's existence. According to Smith (1991:409) communication is the message conveyed by the sender to the recipient, either verbally or non verbally concerning activities or relationships in an organization. The learners must acquire this communication skill in order to convey and receive the messages properly.

According to Dekker (1982:67) the aim of communication is to ensure effective management structures and to facilitate contact between people and tasks. Olaniran (1999:65) postulates that with communication people are becoming more aware of one another and their respective shortcomings. Communication unites people. Through communication, partnership between the learners and the school management teams might be formed.

2.9.2 Conflict management skill

Nel (1998:147) regard conflict as part of the interaction between two or more persons or groups. It is a situation, which takes place when the goals of two or more people are incompatible.

Learners need to be taught that conflict is part of all human life. It makes them to grow. Conflict is normal and unavoidable. For example, in a school situation conflict is unavoidable because of many people with different backgrounds. It is therefore the responsibility of the principal and the TLO to equip the learner governors with the skill of handling conflict within the school. Through the said skill, they will be able to deal with difficult learners and criticism. Success in managing conflict would mean less violence in schools.

2.9.3 Negotiation skill

Nel (1998:154) defines negotiation as an interactive process aimed at a fair, reasonable and mutually acceptable positioning of one party in the interaction of the other party. Nieuweijer (1992:1) adds that negotiation is a basic way of getting the wants of one party from another. Negotiation is strongly linked to the establishment of good relationships in a school.

Nel (1998:156) holds the view that negotiation is not something that can be learned entirely from a test but must be acquired through negotiating skills. To acquire the negotiating skill, the Guide for RCL (1999:28) postulates that learners must be good listeners and think before they talk. Being a good listener will help the learners to avoid conflict resulting from misinterpretation of messages. For learners to be good negotiators in conflict management, motivation is essential.

2.9.4 Motivational skill

The term motivation is derived from the Latin word “movere” which means to move (Badenhorst and Scheepers, 1995:58). Motivation is basically concerned with why people behave in a certain way. Mullins (1994:43) perceive motivation as the direction and persistence of action. It is therefore the prerogative of the principal to give learners a proper directive on how to effectively govern the school.

Literature studies indicate that motivation must come from within the learners. The reasons for this are given by Prinsloo (2000:86) when he asserts that motivated learners:

- regard the school as a pleasant place to work on;
- look for better ways to improve their schools; and
- are proud of their work and accomplishment.

Motivation, if properly managed can result in the development of whole school.

2.10 THE VALUE OF LEARNER INVOLVEMENT IN SCHOOL GOVERNANCE

The involvement of learners in school governance is of value for the improvement of school management. The learners will be able to know their roles, limits, duties and functions. Their involvement will minimise problems such as school boycotts, fidgeting in the financial matters of the school and the ousting of the principals. The learners will be able to view themselves as co-owners of the school rather than viewing the school as owned by the principal.

2.11 CONCLUSION

In this chapter, the argument has been made that the right of learners to be involved in shared governance is one of the fundamental provision of the School Act that influences the democratic governance of the school. The Act further provides that all governors, including the learners must have a voice in governance.

This chapter has also reviewed literature on the involvement of learners in school management – implication for whole school development. Through literature review, the role of learners and their legal nature in school governance, the attitude of other stakeholders toward learner-governors and the strategies to be employed in order to improve learner involvement were discussed. The next chapter will deal with the empirical research that was undertaken. The analysis of data will be discussed.



CHAPTER THREE

METHOD OF RESEARCH

3.1 INTRODUCTION

The literature study in chapter two formed the framework of the structured questionnaire that was used to probe the perceptions of learners and principals in respect of whole school development. The specific aim of this chapter was highlighted in chapter one. Chapter two provided the theoretical perspectives of whole school development and the role of learners in school governance as an aspect of school management. This chapter focuses on research design and methodology used to collect data, the sample and sampling procedure for the selection of the sample.

A brief discussion to elucidate the merit of research design and methodology, now follows.

3.2 RESEARCH DESIGN AND METHODOLOGY

According to Schulze (1993:52) research design refers to the plan, which the researcher sets up in order to solve his or her research problem. It describes the way in which tests subjects are selected and also the research field and data gathering techniques.

3.2.1 Quantitative research

Vockel and Asher (1995:452) define quantitative research as a research in which researchers assign scores as a result of data-collection process, and use these scores as a basis for making comparison and drawing conclusions. According to Booyse (1993:15) quantitative research works in a descriptive-explanatory way and strives to make universal statements.

In quantitative research the aim is to understand educational phenomena by isolating the phenomena, observing them and formulating the laws in numbers to describe them. Statistical methods are especially useful in this regard. Honberg (1999:56) states that quantitative research focuses on large numbers of people. He adds that the aim of the researcher when applying quantitative research, is to try and discover laws and principles of general validity.

Honberg (1999:56) further purports that quantitative research is a type of research that uses a deductive approach. The researcher will remain an objective “outsider” during the research. The research design is inflexible. Research questions and hypotheses are not reformulated once the empirical investigation has started. Quantitative research method generally include questionnaires. The results are analysed and presented by means of statistics.

Having outlined what the quantitative research is, it is important to discuss the method of data collection that has been used in this project.

3.2.2 Data collection

The researcher used the questionnaire to collect data. According to Vockel and Asher (1995:124), the questionnaire is defined as an instrument used to collect data in order to assist the researcher to generalise the findings from a sample of responses to a population. Questionnaires are used to obtain factual data, attitudes and opinions in a structural framework from respondents. For the researcher to construct a good questionnaire, the following criteria of formulating good questions should not be ignored:-

- Questions should be meaningful.
- Questions should be clear.
- Questions should be written in simple language.

Questionnaires for collecting data should be structured. According to Gay (1981:160) a structured questionnaire consists of a question and a list of alternative responses from which the respondents select responses.

In this project, the researcher undertook to hand-deliver structured questionnaires to secondary schools in Gauteng province. The questionnaire items were based on whole school development and probed the perceptions of educators with regard to: learners as managers, how learners are managed, the management skills of the school management team and lastly how the school governing body is managed and how it manages.

Although this particular research deals with learner involvement as an aspect of management, all the questions formulated by the research team are represented in Table 3.6. The questions relevant to learner involvement are indicated by means of asteric (*).

A brief discussion of what a sample is now follows.

3.2.3 Sample

Slavin (1992:252) defines a sample as a group of subjects chosen from a larger group or population to which the findings are assumed to apply. Gay (1981:85) further purports that sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected comprise a portion of the larger group referred to as a population. Thus, it is clear that a sample is a portion of the entire population.

In this research a convenient stratified sample was used. Three groups of questionnaires were distributed to secondary schools in provinces where the group of MED students (including the researcher) conducted the research. The sample consisted of 1240 respondents comprising educators, learners and parent governors. 1040 of the respondents were English speaking and 200 Afrikaans speaking. Of the 1240 questionnaires, 980 were returned, of which 946 were usable representing a return rate of 76.29%. In order to obtain a picture of the representivity of the sample, the following biographical information is provided in tabular form.

It should be noted that the missing data was ignored in computing the percentages for example, of the total respondents 946 only 945 indicated their gender. Only 942 respondents indicated their language. Percentages are therefore not based on the 946 but on the 945 and 942 respectively.

TABLE 3.1 PROVINCES IN WHICH RESEARCH WAS CONDUCTED

PROVINCES	FREQUENCY	PERCENTAGE
Eastern Cape	28	3,0%
Free State	120	12,7%
Gauteng	229	24,2%
Kwazulu-Natal	122	12,9%
Northern Province	415	43,9%
Others	32	3,3%
Total	946	100,0%

TABLE 3.2 GENDER OF RESPONDENTS

GENDER	FREQUENCY	PERCENTAGE
Female	455	48,2%
Male	490	51,8%
Total	945	100,0%

TABLE 3.3 POST LEVELS (Grouped for convenience)

POST LEVELS	FREQUENCY	PERCENTAGE
Promotion posts	312	33,0%
Educators (level 1)	631	67,0%
Total	945	100,0%

TABLE 3.4 LANGUAGE OF RESPONDENTS

LANGUAGE	FREQUENCY	PERCENTAGE
Nguni	506	53,7%
Afrikaans	143	15,2%
English	55	5,8%
Sotho	238	25,3%
Total	942	100,0%

TABLE 3.5 LANGUAGE OF INSTRUCTION

LANGUAGE	FREQUENCY	PERCENTAGE
English	622	66,4%
Afrikaans	84	9,0%
Double-medium	132	14,1%
Parallel-medium	99	10,5%
Total	937	100,5%

In the following table, all items pertaining to the management of schools are represented in Table 3.6 below. The items indicated by means of an asteric (*) are the ones that are relevant to this particular research topic and are discussed after the table.

TABLE 3.6 ITEMS ASSOCIATED WITH THE MANAGEMENT OF THE SCHOOL AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT

The respondents had to indicate the extent to which they agree or disagree with the statements in the questionnaire, where:-

6 = strongly agree with the statement

1 = strongly disagree with the statement

2 – 5 = form equal intervals between 1 and 6.

- The following abbreviations are used used in the table:-

- School Governing Body = SGB
- School Management Team = SMT
- Learner Representative Council = RCL
- South African School Act = SAS

Item	Description: Indicate the extent that you agree or disagree with the following statements:	Mean Score	Mode	Rank	% Respondents choosing 5 & 6	Factor
B51	The training of educators in marketing will assist us in marketing our school	4,94	6	1	70,8	F2.4
B82	Learners may only be suspended from our school after being granted a fair hearing	4,89	6	2	71,7	F2.3
B80	Fair assessment of learners by educators in our school established good learner-educator relationships	4,86	6	3	71,5	F2.4
B26	The best form of marketing in our school is for the school to excel in the various school activities	4,82	6	4	67,4	F2.4
B35	Our principal portrays a positive image of the school	4,78	6	5	67,5	F2.4
B7	Regular learner assessment in our school has a positive influence on learning	4,77	6	6	65,9	F2.4
B89	The educators in our school act in the best interest of their learners	4,77	6	6	67,0	F2.1
B71	A security fence around our school will/has improved school safety	4,76	6	8	69,1	F2.4
B28	Our SGB makes recommendations with regard to the appointment of educators	4,74	6	9	67,6	F2.4
B67	Our SMT regards the selection of competent educators as important	4,63	6	10	63,6	F2.4
B3	Good learner discipline is an important characteristic of our school	4,62	6	11	61,2	F2.4
B61	Educators in our school are capable of developing valid and reliable tests by themselves	4,62	6	11	54,2	F2.4
B90	Our SGB fosters good relationships with the educators	4,62	6	11	63,1	F2.1
B29	A safe school environment is a characteristic of our school	4,57	6	14	62,9	F2.4
B69	Educators in our school are familiar with different ways of assessing learners	4,56	6	15	61,7	F2.4
B77	Combating gang violence will improve our school's safety	4,55	6	16	62,8	F2.3
B86	Educators in our school are familiar with different ways of assessing learners	4,55	6	16	60,9	F2.4
B11	Our school is financially accountable to the parents	4,53	6	18	59,9	F2.4
B22	Good academic and/or sporting achievements attract learners to our school	4,50	6	19	60,5	F2.4
B52	The discipline in our school has deteriorated since the abolition of corporal punishment	4,50	6	19	61,7	F2

B10	Our school has dedicated administrative staff	4,42	6	21	59,1	F4
B73	Our SMT is flexible	4,40	6	22	56,3	F2.1
B34	Academic excellence is emphasised when marketing our school	4,38	6	23	56,3	F2.4
B47*	Involving learners in our school governance/management will enhance the effectiveness of the school	4,38	6	23	57,2	F2.3
B87	Our school climate enhances school safety	4,83	6	23	56,7	F2.4
B50	In our school learner participation in class is a reliable form of learner assessment	4,73	6	26	55,0	F2.4
B36	Learners not enrolled at our school are only allowed on the school premises with the permission of the principal	4,35	6	27	58,1	F2.4
B81	Our SGB supports the staff in the performance of their duties	4,33	6	28	54,6	F2.1
B40	The SMT of our school demonstrates that their educators can be trusted	4,32	6	29	54,8	F2.4
B9	Our SGB involves itself in resolving school problems	4,31	6	30	54,6	F2.1
B44	Schools in our area, which are renowned for their good discipline, tend to excel in other areas of activity	4,30	6	31	53,9	F2.2
B68	Our school has a financial report that is easy to understand	4,26	6	32	55,9	F2.1
B83	Our learners market their school by behaving outside the school	4,26	6	32	54,9	F2.4
B79	Our SMT tends to make decisions collaboratively	4,24	6	34	49,2	F2.1
B60	Our SGB attempts to actively involve parents in school activities	4,23	6	35	54,5	F2.1
B21	Our parents are aware of the financial constraints under which the school has to operate	4,18	6	36	54,5	F2.4
B65	Even if specified in the annual budget, a clear mandate is still necessary from our parents before spending large amounts from school funds	4,18	6	36	52,4	F2.3
B27	Parents in our community may question the school rules	4,17	6	38	50,4	F2.4
B42	The family backgrounds of our learners influence school safety	4,17	6	38	50,0	F2.4
B18	The relationship between the community and the SMT of our school is cordial	4,11	6	40	50,0	F2.4
B84	Any stakeholder is allowed insight into our school's financial statements on request	4,10	6	41	49,0	F2.1
B6	The present SASA supports the marketing of our school	4,05	6	42	46,3	F2.2
B62	Learners in our school participate in fundraising	4,03	6	43	51,8	F2.2
B70	A part of our school funds are or should be invested with financial institutions	4,01	6	44	50,4	F2.3

B88*	Learners at our school are aware of their constitutional rights	4,00	5	45	46,7	F2.1
B46	Negative peer group pressure influences the climate of safety at our school	3,97	6	46	48,4	F2.3
B85	Our SGB attempts to develop all aspects of the school	3,97	6	46	45,4	F2.1
B31	The RCL of our school forms an integral part of the SGB	3,90	6	48	46,3	F2.1
B16	Standardised tests developed by external examining bodies monitor learner progress in our school	3,89	6	49	45,8	F2.3
B58	Our school has a policy on school safety	3,87	6	50	46,1	F2.4
B12	All members of our school community has a responsibility towards marketing the school	3,85	6	51	42,6	F2.4
B54	At our school inexperienced educators are aware of the possible negative impact of peer group pressure on learners	3,81	6	52	43,6	F2.2
B74	Disciplinary problems in our school are often the result of inconsistent learner punishment	3,82	6	52	41,3	F2.2
B4	Our SGB recommends possible disciplinary measures against incompetent educators	3,80	6	54	41,9	F2.2
B53	Our school has sufficient toilet facilities	3,80	6	54	47,1	F2.2
B13*	Learners serving on our SGB are good role models for other learners	3,73	6	56	41,6	F2.1
B49	Our SGB should be given greater autonomy in governance/management of the school	3,70	6	57	39,0	F2.3
B72	Our school should liase with local businesses when deciding on the curriculum	3,70	6	57	41,8	F2.3
B33	In our school different academic abilities of learners in the same class make learner assessment problematic	3,69	6	59	37,0	F2.2
B23	Our SMT equips educators with communication skills through courses/seminars/workshops	3,67	6	60	41,3	F2.5
B75	Parents at our school pay all school fees	3,67	6	60	38,7	F2.1
B78*	Learners on our SGB understand their responsibilities	3,63	6	62	38,7	F2.1
B8	Our school has a desk for each learner	3,62	6	63	43,2	F2.2
B56	Our SMT imposes its authority on the educators	3,61	6	64	38,7	F2.2
B19	The school community is involved with the discipline of our learners	3,58	6	65	37,9	F2.4
B64	Our SMT tends to resolve conflict by avoiding it	3,58	6	65	38,6	F2.2 B66
B66*	Our learners make a close distinction between educational and political issues	3,49	1	67	34,3	F2.1
B14	Drug abuse influences the climate of safety at our school	3,48	1	68	38,1	F2.3

B76	Our school liases with local businesses in order to obtain donations towards school funds	3,45	1	69	36,2	F2.2
B1	At our school teaching and non-teaching staff are involved in the preparation of the school budget	3,44	1	70	36,5	F2.1
B43*	Our learners have the necessary skills to participate meaningfully in school policy issues	3,37	2	71	31,4	F2.2
B30*	Our learners should not be involved in the professional management/governance of the school	3,31	1	72	33,5	F2.1
B17*	Our learners make a meaningful contribution to the decision-making process of school governance/management	3,29	1	73	31,4	F2.2
B41	Our school was timeously supplied with the necessary textbooks	3,27	1	74	32,1	F2.2
B15	Our SMT does not take responsibility for their own mistakes	3,26	1	75	30,4	F2.2
B55	The learners involved in our school governance/management contribute towards outcomes-based education	3,24	1	76	31,9	F2.2
B57	The physical facilities at our school are satisfactory	3,12	1	77	29,3	F2.2
B5*	The learners involved in our school governance/management neglect their school work	3,08	1	78	27,6	F2.2
B59*	Our learners continuously search for innovative ideas on how to govern/manage a school effectively	3,03	1	79	24,6	F2.2
B2	Our school has the necessary sports fields needed for the sports that are offered at the school	2,98	1	80	28,0	F2.2
B45	Continuous assessment of learners in our school impacts negatively on teaching time	2,93	1	81	25,0	F2.2
B37	Our SGB should have the right to "hire and fire" educators	2,92	1	82	27,8	F2.2
B39	Our SGB has established a marketing sub-committee	2,86	1	83	25,3	F2.2
B48	Our SMT mainly uses male educators during planning sessions	2,81	1	84	25,5	F2.2
B25	Monthly reports are made available to our parents on how school funds were spent	2,77	1	85	23,0	F2.2
B38	Our RCL is involved in preparing the school budget	2,77	1	85	25,1	F2.2
B24	Our school has the necessary laboratories/workshops needed to teach the subjects where these facilities are needed	2,74	1	87	24,5	F2.2
B20	Our school obtains financial assistance from local businesses	2,41	1	88	18,1	F2.2
B32	The Department of Education supplied our school with sufficient audio-visual equipment	2,29	1	89	15,1	F2.2

* Items associated with involvement of learners as an aspect of management in whole school development.

Table 3.6 will be used to discuss the questions relevant to this research project.

3.3 DISCUSSION OF ITEMS ASSOCIATED WITH LEARNER INVOLVEMENT AS AN ASPECT OF SCHOOL MANAGEMENT: IMPLICATION FOR WHOLE SCHOOL DEVELOPMENT

Each question was formulated in a way that the respondents could indicate the extent to which they agree or disagree with the statements in respect of school management – implication for whole school development.

The various questions will now be discussed and motivated using the relevant data as given in table 3.6.

Question B47: Involving learners in our school governance/management will enhance the effectiveness of the school.

- Mean score : 4,38
- Mode : 6
- Rank order : 23
- % Respondents selecting 5 or 6 : 57,2

The above mean score indicates that the respondents tend towards partially agreeing with this statement. The rank order indicates uncertainty amongst many of the respondents.

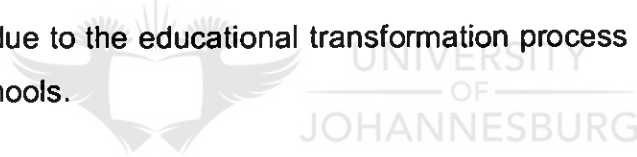
Effective management of schools requires participation of all learners especially when it comes to decision-making. Badenhorst and Scheepers (1995:122) believe that the involvement of learners to ensure that they are equipped with skills that are required for survival in a changing world is essential.. Such involvement can be beneficial in enhancing effectiveness of the governance of the school.

B.30 Our learners should not be involved in the professional management or governance of the school

- Mean score : 3,31
- Mode : 1
- Rank order : 72
- % Respondents selecting 5 or 6 : 33,5

A mean score of 3,31 and a mode of 1 give rise to a positively skewed distribution. The mean indicates that respondents tend to partially disagree with this statement.

Furthermore, the rank order is 72 and the respondents choosing a 5 or 6 were only 33,5%. This suggests that the respondents think that the learners should be involved in the professional management of the school. This might be due to the educational transformation process that is taking place in our schools.



B.78 Learners on our SGB understand their responsibility

- Mean score : 3,63
- Mode : 6
- Rank order : 56
- % Respondents selecting 5 or 6 : 41,6

The above reflected mean score indicates that the majority of the respondents are unsure in their responses as they partially disagree to partially agree that the learners on their SGB understand their responsibility. Furthermore, the rank order is 56 and the respondents choosing 5 or 6 were on 41,6%. This suggests that the respondents do not think that the learners on our SGB understand their responsibility.

B.55 Learners involved in school governance/management have the necessary expertise to contribute towards Outcome Based education.

- Mean score : 3,24
- Mode : 1
- Rank order : 76
- % Respondents selecting 5 or 6 : 31,9

The mean score reflected above indicates that the respondents tend to partially disagree with this statement. Furthermore, the given rank order and the 31.9% of the respondents who chose 5 or 6 suggest that the respondents partially disagree that learners involved in school governance have the necessary expertise to contribute towards Outcome Based Education. When judging them from the level of the knowledge they possess, they have inadequate expertise. The reason for inadequacy or lack of expertise might be that Outcome Based Education is something new in South Africa. Therefore, learners and some educators are still struggling to get used to OBE. However, workshops are needed to empower learners so that the school can be developed wholly

B.59 Our learners continuously search for innovative ideas on how to govern/manage schools effectively.

- Mean score : 3.08
- Mode : 1
- Rank order : 79
- % Respondents selecting 5 or 6 : 24,6

The mean score of this question indicate that the respondents partially disagree with this statement. Furthermore, the rank is 79 and 24,6% of the respondents who chose 5 or 6. This suggests that the respondents do not think learners continuously search for innovative ideas on how to govern schools.

This might have been caused by lack of proper directive and guidance from the learners. Another reason might be that the matter of inclusive school governance is something new in the education of South Africa. As time goes by, it is believed that searching for innovative ideas on how to govern will be the daily bread for most learners.

The literature study revealed that few learners would like to search for innovative ideas on how to govern schools, but, ignorance and lack of seriousness with regard to new educational trends tend to make them reluctant.

B.66 Our learners make a close distinction between educational and political issues

• Mean score	:	3,49
• Mode	:	1
• Rank order	:	67
• % Respondents selecting 5 or 6	:	34,3

The mean score of 3,49 indicates that respondents tend to partially disagree with the statement. Furthermore, the rank order of 67 and the respondents choosing 5 or 6 was 34,3%. This suggests that the respondents do not think that learners make a close distinction between educational and political issues. This might have been caused by the lack of guidance from the principal, educators including the teacher liaison officer and the members of the SGB (Compare:8). Studies continue to show that politicians and educator unions have a hand in encouraging learners to participate in politics.

Failure by learners to strike a balance or make a close distinction between educational and political issues affect the whole development of the school. It is the role of all stakeholders including politicians and educator unions to save learners from political issues. The notion is supported by Nelson, Carlson and Palonsky (1996:357) to stipulate that, students (learners) need protection from politically powerful groups and from shifts

in popular political views. They add that the primary purposes of education is enlightenment not politics.

B.30 Our learners should not be involved in the professional management or governance of the school.

- Mean score : 3.31
- Mode : 1
- Rank order : 72
- % Respondents selecting 5 or 6 : 33,5

A mean score of 3.31 and mode of 1 give rise to a positively skewed distribution. The mean indicates that respondents tend to partially disagree with this statement. Furthermore, the rank order is 72 and the respondents choosing 5 or 6 were only 33,5%. This suggests that the respondents partially disagree that learners should not be involved in professional management or governance of the school.

The introduction of the democratic school governance has brought dramatic change in sharing the responsibility of the school. All stakeholders are to be involved in education. When learners are involved in governance of the school, they can ensure that the values, spirit and direction of the community are maintained in the school. However, limits in the professional management should be observed by learners (compare 2.5.3).

B.5 Learners involved in school governance/management will neglect their school work.

- Mean score : 3.08
- Mode : 1
- Rank order : 78
- % Respondents selecting 5 or 6 : 27,6

The above mean indicates that the respondents partially disagree with this statement. Furthermore, the rank order is 78 and 27,6% of the respondents chose 5 or 6. This suggests that the respondents do not think that learners involved in school governance will neglect their school work.

Learner involvement in the management or governance of the school does make demands on learners' time of study. For learners not to neglect their school work whilst working on SGB activities, proper guidance from educators is essential. To develop the school wholly, Nelson et al (1996:353) suggest that teachers (educators) need to develop habits of thinking in students (learners). Such thinking habits will help learners to gain knowledge and learn to appreciate their school work.

B.43 Learners have the skills to participate meaningfully in school policy issues.

- Mean score : 3,37
- Mode : 2
- Rank order : 71
- % Respondents selecting 5 or 6 : 31,4

The above reflected mean score indicates that the respondents tend to partially disagree with this statement. Furthermore, the rank order is 71 and the respondents choosing 5 or 6 were only 31,4%. This suggests that the respondents partially disagree that learners have the skills to participate meaningfully in school policy issues.

It is difficult for one person to formulate the school policy. All stakeholders including learners must be assisted to gain the necessary skills to participate in the policy issues. Learner governors should work closely with the SMT to make school policy effective and implementable. They may ask for assistance or advice from the principal or parent governors in carrying learners' tasks (See 2.45).

3.4 CONCLUSION

In this chapter, a description of empirical investigation was provided. The items relevant to learner involvement in governance were discussed and the course of the research was briefly indicated in respect of the role of learners in the management of the school. In chapter four the empirical data will be analysed in greater detail.



CHAPTER 4

THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION

In chapter three, the research design and methodology were described and 10 items relating to parental involvement as an aspect of whole school development were discussed.

In this chapter, the following aspects will receive attention:-

- the reliability and validity of the structured questionnaire;
- a discussion of the various factors
- one example of a comparison of two independent groups by stating the appropriate hypotheses and analysing the data by means of univariate statistical tests; and
- a discussion of the significance of differences between the factor means of the various groups for the factor that comprises the management of the school as an aspect of whole school development.

It is essential to establish the reliability and validity of the structural Questionnaire. This will now be discussed.

4.2 RELIABILITY AND VALIDITY

According to Lemmer (1993:54), reliability refers to the consistency and accuracy with which a measuring instrument measures something. Validity refers to the degree to which a test measures that which it is supposed to measure. In this study, reliability and validity encompass the degree to which the research has become successful in the reflection of the perception of the respondents regarding certain statements which are applicable as far as the influence of other stakeholders on learner involvement in school governance is concerned.

To ensure content validity, the questions were designed within the framework of the relevant literature discussed in chapter two. Each student in the group designed approximately 10 items. These items were then taken up in a structured questionnaire that was used in a pilot study involving 20 educators. As a result of the feedback received, several items were adjusted to be more clearly understood by the respondents.

The construct of the structural questionnaire was investigated by means of successive first and second order factor analytic procedures. The first procedure involves a Principal Component Analysis (PCA) followed by Principal Factor analysis (PFA). These procedures were performed using the version 8,3 of SPSS to identify a number of factors that may facilitate the processing of statistics. In a principal component analysis, all of the variables are presumed to be dependent on underlying factors that are unique. Nineteen factors were derived from the first order factor analysis. The second order factor analysis revealed five factors of which three had reliability coefficients sufficiently high to use for statistical testing. As a result of these procedures the 89 items were reduced to three reliable factors, namely:-

A factor consisting of 17 items that was named **“accountable collaborative school management”** with a coefficient of 0,853. These 17 items can thus be regarded as forming one scale with a minimum value of $17 \times 1 = 17$ and a maximum value of $17 \times 6 = 102$.

A factor consisting of 31 items that was named **“school resource management”** with a Cronbach-Alpha-reliability coefficient of 0,879. The 31 items can be regarded as forming one scale with a minimum value of $31 \times 1 = 31$ and a maximum value of $31 \times 6 = 186$.

A factor consisting of 29 items that was named **“school marketing management”** with a Cronbach-Alpha-reliability coefficient of 0,891. The 29 items can be regarded as forming one scale with a minimum value of $29 \times 1 = 29$ and a maximum value of $29 \times 6 = 174$. The various factors and the number of items involved in each are summarised in Table 4.1

TABLE 4.1 FACTORS MAKING UP THE MANAGEMENT OF THE SCHOOL

No	Factor name	Items	Cronbach-Alpha – reliability coefficients
2.1	Accountable collaborative school management	17	0.853
2.2	School resource management	31	0.879
2.3	School marketing management	29	0.891
2.4	Safet and security school management	10	0.583
2.5	Supportive school management	2	0.137

The first three factors will be used for statistical analysis. The last two factors will not be used because of the relatively low reliability. The factor accountable collaborative management will be discussed.

4.3 THE FACTOR ACCOUNTABLE COLLABORATIVE MANAGEMENT

This factor comprises 17 items. Thus, the new scale should be interpreted as follows:-

Minimum	1	2	3	4	5	6	Maximum
			(X 17)				
			↓				
	17	34	51	68	85	102	

A score of 51 would indicate that the respondents partially disagree with the factor concerned. A score of 68 and 85 would indicate that the respondents partially agree to agree with the factor. A score between 85 and 102 would thus be an indication that the respondents agree to strongly agree with the factor.

4.4 THE FACTOR SCHOOL RESOURCE MANAGEMENT

This factor consists of 31 items. The new scale should be interpreted as follows:

Minimum	1	2	3	4	5	6	Maximum
			(X 31)				
			↓				
	31	62	93	124	155	186	

A factor mean score of 93 would indicate that the respondents partially disagree with the factor. A score of 124 would indicate a partial agreement by the respondents. A score between 124 and 155 would be an indication that the respondents partially agree to agree with the factor concerned. A score of between 155 and 186 would thus indicate that the respondents agree to strongly agree with the factor.

4.5 THE FACTOR SCHOOL MARKETING MANAGEMENT

This factor is made up of 29 items and the new scale should thus be interpreted as follows:-

Minimum	1	2	3	4	5	6	Maximum
			(X 29)				
			↓				
	29	58	87	116	145	174	

A score of 58 would indicate that the respondents disagree with the factor concerned. A score of 87 would indicate partial disagreement by the respondents concerned. A factor mean score of 87 and 116 would indicate that the respondents partially disagree to partially agree with the factor. A score between 116 and 145 would represent partial agreement to agreement with the factor. A score of between 145 and 174 would thus be an indication that the respondents agree to strongly agree with the factor concerned.

Having given a representation of the factors involved in learner involvement as an aspect of school management, it is necessary to state the hypothesis whilst discussing the statistical analysis.

4.6 HYPOTHESIS

The limitation placed on the length of a mini-dissertation precludes the discussion of all hypotheses. Only one example of two independent groups and one example of three or more independent groups will be discussed in detail.

4.6.1 Comparison of two independent groups

Hotelling T^2 test is used to compare two independent groups at the multivariate level for possible statistical differences in their factor mean scores. The vector mean scores of the two independent groups are compared in respect of the three factors considered together. If a statistically significant difference is found at this multivariate level then the **Student t-test** is used in respect of each of the variables taken separately. The independent group chosen by this researcher is gender. The possible difference between male and female educators in respect of accountable collaborative school management, school resource management and school marketing will now be discussed.

4.6.1.1 Differences between male and female educators as independent variable relative to the three factors

TABLE 4.2 HYPOTHESES WITH MALE AND FEMALE EDUCATORS AS THE INDEPENDENT VARIABLE

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Multivariate level	Gender	HoT	There is no statistically significant difference between the vector mean score of male and female educators in respect of the three factors considered together	Hotelling's T ²
		HaT	There is a statistical significant difference between the vector mean score of male and female educators in respect of the three factors considered together	
Univariate level		Hot	There is no statistically significant difference between the mean score of male and female educators in respect of each factor taken separately namely:	Student t-test
		Hot1	Accountable collaborative school management	
		Hot2	School resource management	
		Hot3	School marketing management	
		Hat	There is statistically significant difference between the mean score of male and female educators in respect of each factor taken seperately.	
		Hat1	Accountable collaborative school management	
		Hat2	School resource management	
		Hat3	School marketing management	

TABLE 4.3: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE EDUCATORS REGARDING THE FOLLOWING THREE FACTORS

FACTOR	GROUP	FACTOR MEAN	HOTELLING T ²	STUDENT t-test (p-value)
Accountable collaborative school management	Male	69,98	0,065	0,087
	Female	68,18		
School resource management	Male	102,94		0,395
	Female	101,47		
School marketing management	Male	127,38		3,130
	Female	129,66		

* Statistically significant at the 5% level ($p > 0,01$ but $p < 0,05$)

** Statistically significant at the 1% level ($p < 0,01$)

N (Males) = 490 N (Females) = 455

Table 4.3 indicates that there is no statistically significant difference between the vector mean scores of male and female educators at the multivariate level in respect of all three factors considered together ($p = 0,065$). HoT is thus accepted and the alternative hypothesis HaT is rejected.

At the univariate level male and female educators also do not differ statistically significantly from one another in respect of each factor considered separately.

Hot1, Hot2 and Hot3 are thus accepted and the alternative hypotheses namely Hat1, Hat2 and Hat3 are rejected.

Having set hypotheses and tested them in respect of one example of two independent groups, it is now necessary to do the same for one example of three or more independent groups.

4.6.2 Comparison of three or more independent groups

The ANOVA (Analysis of variance) is used to investigate the significance of the difference between the mean score. MANOVA (Multivariate analysis of the variance) is used to investigate the multivariate differences in respect of the three factors considered together. Groups are analysed pair-wise by means of either the Scheffe or the Dunette T³ tests. If the homogeneity of variance in the Levene t-test is more than 0,05 ($p > 0,05$) then the Scheffe' test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0,05 ($p < 0,05$) then the Dunette T³ is used to investigate differences between the various pairs. Age groups will be used by this researcher as an example of three or more independent groups.

TABLE 4.5 SIGNIFICANCE OF DIFFERENCES BETWEEN THE AGE GROUPS IN RESPECT OF THE FACTOR ACCOUNTABLE COLLABORATIVE SCHOOL MANAGEMENT

FACTOR	GROUP	FACTOR MEAN	ANOVA (p-value)	DUNETTE T ³				
					A	B	C	D
Accountable Collaborative School management	A	347,11	0,000 **		X	-	*	*
	B	349,25		B	-	X	-	*
	C	368,77		C	*	-	X	-
	D	372,11		D	*	*	-	X

** Statistically significant at the 1% level ($p < 0,01$)

* Statistically significant difference at the 5% level ($p > 0,01$ but $p < 0,05$)

A = 20 – 30 years (N = 183)

B = 31 – 35 years (N = 195)

C = 36 – 40 years (N = 219)

D = 41+ years (N = 236)

Using the data in Table 4.5 it follows that there is a statistically significant difference at the 1% level. H_aA is thus accepted and the null hypothesis H_oA is rejected. At the univariate level, the factor mean scores of the four age groups do differ from one another in respect of the factor accountable collaborative management ($p = 0,000$).

In respect of the pair-wise comparison the following conclusion can be made:

In respect of the pair-wise comparison, there is a statistically significant difference between the average scale score of three of the age groups in respect of the factor accountable collaborative management at the 5% level. H_aD pairs is thus accepted in favour of H_oD pairs. Group AC, AD and BD differ.

The two age groups between 20 - 30 years have the lowest mean score as they partially agree that accountable collaborative management is essential for whole school development. The reason for this might be that these are educators who are still newly acquired from institutions of higher learning. They might be lacking experience of working with learners in school governance.

The group between 36 - 40 years of age partially agree that accountable collaborative management be employed in whole school development.

Owing to the restrictions placed on the length of the mini-dissertation, it is not possible to discuss all the independent groups. A detailed discussion of only one example of two independent groups has been made. The various factor mean scores will, however be summarised in Table 4.6 followed by a brief discussion for some of the groups.

TABLE 4.6: MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE THREE FACTORS CONCERNED WITH THE MANAGEMENT OF THE SCHOOL

INDEPENDENT GROUP	CATEGORY NAME	FACTOR MEAN SCORES		
		F1	F2	F3
Post level	Promotion posts	72,59**	108,60**	137,73**
	Educators	67,63**	99,32**	126,60**
Educator organisation	SADTU	66,62**	96,12**	124,75**
	Other	73,79**	114,3**	135,25**
Religion	Other	65,03**	97,24**	121,66**
	Christianity	69,65**	102,92**	129,29**
Attendance of educators	Excellent	70,71**	101,95	133,52**
	Average/Poor	67,50**	102,61	123,03**
Gender of principal	Male	68,85*	101,66	128,17
	Female	67,40*	104,09	129,40
Courses attended relating to school improvement in the last 3 years	None	68,28	106,85	122,65**
	1 to 2	68,43	101,76	126,38
	3 to 4	70,04	100,56	130,86**
	5 or more	69,42	101,51	131,15**
Benefited your management skills?	Great extent	*72,08*	105,38**	132,71**
	Some extent	66,91*	99,17**	126,13**
	No extent	*66,96	106,66	123,39**
Age	20 – 30 years	*65,69	104,04	*123,19**
	31 – 35 years	68,63	98,60	126,26
	36 – 40 years	*70,52	104,47	*129,84
	41+ years	70,78	102,06	132,53**
Teaching experience	1 – 5 years A	69,01	102,40	128,16
	6 – 9 years B	66,12*	98,35	*125,44
	10 – 13 years C	69,31	103,58	*125,60**
	14 – 20 years D	71,37*	104,65	*132,83**
	21+ years E	71,06	102,77	*132,60
Experience as principal	0 – 4 years	69,44	94,58**	131,57
	5 – 8 years	71,04	119,94**	128,38
	9+ years	72,68	112,80**	130,32

Highest educational qualifications	Grade 12 and lower	72,84	**118,45**	133,05
	Post School dip. or certificate	66,31	99,97**	125,17
	Teaching dip. or certificate	67,45	99,22**	129,16
	B Degree	68,80	110,36	125,76
	B Degree + Tech. Diploma	70,70	*101,77	127,72
	Higher (Hon./Mas./Doc.)	72,18	105,22	130,84
Language of instruction	English	68,68**	98,69**	128,18**
	Afrikaans	78,61**	130,15**	138,65**
	Double medium	66,80**	100,15**	127,97**
	Parallel medium	69,15**	104,67**	121,95**
Attendance of learners	Excellent	**71,59*	104,22	137,29**
	Average	**68,79*	102,72	125,76**
	Poor	**62,07	91,65	110,56**
Type of school	Primary	67,45**	*98,45*	132,80**
	Secondary	70,59**	*103,44*	124,86*
	Combined	72,15**	**116,77**	127,62
Province in which school is situated	Eastern Cape	**64,19**	*110,92	*116,43**
	Free State	68,57	*96,51	*128,33
	Gauteng	**64,19	*98,24	*127,73**
	KwaZulu Natal	**72,15*	103,97	*134,88
	Northern Province	*71,04*	*106,68	*128,35**
Present level of discipline in our school	Excellent	77,26*	115,00*	143,64**
	Good	70,61**	104,61**	130,70**
	Average	65,09**	95,74**	121,95**
	Poor	56,60**	85,81**	103,33**
Average factors		69,23	103,69	128,01

** = Statistically significant at the 1% level ($P < 0,01$)

* = Statistically significant at the 5% level ($p > 0,001$ but $< 0,05$)

F1 = Accountable collaborative school management

F2 = School resource management

F3 = School marketing management

4.7 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.6

4.7.1 Accountable collaborative management

- **Post level** – there is a statistically significant difference between the vector mean of personnel in promotion posts and educators at post level 1 in respect of accountable collaborative management of the school. Educators in promotion posts are aware that their achievement of school goals depend entirely on accountable collaborative management.
- **Educator organisation** – Educators belonging to unions other than SADTU have a statistically significantly higher factor mean score than educators belonging to SADTU. Although both groups partially agree to agree that accountable collaborative management is an important aspect of management, SADTU members perceive themselves to be less accountably collaborative. In view of the above responses, the reason might be that SADTU members are young inexperienced militant educators who at times find it difficult to differentiate between educational and political issues.
- **Religion** – there is no statistically significant difference between Christianity and other religious groups in terms of accountable collaborative management. This indicates that both groups agree to partially agree that accountable collaborative management is an important aspect of whole school development
- **Attendance of educators** – educators who perceived the attendance of educators at their school to be good and excellent had a statistically significantly higher factor mean score than educators who perceived the attendance of educators at their schools to be average and poor. (A possible explanation for this is that) These results seem to indicate a direct link of some sort between educator attendance and the learner involvement in school governance. It is true that good educator attendance is a cornerstone for accountable collaborative management.

- **Gender of the principal** – educators headed by male principals perceive themselves to be more accountably collaborative in management of the school than educators headed by female principals. This might be attributed to the traditional belief that females are weaker vessels therefore all leadership positions should be assigned to males.
- **Courses attended on school improvement in the last three years** educators who attended courses on school improvement in the last three years had higher factor mean scores than educators who did not attend such courses. Educators who attended courses tend to have a positive influence on school governance and regard accountable collaborative management as an essential aspect of whole school development.
- **Extent of benefit of the course** – there is a statistically significant difference of factor mean score amongst educators who have benefited from the course attended and those who felt they benefited partially or not at all. Both groups partially agree to agree that accountable collaborative management is an aspect of whole school development.
- **Age** – educators aging between 36-41 years have the highest factor mean score than those belonging to 20-30 and 36-40 year age group. The older the educators, the more strongly they partially agree to agree that accountable collaborative management is an aspect of effective management.
- **Teaching experience** – educators with teaching experience of 14 – 20 years have a statistically significantly higher factor mean score than educators below 13 years of experience.
- **Experience as principal** – principals with experience of 10+ years have the highest factor mean score than principals below 5 years experience in respect of accountable – collaborative management. The reason for experienced principals to have the highest factor mean score might be attributed to the fact that they realised the need for accountable – collaborative management in order to improve schools wholly.

- **Highest educational qualification** – there is no statistically significant difference between the factor mean scores among the respondents according to their various educational qualifications in respect of the factor accountable collaborative management.

In some instances, the community might treasure the school with highly qualified educators. However, it should be noted that it is not the qualification that matters in order to develop schools wholly, but, a motivated educator who can execute duties in the expected manner.

- **Language of instruction** – respondents that use Afrikaans as the language of instruction have the statistically significantly highest factor mean score and differ from all other medium of instruction groups. Educators using Afrikaans as medium of instruction thus agree more strongly that accountable – collaborative management is an aspect of whole school development.
- **Attendance of learners** – educators who believe that the attendance of learners at their schools is excellent, obtain the highest factor mean score. Learners who attend school regularly are more inclined to take part in governance of school than those who attend school irregularly. Accountable – collaborative management will thus encourage learners to be regular at school.
- **Type of school** – Educators who have gained most of their experience in secondary schools have a higher factor mean score than primary school educators. This is probably due to the fact that educators in primary schools handle on their own the whole affairs of the education of the child, whilst the secondary educators have to work hand in glove with the child especially in matters of governance.
- **Province in which school is situated** – Respondents from Kwa-Zulu Natal have a statistically significantly higher factor mean score than those in Gauteng and Eastern Cape.

- **Present level of discipline in your school** – educators who perceive discipline to be excellent in their schools have the highest factor mean score and differ from educators who perceive discipline to be average. All groups partially agree to agree that accountable collaborative management is important for whole school development.

4.7.2 Summary of the factor accountable collaborative school management

The factor average score for all the independent groups for the factor accountable collaborative school management was 69,23 as indicated below:

S.D	D	PD	PA	A	S.A
17	34	51	68	85	102
			↑ 69,23		

This is an indication that all the independent groups together partially agree that accountable collaborative management is an aspect of school governance. The independent group that uses Afrikaans as a medium of instruction has the highest factor mean score (78,61). The independent group that perceived the present level of discipline in their school as poor has the lowest factor mean score (56,66).

Having discussed accountable collaborative management as an aspect of whole school development, the school factor namely, school resource management will now be discussed.

4.7.3 School resource management

- **Post level** – educators in post level two and higher have a statistically significantly higher factor mean score than educators in post level one. Both groups partially disagree to partially agree that resource management is an important aspect of school governance.

- **Educator organisation** – SADTU members have a statistically significantly lower factor mean score than educators belonging to the other educators unions.
- **Religion** – there is a statistically significantly higher factor mean score for educators belonging to Christian faith than educators belonging to other religions in respect of resource management as an aspect of school management in whole school development. Both groups, tend toward partially disagreeing that resource management is a vital aspect in the governance and management of whole school development.
- **Attendance of educators** – there is a statistically significant difference between the factor mean score of attendance of educators in respect of resource management. Respondents who perceive educators' attendance to be average and poor are less participative than respondents who perceive educators' attendance at their schools to be excellent. Poor attendance of educators suggests a lack of discipline in a school and a lack of commitment in the school as a whole.
- **Gender of principal** – there is no significant statistical difference between male and female principals in terms of school resource management. Both male and female principals agree that school resource management is a vital aspect of whole school development.
- **Courses attended relating to school improvement in the last three years** – Educators who attended seminars, capacity building workshops and courses relating to school development in the last three years, have a lower factor mean score than educators who did not attend a course. Both groups tend towards partially disagreeing that resource management is an aspect of school management.
- **Benefited your management skills** – respondents who feel that they have benefited to a great extent from the course have a statistically significantly higher factor mean score than those that feel that they have benefited to no extent or to some extent only. Educators who benefited a great deal from courses attended probably have a positive attitude and realise the value of school resource management. By attending courses, the knowledge and skills of educators on how to manage the school resources increases.

- **Age** – there is a statistically significant difference between the factor mean scores of age in respect of school resource management. All the groups partially agree that school resource management contribute to whole school development.
- **Teaching experience** – respondents with teaching experience of 20+ years have a statistically significantly higher factor mean score than educators with less number of years of teaching experience. All age groups partially disagree that resource management is an essential aspect of school management
- **Experience as principal** – principals having 10+ years of experience have more favourable opinion than principals with less experience in respect of school resource management. However, principals with less experience partially disagree that the factor resource management is currently an aspect for whole school development. The reason for this might be attributed to the fact that principals with more experience have realised that the school cannot function effectively without resources.
- **Highest educational qualification** - educators with the lowest qualifications have a statistically significantly higher mean score than educators with higher qualifications. Under qualified educators believe that the schools must be well resourced in order to improve the management of the schools.
- **Language of instruction** – educators who use Afrikaans as a medium of instruction have a statistically higher factor mean score than the other three languages of instruction groups. Educators who use English as a medium of instruction have the lowest factor mean score. Parallel medium schools who also use Afrikaans as a medium of instruction have the second highest factor mean score. All the four language groups, tend to partially agreeing to partially disagreeing that resource management is an important aspect of school management.
- **Attendance of learners** – respondents who believe that the attendance of learners at their schools is excellent have the highest factor mean score as compared to respondents who perceive their learner attendance to be poor. The group that perceives the attendance of learners to be poor partially disagrees that resource management is currently an important aspect of school management.

- **Type of school** – respondents from the combined schools have the highest factor mean score than respondents from secondary schools. The reason for this might be attributed to the fact that respondents from combined schools perceive school resource management as an important aspect of school management.
- **Province in which school is situated** – educators from the Eastern Cape have the highest factor mean score than educators from Gauteng. This is due to the fact that most schools in the Eastern Cape have a dire shortage of resources. That is why the educators from the Eastern Cape tend to partially agreeing that resource management is an important aspect of the whole development of schools.
- **Present level of discipline** – respondents who perceive discipline to be excellent in their schools have the highest factor mean score and differ from educators who perceive discipline to be average in their schools. Respondents who perceive discipline to be poor or average at their schools partially disagree that resource management is presently an aspect of school management.

4.7.4 Summary of the factor resource management

The factor mean score for all the independent groups for the factor school resource management was 103,69 as indicated below:

<u>S.D.</u>	<u>D.</u>	<u>P.D.</u>	<u>P.A.</u>	<u>A.</u>	<u>S.A.</u>
31	62	93	124	155	186
		↑ 103,69			

The Afrikaans medium of instruction schools have gained the highest factor mean score as they partially agreed that resource management is an essential aspect of whole school development. Educators who perceived discipline at their schools to be poor or average received the lowest factor mean score which indicates that they tend toward partially disagreeing to disagreeing with the factor resource management to be an aspect of school management.

Having discussed the two factors, namely, accountable collaborative management and school resource management as aspects of school management the last factor, that is school marketing management will now be discussed.

4.7.5 School marketing management

- **Post level** – educators in promotion posts have a statistically significantly higher factor mean score than educators in lower post levels. Educators in promotion posts seem to be more involved in the marketing of their schools. The reason for marketing their school is probably to attract stakeholders to be involved in governance of the school so that schools can be better managed.
- **Educator organisation** – SADTU members have a statistically significantly lower factor mean score than educators belonging to the other educators' unions. SADTU tends towards partially agreeing whilst the other educators' unions tend towards agreeing that school marketing management is an important aspect of whole school development.

4.8 CONCLUSION

This chapter has focused on analyses and interpretation of a selected sample of empirical data. The researcher explained a series of univariate and multivariate statistical tests that were done in responses from educators' perceptions about how learner involvement can develop schools wholly.

Chapter five of this study will outline the summary of previous chapters, findings, recommendations and the final conclusion of this research.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The general aim of this project was to investigate the various aspects of school management on whole school development.

In order to achieve the general aim, the researcher focused on learner involvement as an aspect of school management and how it develops the school as a whole.

The specific aims of this research were to:

- Determine the role of learners in school governance as an aspect of management in whole school development.
- Investigate the perception of educators and parents in respect of learner involvement in school governance.
- Examine the skills that can be employed to improve learner involvement in schools

In this chapter, a summary of previous chapters, findings, summary, recommendations and final conclusion will be discussed.

5.2 SUMMARY

Chapter one introduced the research topic and provided the background of the research. The research topic was introduced as learner involvement in school governance as an aspect of school management. Concepts were defined with reference to literature based on learner involvement, school management and whole school development.

Chapter two presented the review of literature. In chapter two, the following received attention:

- The involvement of learners in school governance and management
- Legal status of learners in school governance
- Learner involvement in decision and policy-making.

Chapter three explained the research methodology and how data was verified. A questionnaire was administered to elicit the opinion of educators on learner involvement in school governance as an aspect of school management and its implication for whole school development. A discussion of 10 items on learner involvement was presented.

Chapter four analysed, interpreted and discussed the empirical data. The chapter explained the series of univariate and multivariate statistical tests that were done in responses from educators' perceptions about how learner involvement can develop schools wholly.

5.3 FINDINGS

The literature study indicated the following key points regarding learner involvement in education in South Africa.

- Some of the learners seem to be unable to define the scope of the role they have to play in the management and governance of the school. It is therefore, incumbent in terms of the democratic management of the school that learners in school governance have to be empowered.
- A literature study revealed that school governance should be inclusive of all stakeholders including learners.
- It has been discovered that learners involved in school governance do not continuously search for innovative ideas on how to govern schools. Instead, it

appears from the data that some of the members of the educators unions have a hand in encouraging learners to participate in politics.

- Learner involvement in school governance is something new in the education system of South Africa. Since learners are novice in the management of schools, they should receive proper guidance and directive from the principal and educators on how to manage schools effectively. They also need to be reminded from time to time that the purpose of education is enlightenment.
- Learner involvement in decision-making of the school has shown little improvement. Learner governors and principals need workshops on this item.
- Besides the rights of learners to be involved in school governance as entrenched in the School Act, some principals and educators are still sceptical about allowing learners to assume greater responsibility in the management of the school. Literature study revealed that full participation of learners in all areas of school governance is still far from being realised.

5.4 RECOMMENDATIONS

In as far as learner involvement as an aspect of school management is concerned, the researcher believes that there is a drastic need, to improve participation of partners in school governance. The following recommendations have been advanced as logical solutions to address the dilemma existing in school governance:

1. Learners should be acknowledged as equal partners. They should be afforded the opportunity to have a say on the most important activities of the school, which are within their limits.
2. Learners should not only be seen as troublemakers or problem-solvers but as co-workers with the governors and the school management team. They should be involved in policy making so that they may own it. Learners should also contribute by advancing constructive informative inputs towards the drawing of the school code of conduct.

3. School managers should continuously be trained specifically on how to fully involve learners in school governance.
4. It is submitted that the school manager alone cannot handle the training of RCL members. The Secretariats placed at various district offices of education should assist the school managers in the training of RCL members. The teacher liaison officers should assist the principals to train learners to run their schools effectively.
5. All learners including RCL members should be encouraged to become the builders of culture of learning and teaching rather than being its destroyers.
6. It is also recommended that politicians together with members of the teacher Unions should encourage learners to be above politics during school hours. They should also assist learners to draw a line between politics and education.

5.5 TOPICS FOR FURTHER RESEARCH

This research highlighted the need for the involvement of learners in school governance as an aspect of school management and its implication for whole school development. It is recommended that further investigations be done on the following topics:

- Learner involvement in the financial matters of the school – Implication for whole school development.
- Whole school evaluation as an aspect of school governance – Implication for school effectiveness.
- The impact of learner involvement in school governance for positive learner outcome.

5.6 CONCLUSION

This research investigated the role of learner involvement as an aspect of school management. The study argued that learner involvement in school governance is a key factor in whole school development. Managers, who still consider learner involvement in school management to be a threat, are running a risk of grounding to a halt the effectiveness of their schools.

In order to overcome the barriers that impede the learners to be involved, school managers should strive toward encouraging every stakeholder to take part in the management of the school. It should be noted that learners have the right to be part of school governance in order to facilitate the development of whole school.



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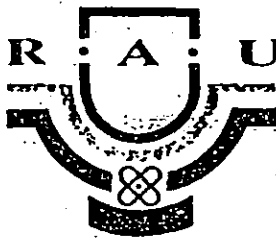
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RAND AFRIKAANS UNIVERSITY
P.O. Box 524
Auckland Park
Johannesburg
Republic of South Africa
2006



RAND AFRIKAANS UNIVERSITY
Telegraphic address Rauniv
Telex 424526 SA
Telephone (011) 489-2911
+ 27-11-489-2911
Fax (011) 489-2191
+ 27-11-489-2191

MS

**YOUR OPINION IS VITAL IN THE DETERMINATION OF WHOLE
SCHOOL DEVELOPMENT**

Dear Madam/Sir

The development of all aspects of a school, better known as whole school development, is of importance to our educational system. It is thus vital that we obtain your opinion regarding this aspect because we are investigating the various aspects of management associated with whole school development. A questionnaire is one of the most effective ways of **ELICITING EDUCATOR OPINION** and we are committed to the fact that without your opinion the information is not credible. Please bear the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire – it remains anonymous.
- There are no correct or incorrect answers in Sections B and C. We merely require **YOUR OPINION** in order to obtain reliable and trustworthy data.
- Your first spontaneous reaction is probably the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item.
- Please answer all the questions. Please note that the questions are printed on **BOTH SIDES** of the page.
- Please respond by circling the number corresponding to your response or fill in your response in the space provided.
- If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.
- The questionnaire should take about 30 minutes of your time to complete.
- Please return this questionnaire to the **PERSON FROM WHOM IT WAS RECEIVED AS SOON AS POSSIBLE BUT NOT LATER THAN 15 OCTOBER 1999.**

Thank you again for your valuable opinion

Yours faithfully

Prof. TC Bisschoff

Prof. BR Grobler

Prof. JM Squelch

Dr. KC Moloi

SECTION A: PERSONAL AND GENERAL INFORMATION

Circle the applicable code or fill in the number where necessary.

EXAMPLE FOR COMPLETING SECTION A		BRG/MS
QUESTION 1: Your gender?		
If you are a male then circle 1 as follows:		
Male	.....	1
Female	.....	2

1. How many courses/workshops/seminars related to school improvement have you attended in the past three years?

None	.....	1
1 to 2	.....	2
3 to 4	.....	3
5 or more	.....	4

2. If you attended any courses/workshops/seminars, please indicate to what extent you believe, it has benefited your management skills?

To a great extent	.....	1
To some extent	.....	2
To no extent	.....	3

3. Your gender?

Male	.....	1
Female	.....	2

4. How old are you (in complete years)?

(e.g. if you are thirty five years then enter).....

5. Which of the following best describes your present post?

Principal	.....	1
Deputy-principal	.....	2
Head of department	.....	3
Educator	.....	4

6. Teaching experience (in complete years)?

(e.g. If you have five years of teaching experience, enter).....

7. Number of completed years as a principal at this or any other school (if applicable)

(e.g. If you have five years of experience, enter

0	5).....		
---	---	--------	--	--

8. To which of the following educator organisations do you belong? If you belong to more than one then indicate yes opposite each appropriate choice.

SADTU	.....	Yes
TUATA	.....	Yes
NATU	.....	Yes
NUE	.....	Yes
SAOU	.....	Yes
NAPTOSA	.....	Yes
SAVBO	.....	Yes
Other (please specify)	.....	Yes

9. Your highest educational qualification?

Lower than grade 12	.....	01
Grade 12	.....	02
Post school diploma/certificate	.....	03
Teacher's diploma/certificate plus further educational diploma/certificate	.....	04
Bachelor's degree	.....	05
Bachelor's degree plus a teacher's diploma/certificate	.....	06
Honours degree	.....	07
Honours degree plus a teacher's diploma/certificate	.....	08
Masters degree or doctorate	.....	09
Masters degree or doctorate plus a teacher's diploma/certificate	.....	10

10. What is your mother tongue? (Mark one option only)

Zulu	.....	01
Xhosa	.....	02
Afrikaans	.....	03
Tswana	.....	04
North-Sotho	.....	05
English	.....	06
South-Sotho	.....	07
Tsonga	.....	08
Ndebele	.....	09
Venda	.....	10
Swati	.....	11
Other (specify)	.....	12

11. Your religion?

None	01
Christian	02
Islam	03
Judaism	04
Hinduism	05
Buddhism	06
African Traditional	07
Other (specify)	08

12. Language of instruction at your school?

English	1
Afrikaans	2
Double medium (two languages simultaneously in every class)	3
Parallel medium (two languages in different classes, for some subjects)	4
Other (specify)	5

13. How will you describe the attendance of educators in your school?

Excellent	(18 or more present per week out of every 20 - <i>90% or more</i>).....	1
Average	(16 – 17 present per week out of every 20 – <i>80 to 89%</i>).....	2
Poor	(15 or less present per week out of every 20 – <i>less than 80%</i>).....	3

14. How will you describe the attendance of learners in your school?

Excellent	(36 or more present per week out of every 40 - <i>90% or more</i>).....	1
Average	(32 – 35 present per week out of every 40 – <i>80 to 89%</i>).....	2
Poor	(28 or less present per week out of every 40 – <i>less than 80%</i>).....	3

15. What is the gender of your principal?

Male	1
Female	2

16. Your school is a:

Primary school (Grade 0 or 1 to Grade 7)	1
Secondary school (Grade 8 to Grade 12)	2
Combined school – Primary and Secondary (Grade 0 or 1 to Grade 12)	3
Special school	4
Other (specify)	5

17. **In which Province is your school situated?**

Eastern Cape	.....	1
Free State	.....	2
Gauteng	.....	3
KwaZulu Natal	.....	4
Mpumalanga	.....	5
Northern Cape	.....	6
Northern Province	.....	7
North West Province	.....	8
Western Cape	.....	9

18. **How would you classify the present level of discipline in your school?**

Excellent	.....	1
Good	.....	2
Average	.....	3
Poor	.....	4



SECTION B

The following statements relate to *WHOLE SCHOOL DEVELOPMENT*

Indicate the extent to which you agree or disagree with each of the following statements using the following 6 point scale, where

- 1 = strongly disagree
 2 – 5 = forms equal intervals between 1 and 6
 6 = strongly agree

EXAMPLE

BRG/MS

Indicate the extent to which you agree or disagree with the following statement:

- I tend to relax in my class when the principal is absent from school
 (If you disagree but not strongly then circle 2 as follows)

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

1. At your school teaching and non-teaching staff are involved in the preparation of the school budget

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

2. Our school has the necessary sports fields needed for the sports that are offered at the school

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

3. Good learner discipline is an important characteristic at our school

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

4. Our school governing body recommends possible disciplinary measures against incompetent educators

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

5. The learners involved in our school governance/management neglect their school work

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

6. **The present South African Schools Act supports the marketing of our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

7. **Regular learner assessment in our school has a positive influence on learning**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

8. **Our school has a desk for each learner**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

9. **Our school governing body is involved itself in resolving school problems**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

10. **Our school has dedicated administrative staff**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

11. **Our school is financially accountable to parents**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

12. **All members of our school community has a responsibility towards marketing the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

13. **Learners serving on our school governing body are good role models for other learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

14. **Drug abuse influences the climate of safety at our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

15. **Our school management team does not take responsibility for their own mistakes**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

16. **Standardised tests developed by external examining bodies monitor learner progress in our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

17. **Our learners make a meaningful contribution in the decision-making process of school governance/management**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

18. **The relationship between the community and the management team of our school is cordial**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

19. **The school community is involved with the discipline of our learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

20. **Our school obtains financial assistance from local business**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

21. **Our parents are aware of the financial constraints under which the school has to operate**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

22. **Good academic and/or sporting achievements attract learners to our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

23. **Our school management equips educators with communication skills through courses/seminars/workshops**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

24. **Our school has the necessary laboratories/workshops needed to teach the subjects where these facilities are needed**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

25. **Monthly reports are made available to our parents on how school funds were spent**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

26. **The best form of marketing our school is for the school to excel in the various school activities**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

27. **Parents in our community may question the school rules**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

28. **Our school governing body makes recommendations with regard to the appointment of educators**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

29. **A safe school environment is characteristic of our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

30. **Our learners should not be involved in the professional management/governance of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

31. **The Learner Representative Council of our school forms an integral part of the school governing body**

32. Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

32. **The Department of Education supplied our school with sufficient audio-visual equipment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

33. **In our school different academic abilities of learners in the same class make learner assessment problematic**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

34. **Academic excellence is emphasised when marketing our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

35. **Our principal portrays a positive image of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

36. **Learners not enrolled at our school are only allowed on the school premises with the permission of the principal**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

37. **Our school governing body should have the right to “hire and fire” educators**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
38. **Our Learner Representative Council is involved in preparing the school budget**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
39. **Our school governing body has established a marketing sub-committee**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
40. **The management team of our school demonstrates that their educators can be trusted**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
41. **Our school was timeously supplied with the necessary textbooks**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
42. **The family backgrounds of our learner’s influence school safety**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
43. **Our learners have the necessary skills to participate meaningfully in school policy issues**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
44. **Schools in our area which are renowned for their good discipline, tend to excel in other areas of activity**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
45. **Continuous assessment of learners in our school impacts negatively on teaching time**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

46. **Negative peer group pressure influences the climate of safety at our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

47. **Involving learners in our school governance/management will enhance the effectiveness of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

48. **Our school management team mainly uses male educators during planning sessions**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

49. **Our school governing body should be given greater autonomy in the governance/management of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

50. **In our school learner participation in class is a reliable form of learner assessment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

51. **The training of educators in marketing will assist us in marketing our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

52. **The discipline in our school has deteriorated since the abolition of corporal punishment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

53. **Our school has sufficient toilet facilities for the learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

54. **At our school inexperienced educators are aware of the possible negative impact of peer group pressure on learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

55. **The learners involved in our school governance/management contribute towards outcomes-based education**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

56. **Our school management team imposes its authority on the educators**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

57. **The physical facilities at our school are satisfactory**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

58. **Our school has a policy on school safety**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

59. **Our learners continuously search for innovative ideas on how to govern/manage a school effectively**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

60. **Our school governing body attempts to actively involve parents in school activities**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

61. **Educators in our school are capable of developing valid and reliable tests by themselves**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

62. **Learners at our school participate in fundraising**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

63. **Groups involved with the marketing of our school are representative of management, staff and learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

64. **Our school management team tends to resolve conflict by avoiding it**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

65. **Even if specified in annual budget a clear mandate is still necessary from our parents before spending large amounts from school funds**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

66. **Our learners make a clear distinction between educational and political issues**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

67. **Our school management team regards the selection of competent educators as important**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

68. **Our school has a financial report that is easy to understand**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

69. **Educators in our school understand the concept of continuous assessment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

70. **A part of our school funds are or should be invested with financial institutions**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

71. A security fence around our school will/has improved school safety

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

72. Our school should liase with local businesses when deciding on the curriculum

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

73. Our school management team is flexible

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

74. Disciplinary problems in our school are often the result of inconsistent learner punishment

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

75. Parents at our school pay all school fees

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

76. Our school liases with local businesses in order to obtain donations towards school funds

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

77. Combating gang violence will improve our school's safety

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

78. Learners on our school governing body understand their responsibilities

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

79. Our school management team tends to make decisions collaboratively

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

80. **Fair assessment of learners by educators in our school establishes good learner-educator relationships**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
81. **Our school governing body supports the staff in the performance of their duties**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
82. **Learners may only be suspended from our school after being granted a fair hearing**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
83. **Our learners market their school by behaving well outside the school**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
84. **Any stakeholder is allowed insight into our school's financial statements on request**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
85. **Our school governing body attempts to develop all aspects of the school**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
86. **Educators in our school are familiar with different ways of assessing learners**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
87. **Our school climate enhances school safety**
- Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

88. Learners at our school are aware of their constitutional rights

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

89. The educators in our school act in the best interest of their learners

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

90. Our school governing body fosters good relationships with the educators

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------



SECTION C:

Please indicate your rating by **circling** the appropriate number:

1. **I consider my school to be:**

Amongst the most effective schools in the Province	_____	1
More effective than most schools in the Province	_____	2
About as effective as other schools in the Province	_____	3
Less effective than most other schools in the Province	_____	4
Among the least effective schools in the Province	_____	5

2. **Circle the three factors that you believe play the most important role in gaining promotion in the education system:**

Hard work?	_____	1
Good future?	_____	2
Knowing the right people?	_____	3
Qualifications?	_____	4
Experience?	_____	5
Having a good work ethic?	_____	6
Having good interpersonal skills?	_____	7
Popularity?	_____	8
Gender?	_____	9
Race?	_____	10
Not sure?	_____	11

3. **Which one of the following would you say is the most important to prepare a learner for life:**

To be self-disciplined?	_____	1
To be well liked or popular?	_____	2
To be able to think for himself/herself?	_____	3
To be able to work hard?	_____	4
To be able to function as an effective citizen?	_____	5
To be able to help others?	_____	6

Thank you for your patience and co-operation in completing this questionnaire