

**THE FUNCTION OF THE GOVERNING
BODY TO DEVELOP A MISSION
STATEMENT**

by

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DEDICATION

This study is dedicated to my deceased parents, John Wright Milanzi and Grace Morabana Milanzi, who were educators, guides and motivators from my early years of schooling.

They were the precious gift that God had ever given to me.

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SINOPSIS

Hierdie navorsingsopstel is deel van 'n projek, wat deur 'n groep studente onderneem is, vir wie die taak gegee is om elk een van die elf funksies te kies wat die skool se beheerliggame moet uitvoer, en om 'n in diepte ondersoek te doen daarvan. Vir effektiewe onderwys, is dit belangrik dat die skool se beheerliggaam bemaagtig moet word om die volgende funksies effektief uit te voer:

- Bevorder die belangstelings van die skool en probeer om ontwikkeling te verseker deur kwaliteit onderwys vir alle studente.
- Neem 'n grondwet aan.
- Ontwikkel die misie en visie van die skool.
- Bevorder 'n kode van optrede vir alle studente van die skool.
- Help die hoofde, onderwysers en ander personeel om hulle professionele funksies uit te voer.
- Besluit oor die tye van die skooldag, in ooreenstemming met die personeel se voorwaardes van indiensneming.
- Administreer en oefen kontrole uit oor die skool se eiendom, geboue en gronde.
- Die aanmoediging van ouers, studente, opvoeders en ander personeel om vrywillige dienste te lewer.
- Om die provinsiale Departementshoof te adviseer met die aanstelling van opvoeders by die skool, onderworpe aan die Wet op Indiensneming van Opvoeders (1996) en die Wet op Arbeidsverhoudinge (1995).

'n Aantal items is opgestel vir 'n vraelys in verband met die funksies van beheerliggame van skole. Hierdie items is verminder tot ses faktore wat dien as grondslang om te bepaal tot watter mate lede van beheerliggame van skole verantwoordelikheid daarvoor aanvaar.

- Samewerkende beheer
- Beheer van nie - opvoeders
- Beheer van opvoeders
- Beheer van die gemeenskap
- Beheer as beleid
- Beheer van leerders

Om die verhandeling meer verstaanbaar te maak is sekere riglyne vir die beheerliggame van skole gestel wat gevolg moet word wanneer hulle hul funksie vervul, om die missieverklaring van die skool te ontwikkel.

Belangrike bevindinge is gemaak uit die literatuur wat die funksie van die beheerliggame van skole om die missieverklaring van die skool, te ontwikkel betref.

Aanbevelings is gemaak wat die lede van die beheerliggame van skole moet oorweeg wanneer hulle hierdie funksie vervul.



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UNIVERSITY
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CHAPTER ONE

INTRODUCTION, MOTIVATION OF AND STATEMENT OF THE PROBLEM, AIM AND EXPOSITION OF THE RESEARCH

1. INTRODUCTION

Education is an activity which involves mutual co-operation of educators, parents, learners and the entire community. Parents in particular, are naturally interested in the education of their children. They sometimes want to know who is doing the teaching, what professional qualifications do they (educators) have, what is being taught and how well it is being taught.

The Ministry of Education has strongly endorsed parental rights in their children's education, and further states that parents or guardians have the primary responsibility for the education of their children and have the right to be consulted by the state authorities with regard to the form that education should take and to take part in its governance (RSA Education White Paper, 1995: 21).

Subject to the Schools Act (RSA Schools Act, 1996) corporal punishment should no longer be applied in schools because this is considered an infringement of the rights of learners and incompatible with the spirit of partnership and co-operation embodied in the Act. However, the Act certainly does not condone lack of discipline in the schools. It calls on the governing bodies in consultation with learners, parents and educators - to draft codes of conduct for learners and to come up with creative ways of ensuring good behaviour and a positive learning environment to ensure quality education and effective management of schools (Bengu, 1998:7).

As long as parents are sure that all is going well in schools, they usually have little to say. When uncertainties arise about the progress of their children or the school in general, their anxiety, and indeed that of the community as a whole, is usually freely expressed and there can be no doubt about their concern.

Why should schools develop a natural relationship with parents? Not only does this partnership promote the notion of teachers and parents working

jointly in children's education, but greater parental involvement may enhance the learners progress at school (Parsons, 1994: 37).

A distance between home and the school has to be lessened. Everard and Morris in Parsons (1994: 37) talk of "fruitful relationships whereby problems are jointly resolved by the home and school" and of "reservoirs of talents and goodwill" among parents to be tapped.

In the 1970's and 1980's the National Education Co-ordinating Committee (NECC) tried to bring democracy to our schools. This Committee started Parent-Teacher Associations (PTAs) in primary school and Parent-Teacher- Students Associations (PTSAs) in secondary schools (Chinsamy, 1997: 1).

Subject to the National Policy for General Education Affairs Act No. 76 of 1984, the Schools Management Councils or the South African Councils for Education were established (Government Gazette, 1984: 9). Chinsamy (1997: 1) states that the PTSAs were in conflict with these councils and the government banned many PTSAs and detained many PTSAs members. However, parents and teachers worked together in many schools to make their schools better (Chinsamy, 1997: 1).

The National Department of Education decided to use the example of the PTA and the PTSA when it started preparing a New Act on the governance of public schools. Therefore, the South African Schools Act of 1996, states that all schools must have democratically elected governing bodies. The Act also says that all members of the school governing bodies, that is, parents, teachers, non-teaching staff and students (in the case of Secondary Schools) must participate in these bodies (RSA Schools Act, 1996: 18).

The Schools Act provides both for the governance and professional management of public schools and the governing bodies will decide on the policies and rules by which schools are organised and controlled and will ensure that these policies and rules are carried out. The school management teams will be responsible for the day to day management of teaching and learning.

Bengu (1997:1) stresses that, "this is a time for building, for pledging our united efforts to make all schools work to the utmost of their capacity". He further says that, "our commitment is to develop real partnerships between education authorities and governing bodies across the land, to put

learning first in all of our schools, for all our youngsters, for the sake of our Nation”.

1.1 MOTIVATION

The new school governance system, as subject to the South African Schools Act is based on a set of principles and values. These principles and values should guide the discussions and decisions to be taken in all public schools, whether these discussions and decisions concern, the school’s finances, property, code of conduct, constitution, vision/missions statement, it is the responsibility of the governing bodies.

Chinsamy (1997: 1) asserts that the banning of these PTAs by the National Policy for General Education Affairs Act, 1984, has never stopped the parents and educators to work together in many schools to make the best of their schools. After 1994, the National Education Co-ordinating Committee embarked on the establishment of democratically elected governing bodies as subject to the South African Schools Act (1996: 14).

The Schools Act creates a framework that gives people involved in education a far greater role than under the old dispensation, in the governance and development of their schools. The government realises that giving all learners an equal opportunity to realise their talents can only be achieved with the help of all South Africans. People will be able to work together to provide effective, transparent, accountable governance by supporting one another, co-ordinating each other’s actions, keeping to agreed procedures and informing one another of matters of common interest. With a governing body, the talents of many will be combined to make the best decisions for the schools.

In terms of the Government Gazette (South Africa (Republic), 1997: 2-3) the following principles shall underpin the governance of the public schools:

- The Department of Education shall respect the rights and duties of parents to provide direction to their children’s education, in a manner consistent with the evolving capacity of the children concerned.

- Every person shall have the right to access to all information held by the department or the governing body of a school in so far as such information is required for the exercise or protection of his or her rights.
- In setting up new school governing structures, serious consideration shall be given to addressing the imbalances of the past by the election of school governing bodies whose racial and gender mix reflects that of the school community.
- State involvement in school governance should be limited to the minimum level required for legal accountability. The powers of governing bodies should reflect their capacity to render effective service.
- The function of the governing body shall be to enhance the quality of education for all learners, within the parameters of the policy established by the National and provincial departments of education in terms of their legal responsibilities and competencies.

A governing body will stand in a position of trust towards a school and its main purpose will be to help the school management team, on behalf of the school community, to organise and manage the activities of the school effectively. All governing bodies are expected to act in good faith and to carry out their duties and functions for the benefit of the school.

Many schools have never had properly functioning or representative governing bodies and will need assistance in setting them up. Hopefully, as more and more governing bodies gain the necessary training and experience, and grow in confidence, the education system will be transformed and become truly democratised.

The challenge now is to create a true democratic teaching and learning practices in all schools.

Creating governing bodies in schools can be seen as part of a co-operative governance system in which national, provincial and local spheres or government are inter-dependent and interrelated (RSA Schools Act, 1996: 6-7).

The focus of this dissertation, is “how do governing bodies perceive the following function: The development of the mission statement of the school”.

1.2 STATEMENT OF PROBLEM

With the promulgation of the South African Schools Act 84 of 1996, eleven functions were allocated to all governing bodies of public schools. For effective teaching and learning to take place, it is essential that governing bodies be empowered to execute these functions effectively.

In the Education White Paper, the Ministry of Education announced that the decision-making authority of schools would be shared among parents, educators, the community and the learners, in ways that would support the core values of democracy. A school governance structure must involve all stakeholders groups in active and responsible roles, encourage tolerance, rational discussion and collective decision-making (Government Gazette, 1996: 16).

National and provincial policy should allow for the fact that such capacities may be under-developed in many communities and therefore need to be built.

To emphasise the essence of the school governing bodies of the public schools, Poston (1994: 4-5) states that any school system needs a body to conduct close and continuous analyses of organisational needs and direction.

As a guide to negotiate change in the school system, the Ministry of Education therefore proposes that the new structure of school organisation, governance and funding must aim to:

- ensure both national coherence and the promotion of a sense of national common purpose in the public school system, while retaining flexibility and protecting diversity;
- enable a disciplined and purposeful school environment to be established; dedicated to a visible and measurable improvement in the quality of the learning process and learning outcomes throughout the system;

- ensure that the involvement of government authorities in the school governance is at the minimum required for legal accountability and is based on participative management;
- enable school governing bodies to determine the mission and character or ethos of their school within the framework of constitutional provision affecting schools and national and provincial school law;
- ensure that the decision-making authority assigned to school governing bodies is coupled with the allocation of an equitable of public (budgetary) resources and the right to raise additional resources, for them to manage;
- ensure both equity and redress in funding from public (budgetary) resources, in order to achieve a fair distribution of backlogs caused by past unequal treatment,
- improve efficiency in school education through the optimum use of public financial allocations and publicly-funded staff resources (Government Gazette, 1996: 10-12).

A group of M.Ed. students at Rand Afrikaans University (RAU) embarked on a research project on the functions of governing bodies in public schools. This project hopes to produce guidelines for capacity building. The overall research problem of this project is to determine the perceptions of governing bodies on the eleven functions of all governing bodies of public schools must execute according to the Schools Act (RSA Schools Act, 1996:8).

The specific problem of this mini-dissertation is:

How do governing bodies perceive the following function?

“20(1) (c) Subject to the South African Schools Act 84 of 1996, the governing body of a public school must

(c) develop the mission statement of the school.

1.3 AIMS

The aim of this study is to

- clarify the following concepts “Mission Statement,” and “the governance of a school”.
- determine how the governing body perceives ownership for this function;
- set guidelines for the effective execution of this function;
- develop a training module for members of governing bodies on this function:

1.4 RESEARCH STRATEGY

In order for the above mentioned objectives to be realised, the following research methods will be used:

- A literature survey on the functions of governing bodies in at least three countries of which one will be an African Country.
- A questionnaire to members of the school governing bodies (SGBs) on the functions the members of governing bodies of public schools must perform and determine how they perceive ownership of and their roles in the execution of the function: “Development of the mission statement of the school”.
- An analysis of the data to formulate guidelines for the effective execution of the function.
- To compile a training module for members of governing bodies on this function.

The emphasis will be on an in-depth description of a development of a “Mission Statement” as a function of the governing bodies of public schools.

1.5 CONCEPTS CLARIFICATION

1.5.1 Governance of a School

This refers to the determination of policy which is the responsibility of the governing body. The sphere of governing bodies is governance, by which is meant policy determination, in which democratical participation of the school's stakeholders is essential.

1.5.2 Mission Statement

A mission statement is a general, overall destination an organisation would like to reach. It identifies the elements of the ideal vision that the organisation commits to deliver and states the over-arching educational purpose which measurably contributes to the vision.

According to Flinchbaugh (1993: 189), a mission statement is a philosophical statement about important values that are held by members of an organisation. It also states the purpose for which an organisation exists.

As Pearce, Robinson and Roth, (in Flinchbaugh 1993: 185) assert, a mission statement reveals the image of an organisation that wants to project and reflects an organisation's present image. The image of a school or school system projects through its mission statement, reveals the basic beliefs, values, aspirations and philosophical priorities of its governing bodies, professional and support staff and community.

Kaufman (1995:92), described a mission statement as an overall job-an-outcome, output, or product; a completed service; or a change in the condition of something or somebody that must be accomplished. Mission statement, analyses a determination of "where we are going", "how we know when we have arrived; and "what the major steps are to get from here to there".

1.6 EXPOSITION

The functions of the governing bodies and the development of a "mission statement", will be broadly described in the following framework:

- Chapter Two: Literature survey (Comparative Study) on the functions of governing bodies in at least three countries
- Chapter Three: A discussion of the research design, and the development of a research instrument to be used.
- Chapter Four: The findings of this Research Essay will be analysed and interpreted.
- Chapter Five: This Chapter will provide a summary of this research essay and some of the findings will be highlighted, a draft training module for members of governing bodies will be indicated. Recommendations based on the findings will also be made here.

1.7 CONCLUSION

In the introduction of this chapter, some essential remarks were made regarding eleven important functions of governing bodies of public schools, in order to revive effective teaching and learning in the schools.

The main problem regarding education at this period in time is that, the culture of learning and teaching is declining rapidly. This could be because of the fact that more of the public schools do not have mission statement which could commit the educators to do their work effectively. As part of their functions, governing bodies of public schools should develop mission statements for their schools in order to give them direction in accomplishing their goals. A literature study, questionnaires to members of school governing bodies and the data analysis methods will be used to complete this research project.

In Chapter Two, literature review will survey the tasks of the governing bodies of public schools in at least three countries. The functions of the governing bodies of public schools in South Africa, are listed in Section 20 (1) of the Schools Act.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

The working definitions of the concepts of “Governance” and “Management” assist in clarifying the role of governing bodies in public schools. The sphere of governing bodies is governance, by which is meant policy determination, in which the democratic participation of the schools’ stakeholders is essential. The primary sphere of the school leadership is management, by which is meant the day-to-day organisation of teaching and learning, and the activities which support teaching and learning, for which educators and the school principal are responsible. These spheres overlap, and the distinctions in roles between school managers and their staff, and school governing bodies, need to be agreed to. This would permit considerable diversity in governance and management roles, depending of the circumstances of each school (Education White Paper, 1996: 16-17).

Every school must have a purpose, a reason to be a learning organisation. This is called the “Schools Mission”. Routinely, when thinking about the future of their schools, the governing bodies may draw a picture of a school that doesn’t exactly coincide with its present service or position within the education sector. It is that vital link between the vision and mission that forms the strategic plan, the road map that guides the school to the future, which presently exists in the governing bodies’s mind (Foskett, 1992: 113).

Everyday, school governing body members make decisions as their function, that affect the performance and the operations of a school. However, without valid and complete information, governing body’s decision-making may be seriously impeded or ineffective. Valid and complete information is vital to accurate and sound problem identification, issue analysis and selection of appropriate action by governing bodies (Wagner, 1989: 130-131)

Accordingly, the job of quality improvement in education begins with the school governing bodies, and the governance must be done and well done (Poston, 1994: xi).

As indicated earlier, comparisons in at least three countries, on the functions of the governing bodies in public schools will be explored and discussed.

2.2 GOVERNING AND MANAGING SCHOOLS IN ENGLAND

2.2.1 Community involvement in England

Parents in England, like in any other country have a legal duty to ensure that their children receive efficient full-time education suitable to their ages, ability and aptitude. Much greater emphasis is given to the parental role by the education of the individual child; that is, the total development of the child's, mental, moral, physical, social and spiritual being (Brooksbank & Anderson; 1987: 7-8).

2.2.2 Composition of school governing bodies in England

The composition of governing bodies in England differs slightly and this depends both on the type of school and its size. The Education Act requires quite specific categories of people to be elected on the school governing bodies:

- Parents of children at the school. They are elected by a properly organized secret ballot papers.
- Representatives of the Local Education Authority - they are usually councillors, and they can nominate anyone to represent it.
- The head-teacher, he/she can decide whether or not to be a governor. Whatever the head (the school principal) decides to do, he/she is entitled to be present at all governor's meetings.
- Teacher governors are elected by their colleagues.
- Co-opted governors are elected by the rest of the governing body. Among the co-opted governors would be what the Act calls "members" of the local business community (Wragg & Partington 1989:18).

2.2.3 Powers of governing bodies in England

The 1986 Schools Act in England had altered the composition of governing bodies in public schools, clarified and extended the functions and powers of these governing bodies. Governing bodies were to undertake the task of ensuring that the curriculum was developed and that it was free from political bias. They were to have a clear role in the appointment of teachers. Each year, governing bodies were to prepare a written report for parents, to be discussed at an annual meeting (Simkins, Ellison & Garret, 1992: 69).

The 1988 Education Reform Act further extended the functions and powers of governors. The governing bodies were asked to oversee the implementation of the newly introduced National Curriculum and were required to establish a charging policy for “optional extras”. Members of the governing bodies became responsible for ensuring that religious education and collective worship occurred and were empowered to deal with parental complaints about these activities and the contents of the National Curriculum.

The governing bodies would also hear appeals against permanent exclusion of a learner from school. The use of school premises outside normal school hours was to be under the control of the governing bodies (Simkins, et al. 1992: 70).

Schmuck and Schmuck (1992: 161) emphasize the fact that if governing bodies take a strong stand in support of the public schools, these schools will have a better chance than they have today of becoming everybody’s house. In the ideal public school, all local citizens, regardless of age, occupation, sex, race and ethnicity, are defined as learners and potential teachers; all have something to offer, and the programmes will be based on interests, needs and available resources, under the supervision of the governing bodies.

Dimmock (1993: 121-122) also stresses the fact that the powers and responsibilities of the governing bodies in England, have been expanded. Based on anecdotal evidence, the following taxonomy for governing bodies in England may be suggested:

Trustees - Governing bodies are really watchdogs, and trust their headmasters to run the school unless they have some reason to be concerned.

Partners - Governing bodies want to work alongside their staff, sharing ideas and expertise.

Board of Directors - Governing bodies are the masters, elected to run the school on behalf of the parents.

Parental influence is definite, undisputed and measurable. Governing bodies in British schools are not elected specifically to represent the views of the parents, yet there is a strong case for clarification and extension of their role for four reasons:

- Firstly, in the future, schools will need to liaise more closely with parents than they have before.
- Secondly, the legislative framework now exists, whereby parents have greater representation on governing bodies than before and it may be appropriate to rise their status.
- Thirdly, with training, parent-governors could provide useful support in tasks that school management teams could reasonably delegate.
- Fourthly, parent-governors need ownership they are to develop as useful helpers. They are, there to provide a parental perspective and as such, have an important role to play in many aspects of the development of a School (Fosket, 1992: 113-117)

In England, governing bodies currently have evolved the following sub-committee, namely; fabric and maintenance; finance and curriculum. An extended structure (Figure 2.1) might enhance liaison with parents and draw together the specialist areas of governing body's function.

Figure 2.1: An extended structure for a governing body, incorporating a parent's liaison sub-committee (Humes & Mackenzie; 1994: 57).

**SCHOOL
GOVERNING BODIES**

Finance Sub-Committee	Building and Maintenance Sub-Committee	Curriculum Sub-Committee	Parents Liaison Sub-Committee
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Macbeth (1990) (in Humes & MacKenzie 1994: 57) says that “The parental dimension of education has been given unambiguous prominence” in England. He outlines four main functions of the school governing bodies:

- the accountability of the school as public service;
- the representation of parents in the management of the school;
- support for the school managers and their staff, and
- the promotion of partnership between parents and staff.

Full exchange of information between the home and school should be emphasized as the means of enabling parents to play their full part and increase their commitment to the education of their children (Sallies, 1982; as quoted by Humes & MacKenzie, 1994: 57).

2.3 PRIORITY FUNCTIONS OF GOVERNING BODIES IN ENGLAND

Governing bodies may have many duties and responsibilities, but generally, they have major functions as indicated by (Wragg & Partington, 1989; Poston, 1994; Nkata & Thody, 1997; Oldroyd & Van Wieringen, 1994):

2.3.1 Supervision and policy

According to Poston (1994: 5) in supervision and policy, any school system needs a body to conduct close and continuous analyses of organizational needs and direction. Without such body, the school system is helpless to control itself rationally.

2.3.2 Employment and supervision of top management

The governing bodies ensure that their executive officers (school principals) and staff are competent and performing in accordance with the standards of the organisation. Motivation of people is also a pre-requisite for quality institutional accomplishment. How the system rewards performance and excellence, contributes to the achievement of the purposes and goals set by the governing bodies.

2.3.3 Representation of the public constituency

Poston (1994: 6) further asserts that a responsible governing body serves as an organ of consultation, communication and decision making for all the people. Representation must be for no individual or group bias, but it must be aimed at the basic long-term interests of the school and the community it serves.

2.4 THE RELATIONS BETWEEN GOVERNORS AND SCHOOL PRINCIPALS: MICRO POLITICS

In England, principal professionalism has informally contributed to their covert domination of governing bodies, although principals do not hold any official positions within the structures of the governing bodies. The 1996 guidance on good governance delineates a governing body's curriculum responsibilities as determining a policy for delivering a broad and balanced curriculum in consultation with the head teacher. The governing body also has ultimate responsibility for the school's budget, which it must discuss, formally adopt and evaluate its outcomes. The principals draw up the curriculum plan and proposed budget options, ensured the day-to-day implementation of the curriculum and of the budget and submits regular reports of expenditure to the governing body (Nkata & Thody, 1997: 6-7)

2.4.1 Further powers and functions of governing bodies in England

Nkata and Thody (1997: 70) further mention the powers and functions of the governing bodies in England. They state that, the governing bodies are said to be responsible for the planning of school's policies, they decide on how funds will be allocated amongst these planned policies. They have the power to appoint and dismiss staff and to determine policies for the

admission of pupils. Governing bodies in England also appoint the head-teachers and determine their salaries.

With regard to the budget decision making in schools in England as emphasized by Oldroyd and Van Wieringen (1994: 13), the governing body is responsible for the ensuring of the efficient management of the school's finances.

Wragg and Partington (1989: 29-31) support the fact that governing bodies in England appoint teaching Staff and they also perform other functions which include: handling of teachers grievances and they also decide on the teacher's dismissals after seeking the advice of the Chief Education Officer. The governing bodies are also responsible for running the costs of premises, school meals, pupil support costs, buying of books and equipment for the school's laboratories.

Wilson and Corcoran (in Fullan & Stiegelbauer 1996: 241) conclude that the establishment of more collaborative links with the governing bodies brings concrete benefits to schools and their staff. Firstly, collaborative links with the governing bodies strengthen the technical aspects of the school. Secondly, strong governing body involvement makes, schools more accessible and attractive places such as political support across constituencies. As people come to know the schools and to feel that they can contribute to their success, ignorant criticism diminishes. Thirdly, participation in schools, activities by members of the governing bodies other than school staff communicates an important message to students. Finally, collaborative activities with members of the governing bodies shape the school. Community culture, that encourages a sense of concern about the quality of life is so often missing in today's harried noisy world.

Fostering all kinds of involvement of school staff members and of the community members (governing bodies) in the schools sends a good message to the school's neighbours.

2.5 SCHOOL GOVERNANCE IN NIGERIA

2.5.1 Community involvement in education

Schools governing bodies in Nigeria are constituted variously from state to state and this depends mainly on the numbers of teachers and the types of schools. Secondary grammar schools are the most popular.

In connection with the principles and objectives of The National Policy on Education, school governance in Nigeria, depending on the type of schools and numbers of teachers, comprises of the following:

- the parents of the children who attend the school - and are elected by other parents whose children attend the same school;
- the school principal
- One or two teachers - elected by other teachers at the school they are teaching;
- Community members - in terms of the business sector (Mussazi, 1989: 158-159)

The State Schools board is an old concept in Nigeria which has been in practice for the last decade or so in the Southern areas of the federation. In these areas, the school's boards are constituted variously from state to state, depending on the numbers of schools and teachers.

School boards are responsible for the affairs of teachers in all government secondary schools. For administrative convenience, the boards operate at two levels:

The State level, hence there are the state school's board which perform all functions related to teachers in government secondary schools.

The local level; hence there is the local schools governing bodies. The number of governing bodies depends on the number of local administrative divisions which are scattered all over the State. Such boards are responsible for teachers in government primary schools (Mussazi, 1989: 159).

In most cases, the State and local schools governing boards have as their members, people who are very experienced in their various professions. In most case, these are educators and school administrators who are experienced in the field of education (Mussazi, 1989: 160).

2.5.2 Functions of governing bodies in Nigeria

According to Mussazi (1989: 161), the governing bodies in Nigeria are

particularly responsible for staff appointments, postings, transfers, promotions of educators, discipline of learners, leave and the payment of grants, staff salaries, and other conditions of service relating to the general welfare of the members of the teaching profession.

The governing bodies are also responsible for the improvement of the quality of instruction in schools and they co-operate with the inspectorate division of the ministry of education in order to achieve this objective. The state school governing body has control over the Local School Boards especially in the performance of its official functions.

Dekker and Van Schalkwyk (1989: 320) further assert that the state governing bodies are responsible for the educational affairs of the Secondary schools and the local school governing bodies are responsible for primary schools. Both types of governing bodies are involved in the appointment, transfers, promotions, discipline in the schools, leaves for the educators, benefits salaries of teachers and other conditions of service to do with the general welfare of the teaching profession in their respective regions.

Furthermore, the state schools governing bodies advise the Ministry of Education on Education policy's theory and practice (Mussazi, 1989: 160-161).

2.6 FORMATS FOR COMMUNITY INVOLVEMENT IN UGANDA

Uganda's education system is officially centralised since the Ministry of Education is responsible for administration, monitoring, management and planning. The system is also decentralised, first because of the Ministry's lack of finance and poor communication infrastructures to link it with district or local staff, and secondly, because district staff find it almost impossible to visit schools or to interact with the parents, teachers or head-teachers because of lack of finance, or inadequate numbers of district administrators and of transport infrastructures (Nkata & Thody, 1996: 67-68).

At the local level, Uganda's government is gradually encouraging the re-emergence of community involvement in school management through School Management Committees which are the legal owners of the

Schools; Parent Teacher Associations, which raise and control funds and the local Resistance Councils (PTAS) (Nkata & Thody, 1996: 67-68).

2.6.1 Parental government

Until the 1980s School Management Committees or Boards of Governors were the main influence on head-teachers' decision making in Uganda. Since the 1980s, PTAs have "assumed a pivotal role in the financing and development of education system (Kajubi, 1991; as quoted by Nkata & Thody, 1996: 68).

These PTAs quickly became fund raising agents, persuading parents to contribute significantly in addition to compulsory yet modest school fees. PTAs in both Uganda and England were the forerunners of the newly established governing bodies.

2.6.2 School governance in Uganda: Composition and powers

Nkata and Thody (1996: 69) assert that, of the nine local residents comprising each Ugandan primary school management committees, two are elected by the parents, three are selected by the Resistance Council from amongst community leaders and four are appointed by the Commissioner for Education after their recommendation by the local Resistance Council. In 1994, the Ugandan government proposed to increase community representation on primary school management boards from 9 to 15. Boards of Governors of Ugandan Secondary Schools consists of 13 members; five are appointed by the School's founding body and four by the first time.

2.6.3 Functions of school governing bodies in Uganda

The Ugandan School governing bodies oversee the school policy formulation and implementation, drawing up and supervision of schools budgets; they review educational performance and also supervision of pupils and staff discipline.

They are also responsible for the planning of the school's infrastructure expansion, that is, adding additional grades or parallel streams. Governing bodies are responsible for the repairing and maintenance of the school's buildings and property, and lastly, they are responsible for staffing needs,

and raising additional funds from the PTAs (USAID, 1990; as quoted by Nkata & Thody, 1996: 70).

2.7 GOVERNANCE OF SCHOOLS IN SOUTH AFRICA

Governance Policy for public schools in South Africa is based on the core values of democracy. It is envisaged that representative governing bodies will be established in all public schools following negotiations prescribed in Section 247 of the constitution, and the enactment of the Schools Act (RSA Schools Act, 1996)

Before January 1997, each public school was expected to have a governing body, either new or adopted from an existing structure, which conforms to the norms and standards laid down in the envisaged South African Schools Act 84 of 1996 and the provincial education legislation.

2.7.1 Composition of school governing bodies

The Ministry of Education proposed, as a basis of negotiation, that public school's governing bodies should comprise at least of the following members:

- parents or guardians of learners currently enrolled at schools;
- educators;
- learners (in Secondary Schools only);
- non-teaching staff;
- the principal (ex-officio);
- members of the community, elected by the governing body (Education White Paper, 1996: 17).

The implementation of these proposals will mark a major advance in the decentralisation of educational control, and the fulfillment of goals of tens of thousands of parents, teachers (educators), learners, former learners and community workers who have campaigned to secure the achievement of democracy in schools. At the same time, the new policy marks a decisive shift towards a national democratic and non-racial system of schools (RSA Education White Paper, 1996: 17).

Proposed list of powers for the governing bodies by the Ministry of Education includes amongst other aspects:

- Board policy development
- Personnel
- Admissions
- Curriculum
- Financial
- Maintenance
- Communication and
- Community Service

2.7.2 Functions of governing bodies in South Africa

Subject to the South African School's Act no 84 of 1996, eleven functions were allocated to all governing bodies of public schools. In order for the effective teaching and learning to take place, it is essential that the governing bodies be empowered to execute these functions effectively. These eleven functions include:

- To promote the best interests of the schools and strive to ensure their development through the provision of quality education for all learners at the schools;
- Adopt a constitution;
- Develop the mission statement of the School;
- Adopt a code of conduct for learners at the schools;
- Support the principal, educators and other staff of the school in the performance of their professional functions;
- Determine times of the school day consistent with any applicable conditions of employment of staff at the schools;
- Administer and control the School's property and buildings and grounds occupied by the school, including school hostels, if applicable;
- Encourage parents, learners, educators and other staff at the school to render voluntary services to the schools;
- Recommend to the Head of Department the appointment of non-educator staff at the school;



- Recommend to the Head of Department the appointment of educators at the school;
- At the requisition of the Head of Department, allow the reasonable use, under fair conditions, of the facilities of the school for educational programmes not conducted by the school (South African Schools Act, 1996: 8-9).

In this mini-dissertation, an in-depth research on the development of the mission statement as the function of the governing bodies of public schools, will be conducted.

2.8 SHARED VISION: A BASIS FOR MISSION STATEMENT

There is a close relation between Vision and Mission and vision will first be discussed.

“Where there is no Vision, the people perish” (Proverbs 29: 18). Leaders without vision will, at best, only manage the affairs of schools but they will not lead.

Why is vision so important? One reason is that Vision energizes people to work hard to attain a better state of affairs for themselves and their institutions. It builds commitment among the stakeholders to attain the desired future. Vision **EPITOMIZES**. A school without vision does not assist teachers, such educators are limited, they have blinkers (Wallace & Engel, 1997: 6).

From another perspective, the concept vision is described as an idea or an image of a more desirable future for the organisation, but, “the right vision is an idea so energizing that it jump-starts the future by calling forth the skills, talents and resources to make it happen” (Namus, 1992; as quoted by Wallace & Engel, 1997: 7).

Vision is both an individual and a shared phenomenon. Thus, the members of the governing bodies need to have their own views of the future state of the school before they can collectively set values, norms and beliefs that will form the basis for a school’s mission (Wallace & Engel, 1997: 7).

2.8.1 Vision building

Shared vision is a vehicle for building shared meaning among participants, that is, educators, parents and learners (Senge 1990: 298).

A vision answers the question: “How do we want to act, consistent, with the mission?”

It is important for a Vision to be rich in imagery. A vision should call forth in the minds of stakeholders, how learners and educators will interact in the classroom to produce the kind of learning explicit in a mission statement. It should speak to the quality of human relations and the competencies and attributes that the learners will carry away from the learning environment.

One of the key values of the learning school is that the organisation has the capacity to continually renew itself as it strives to fulfill its vision (Wallace & Engel, 1997: 16).

It has become almost axiomatic to assert that serious efforts at school reform need to begin with a clear and compelling “shared vision”. If the school is to be successful, it has to be effective. A measure of a school’s effectiveness is the ability of the governing body to work towards achieving the school’s vision, that is, working towards a shared set of values and beliefs. The vision would be succinct and should contain, within a few words, the philosophy underlying professional practice within the school (Sagor, 1996: 14).

A vision must be comprehensible to all stakeholders, e.g. educators, parents, learners, governing bodies and the community (Blandford, 1997: 4-5).

Holmes (1993: 15) also emphasizes the fact that if the school leaders wish to be successful leaders, then sooner or later they will have to come to terms with the notion of “vision”. All successful schools are build around a clear sense of vision and purpose. All successful school leaders have a firm grasp of educational vision and purpose and can relate that vision to the regular tasks and challenges of school leadership.

Building shared vision creates an environment in which people such as educators, parents and learners feel they are part of a common entity, a community.

According to Murgatroyd and Morgan (1994: 93), to own the vision and make it alive through daily action is what will make a vision translate into reality. Like Senge (1994), Murgatroyd and Morgan (1994: 93-96), also mention six important steps to achieve the process of vision building which could also serve as a guideline to members of governing body. The six important steps include:

1. Vision talk: - the chairperson of the governing body will present the idea of vision. Other members of the governing need to understand the power a vision can have.

2. Vision words: - obtaining the key words. The chairperson of the governing body should ask other members to write down three to four words that best encapsulate their vision of what the school could become.

3. Vision images: - obtaining the image component.

Members of governing body need to articulate among themselves what the vision of the school could be, given the resources made available by the first three steps, thus they should develop a systematic view of what the vision might be.

4. Obtaining the values to inform the vision each member of the governing body will be requested to write down key values that should inform the work of the school.

5. Propose a vision.

To come to the final product, a sentence which does not exceed 25 words, should be drafted and each member of the governing body should be asked to look carefully at the proposed vision and to provide some improvements to it.

6. Signing the vision off.

All members of the governing body should be asked to sign the

statement indicating their approval and acceptance of this as the vision for the school.

2.8.2 Vision and Values

It is true that the vision begins with the school leader, but in this regard, it begins with all the members of the schools governing bodies, with school's leaders as members.

Holmes (1993: 27) stresses the fact that there are important lessons the school leaders have to learn. They cannot succeed nor can their schools succeed, unless they are prepared to be clear about the values which are driving the school's vision. They have to make the "lead of faith" at some stage and make these important connections between values, vision and leadership.

It is clear that schools need to change. Given the tasks of assisting the schools to pursue this change, governing bodies must realise the fact, that pursuing a common vision is the best hope of developing a plan that will succeed in creating effective educational reform (Fagnano & Hughes, 1993: 76).

Equally important is the ability and the willingness of the stakeholders to examine operating policies and practices of the school to ensure that they are consistent with the vision. Vision also influences the organization and decision-making process of the learning school. The vision is used as a template in decision making to ensure that actions and decisions are consistent with it. It is critical to the continual renewal of the school as a learning organisation (Fagnano & Hughes, 1993: 19).

Governing bodies must ensure that visions "happen". Monitoring and evaluation of values and beliefs through the sharing process should be common in schools (Blandford, 1997: 49).

Davies and Ellison (1991: 77) maintain that the vision of a school should be set within the context of the educational market environment and should provide the challenging and inspiring goals as well as being desirable and humanly achievable.

To further emphasize the importance of vision and marketing of schools, Holmes (1993: 17) states that "in terms of marketing their schools in the

modern competitive climate, school leaders are obliged to make statements about mission and vision whether or not they have seriously thought the implications of such statements.

The logic of marketing is of course that the school leaders are clear about what they are marketing. If the product is an elusive or difficult to define service like education, then the production can be encapsulated in a “mission statement”. Occasionally, lack of vision or sense of purpose is suggested as a cause of school failure (Holmes, 1993: 19).

If the vision for the school is to be articulated in a form that is to be understood by others, then a written statement of purpose or a mission statement must be developed. This statement should encapsulate the goals of the school, crystallizing its purpose and values (Davies & Ellison, 1991: 78).

Statement about the purpose of the school must be meaningful to educators and must be explicit in professional practice (Holmes, 1993: 35).

Having discussed the vision and the steps for building shared vision by members of governing body, a broader perspective of mission statement will be discussed.

2.9 MISSION STATEMENT - A BROADER PERSPECTIVE

2.9.1 Characteristics of a mission statement

Mission establishment, which many people initially perceived as part of an academic process, has become associated with the managerial ethos that are pervading in all sectors of Education. What can be constructed as a process which encourages academic peers to discuss their fundamental beliefs and values, to shares their perceptions of the key purposes of their institutions, and through discussion and debate came to some consensus about these purposes which guide the management of the institution, is rarely perceived by educators today (Bell & Harrison, 1996: 45)

Given this context, it is important to look critically at the mission concept and see what part it may play in the future management of the education, sector. The importance of the concept “Mission” has grown throughout the 1980s and early 1990s. What started as encouragement to institutions

to produce mission statements, has grown into the adoption of strategic management for the whole education sector.

While mission and strategy remain fundamental to the management of education it is crucial to examine how the process can best benefit those who work and study in the education sector.

Peeke (1994: 1-2), identifies four key aims, which can act as a background for the governing bodies in their task of establishing mission statements for schools. The key aims include:

Firstly, to extend the concept of mission by showing that the claims made on behalf of the process need considerable qualifications before they can be accepted. Additionally, that the context of mission establishment is important in examining the development and implementation of mission.

Secondly to suggest how to make the concept more viable through the adoption of a participative method of mission establishment, procedures for operationalization, and the use of broad dimensions of mission agreed with the core of the organisation.

Thirdly, to produce a rationale for the adoption of a strategic perspective within the education sector.

Fourthly, to focus attention on some educational issues at a time when managerial issues have tended to dominate.

Educational institutions should become the centre of initiative, responsible to the communities in which they are placed. Democracy should be fundamental to their ethos and their functioning. Governing bodies of public schools need measures to increase democracy and collective participation in the work of educational institutions and in the planning of education policy. These would include:

- Democracy among members of staff and governing bodies, with curriculum and associated decisions made through collective discussion and not management dictation.
- Meeting of all who work in educational institutions to discuss matters of common interest and to break down professional barriers. Thus, the

governing bodies should oversee the implementation of these aims (Chitty, 1991: 11).

A school's mission statement will provide the framework in which vision can become a reality. It describes the way in which an organization has chosen to conduct its activities (Blandford, 1997: 50-51).

Schools that have a mission of human excellence, educational leaders who can articulate it, educators, community and parents committed to it, can create a curriculum and programs that will more likely "take" and produce lasting changes (Heath, 1994: 370).

MacQuade and Champagne (1995: 77) challenge educators and governing bodies to consider two questions as they conjure a new mission for schools: What do they want the students to learn and be competent at? And, do we expect this knowledge from all or some students?

Modern literature on leadership and management in schools focuses extensively on the notions of vision and mission. This emphasis parallels the received wisdom about success and effectiveness in other kinds of organizations. Key phrases which crop up repeatedly include "Core Mission", "leadership vision", and "effective culture and climate" (Holmes, 1993: 17).

In developing a mission statement for the schools, governing bodies must have clear perceptions with regard to this task. They should in the first instance, ask themselves two basic questions concerning mission statement. These questions include: What kind of young people are they trying to mould in their schools? What vision of learning and development should schools promote in order to fit young people for the needs of a changing society? (Hall & Oldroyd, 1990: 29).

To ensure that the common, broad purpose exists in reality, the process of creating the mission statement is as important as the statement itself. If the mission statement is to represent shared goals and if these are to be realised through the school's activities, then a shared process of developing the statement will be necessary. This will allow for an exchange of views, an understanding of the perceptions of others and the development of a common statement with which the partners feel a sense of ownership (Davis & Ellison, 1991: 79).

The clarification of mission is an important part of strategic analysis, and where strategic management is practically effective within an organization, it can be expected that the mission will become influential in guiding organizational action through the process of strategy implementation (Peeke, 1994: 9).

2.9.2 The process of mission statement

A number of positive claims have been made on behalf of the mission process in the literature. These are that, the process aids the establishment of a clear sense of purpose, that it assists communication and decision making, that it facilitates marketing of schools and aids evaluation activity and that it helps in responding to contraction. These claims include:

Firstly, establishing a mission should encourage the development of a clear sense of purpose. This is because mission development necessitates identifying the fundamental aims and objectives of an organisation and also specifying its likely futures intentions.

For an organisation to have a clear sense of purpose, is to clarify the very nature of its existence.

A second claim made on behalf of the process is that it facilitates decision-making in the organization.

A third claim is that the mission process acts in facilitating communication. Mission statements can aid communication with several important constituent groups of the organization.

Mission clarity may also aid the institutions in representing itself to external bodies and consequently in obtaining resources.

Fourth, it is claimed that a clear mission statement can aid evaluation activity. If meaningful discussion of the performance of an institution in schools is to take place, it is necessary to understand what tasks the institution is undertaking and what objectives it is pursuing (Ball and Halwachi, as quoted by Peeke, 1994: 10).

Fifth, mission statement clarifies marketing strategy. This is because the distinctiveness arising out of an examination of purpose can help to target and attract a clientele to an organisation (Peeke, 1994: 10-11).

Fagnano and Hughes (1993: 86-87) put it categorically that one of the most challenging aspects of school reform will certainly be aligning educator's action with their vision, mission and goals. It is much simpler to describe a system to educate students, that is, to change the behaviour that will animate the system's values.

If members of governing body, truly believe it is their responsibility to impart a core of knowledge and skills to learners, then they should ensure that the educators create effective learning environments.

Missions need to be communicated if they are not to remain solipsistic delusions. The imagery, the vocabulary and the conceptual apparatus with which the educational leaders construct the future become the currency of debate about educational policy and translate directly into the particular scenarios they espouse (Heller & Edwards, 1992: 122).

According to Murgatroyd and Morgan (1994: 81) to be effective, mission statements need to be:

- Challenging: always in sight but not out of reach.
- Clear: not open to conflicting interpretation.
- Memorable: a statement that is no longer than 20-25 words is ideal.
- Involving: a statement that enables and empowers.
- Value-driven: there should be strong tie to the values of the school.
- Visual: it should be something that can be represented or pictured visually.
- Mobilizing: it should demand a response from all.
- A guideline: it should be something by which all engaged with the school can measure their actions against daily.
- Linked to the needs of students the ultimate test of a vision will relate to the actions and achievements of students.

An individual awareness of the problems facing schools, an ability to change beliefs and behaviour, and an enduring commitment to change are essential to the mission statement. Each of these represents a formidable challenge; taken together, they give an idea of the enormity of the task of restructuring schools.

Heath (1994: 277) comments that educational leaders cannot abrogate their most distinctive responsibility: Stewardship of the School's vision and mission. But the mission must resonate with that of the school if a genuinely shared communion of values can be discussed.

2.9.3 Stating the aims of the school

Davies & Ellison (1994: 80) state that both the mission statement and the whole school aims which are developed from it "belong" to the organisation. The aims set out the broad path to be followed by the school as it attempts to meet the wants and needs of the clients.

Since the aims of the school, as stated in the mission statement, set out the broad path to be followed by the school, members of the governing body should take into consideration that the aims should, enrich the lives of all the learners, irrespective of colour, race, sex, religious affiliations, social background etc. Broadly speaking the aims should as Blandford (1997: 50) asserts; enable all learners to make the most of their mental and physical abilities by:

- identifying and nurturing the learner's talents;
- fostering a love of learning;
- pursuing high academic standards;
- teaching vital skills and knowledge.

Blandford (1997: 50) further asserts that learners must be prepared for a changing world by:

- acquiring technological capacity;
- enabling progression to further education and teaching;

- working in partnership with local industries and firms;
- learning about the world of work.

Personal development must be encouraged by:

- developing a sense of responsibility and the ability to make decisions;
- encouraging moral and spiritual development;
- valuing all individuals, all cultures, beliefs and backgrounds;
- working with learners to maintain a safe and happy environment.

Lastly, the aims of the mission statement should forge links with the local community by:

- working in partnership with other schools;
- welcoming parents and visitors;
- promoting the school's values and standards.

The school can then focus on these aims when deciding the objectives and activities which are needed in order to realise the vision and the mission of the school (Davies & Ellison, 1991: 80).

2.10 THE DEVELOPMENT OF THE MISSION STATEMENT

Writing the mission statement will be one of the most important exercises the governing bodies can ever do. Each member of the governing body will be involved in the discussions, defining why the school exists in the first place. They will be working together to write the mission statement that answers four major questions which capture the school's reasons for being:

- Who are we?
- What do we do?

- For whom do we do it?
- Why do we do it?

Without a powerful mission statement educators in a school will often find themselves working at cross-purpose, a lethal mistake in a competitive market (Wall, Solum & Sobol; 1992: 34-35).

Wall et al, (1992: 35) further state that by simply stating the goal of the school in a sentence or paragraph, is not enough. The mission statement itself must be exciting and supercharged with energy. It must inspire and invite commitment, and it must entice the readers to make the school's goal their own. By setting a goal, a mission statement also creates a future for the schools.

In order to reap the astonishing productivity gains that inspired educators can generate, the successful schools of the future will be designed to stimulate creativity. The mission statement does that in two ways:

First, a mission statement provides broad boundaries within which people can channel their creativity. The second way the mission statement stimulates creativity is through inspiration. It must be catalytic, focusing and igniting action from those who read it (Wall et al. 1992: 37)

A convincing mission statement will touch the hearts of those who read it, and encourage them to take on the school's as their own. They are moved, because of their personal commitment, to creatively spend more time, effort and intensity.

2.11 STRUCTURING THE WORK SESSIONS

(Wall, Solum & Sobol, 1992; Peeke, 1994; Blanford, 1997; Murgatroyd & Morgan, 1994), suggest several guidelines for structuring the work session in order for the governing body to develop the mission statement.

Step 1: Describe the purpose of the Sessions

The chairperson of the governing body should begin by explaining the purpose, goals and procedures for creating a mission statement, and glossary of terms and guiding principles. Murgatroyd & Morgan (1994:

94) call this step “Vision” or “Mission” talk-during which the idea of mission is presented.

Step 2: Establish the purpose of this session

The chairperson of the governing body should emphasize the purpose of the first meeting: to begin the development of the units of mission statement and the glossary defining key terms in the mission statement.

Step 3: Request for full participation

The chairperson of the governing body, as the facilitator, should emphasize that this is not just an exercise, but one of the most important tasks the members of the governing body will ever perform. This is the time the chairperson must show them (members of governing body) their personal involvement and commitment to the entire process.

Step 4: Discuss the importance of having a mission statement

Before the governing body can start the work on the mission statement, the team must understand why it is important to have a mission statement. The chairperson of the governing body should lead a discussion on the uses and importance of mission statement. During the discussion, everybody must feel comfortable to express whatever he or she feels. This is a perfect time to address those doubts and instill the belief that what they are doing is important.

Step 5: Brainstorming elements of the mission statement

The chairperson, as a facilitator, should begin by listing possible words and phrases to be included in the mission statement; and create heading for four open areas on the flip-chart pad for the four questions posed to the team:

- Who are we?
- What do we do?
- For whom?
- Why?

Members of the governing body should brainstorm these four questions simultaneously with the facilitator writing down each thought under the appropriate question. When the team is finished and all the thoughts have been recorded, the facilitator must ask the team to consider one list at a time. The best answer should be included in the mission statement.

Murgatroyd and Morgan (1994: 94) call this step vision or mission images, obtaining the image component.

Step 6: Write mission statement draft in small groups

The facilitator can then break up the team into groups of two or three people; and ask each small group to draft a mission statement, based on the work done so far by the large group. In between, the chairpersons of the governing body, should check on their progress as they work. The facilitator should then reconvene the large group and record the various mission statement on the flip chart for everyone to see. He/she must ask for group's reactions to each draft of the mission statement.

Step 7: Move towards consensus

During this step, the facilitator must encourage all the team members to express themselves in this discussion. Attention should be focused on the draft of the mission statement and on choosing the best parts of each to complete the final version. The team needs to reach a true consensus on the final mission statement. The wording must be acceptable to every member of the group.

Step 8: Confirm commitment to the mission statement

The final step is confirming the commitment. This should be done in a ceremonial atmosphere that celebrates both the completion of the mission statement and the individual's commitment to the words or the way it is structured. It means making a personal, heartfelt commitment to the importance and validity of the mission statement.

Step 9: Create the glossary - subject to the preamble of the S.A. Schools Act, (RSA Schools Act, 1996).

After the confirmation of the commitment to the mission statement, the next task is to write the glossary, which defines the key words and phrases

used in the mission statement. The facilitator can begin by posting the mission statement on a flip chart and ask the group to identify key words or short phrases that need to be defined. The group can then start brainstorming short definitions, recording them on the flip chart as they are generated.

Step 10: Confirm the glossary

When the glossary has been written by members of the governing body, the chairperson should ask them to, present their work to the entire team for their discussion and approval.

Step 11: Create a finished product

Once the mission statement and glossary are completed, they should be dressed up and thus create a final draft of the mission statement and glossary that are visually appealing.

SUMMARY

This chapter has reviewed some of the recent literature on the functions of the governing bodies in four countries, England, Uganda, Nigeria and South Africa.

In this chapter the requirements for and development of the mission statement as part of the functions of the governing bodies of public schools was discussed. Vision building was elaborated and the broader perspective of mission statement was also discussed. Characteristics and the process of the mission statement were also mentioned and discussed. Finally, the actual process of developing a mission statement was clearly described. Having reviewed the literature on the development of the mission statement as function of the governing body, the research design, the development of a research instrument and the data analysis will be discussed in the next chapter.

CHAPTER THREE

THE DESIGN OF THE RESEARCH INSTRUMENT AND THE DESCRIPTION OF THE EMPIRICAL INVESTIGATION.

3.1 INTRODUCTION

The literature study in Chapter Two, on the functions of the school governing bodies (SGBs) in four countries, has formed the framework for the empirical research design. The specific aim of this study was also discussed when the steps to develop the mission statement of the school by members of the school governing bodies (SGBs) were described.

The South African Schools Act 84 of 1996 (SASA), outlines eleven functions which the school governing bodies (SGBs) of public schools must perform in order to make a mission statement a reality, that is, to revive and maintain the culture of learning and teaching.

3.2 THE RESEARCH INSTRUMENT

A brief discussion of the design of the research instrument now follows.

3.2.1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 101 open-ended items (see Appendix A). These items were based on the eleven functions stipulated in the South African Schools Act 84 of 1996. The Act clearly indicates the eleven functions all the school governing bodies of public schools must perform. The eleven functions are the following:

- Promote the best interests of the school and try to ensure its development by providing quality education for all learners.
- Adopt a constitution
- Develop the mission statement of the school
- Adopt a code of conduct for learners at the school

- Help the principal, educators and other staff to perform their professional functions
- Decide the times of the school day, which must be consistent with staff conditions of employment
- Administer and control the school's property buildings and grounds
- Encourage parents, learners, educators and other staff to offer voluntary services.
- Recommend to provincial Heads of Departments on the appointment of educators at the school, subject to the Educators Employment Act of 1996 and the Labour Relations Act of 1995.
- Recommend to the provincial Heads of Departments on the appointment of non-educators.
- Allow school facilities to be used for educational programmes not offered by the school, if requested by the provincial Head of Department.

Subsequently, a group of M.Ed. students were assigned with the task of choosing one of eleven functions and to undertake an in-depth research on each one. This resulted in the design of 101 open-ended questions in order to obtain the perceptions of the members of the school governing bodies on the eleven functions.

This dissertation investigates the following function: The function of the school governing body to develop a mission statement (SASA: 1996: 8).

TABLE 3.1

ITEMS ASSOCIATED WITH THE FUNCTION: DEVELOPING A MISSION STATEMENT

ITEM NO.	DESCRIPTION	MEAN SCORE	MEDIAN	MODE	RANK ORDER	STANDARD DEVIATION
3	The governing body must draw up a Mission statement for the school	3,99	5,00	5	31	1,33
15	The governing body must present the mission statement for the school to the parents for final approval	4,32	5,00	5	18	1,20
29	The SRC (in the case of a secondary school) must develop a mission statement for the school	2,96	3,00	1	88	1,56
39	The parents must develop a mission statement for the school	3,88	3,00	5	77	1,49
44	The educators must develop a mission statement for the school	3,82	4,00	5	44	1,39
48	The management team of a school must develop the mission statement for the school	3,88	4,00	5	40	1,36

3.2.2 Discussion of the function

Having displayed various items involved in the function of the school governing bodies (SGBs), to develop the mission statement of the schools, the discussion on each item according to the statistical analyses now follows (see table 3.1).

Each item was formulated in such a way that the respondents could indicate to what extent would they agree or disagree to the proposal that:

3.2.2.1 The governing body must draw up the mission statement for the school

It was important to formulate this question to find out if members of the governing body (SGBs) see the development of a mission statement as one of their functions.

The respondents scored this question very high (ranked 31 out of 101). This may be because members of schools governing bodies (SGBs) are aware of the stipulations in the Schools Act or may be because they realise that for a school to function effectively, it must have a shared vision for the school as a whole.

The mean score of 3,99 is very close to 4, which indicates that the respondents agree to a large extent with this proposal.

3.2.2 The governing body must present the mission statement of the school to the parents for final approval

It was important to formulate this question in order to determine the role of the parents as members of the school governing bodies (SGBs) in the development of the mission statement of the school.

The respondents scored this question very high (ranked 18 out of 101). One of the reasons could be that parents are aware of the Ministry of Education's strong viewpoints on parental rights in their children's education. The mean and the median indicate that the respondents fully agree with the proposal. From the mode, one can also deduce that the respondents agree with the proposal that parents who form part of the school governing bodies (SGBs) must develop and approval the mission statement.

3.2.2.3 The Students Representative Council (SRC - in the case of a secondary school) must develop the mission statement for the school

It was very important to formulate this question in order to determine whether the SRC alone should develop the mission statement of the school or to what extent they should be involved.

Subject to the South African School's Act 84 of 1996, every public school that has learners in grade eight and higher must establish a Representative Council of Learners or SRC.

3.2.2.4 The parents must develop the mission statement for the school

It was important to formulate this question in order to determine whether the parents can develop the mission statement of the school, and to what extent they should be involved.

The respondents, scored this question very low (ranked 77 out of 101). The statistics indicate that members of school governing bodies (SGBs) feel that, parents cannot on their own develop the mission statement of the school. This should be a joint effort amongst the educators, the management teams representatives and the representatives of the parents in the governing bodies. From the mean and the mode scores, one can argue that, the respondents do agree with the proposal.

3.2.2.5 The educators must draw up the mission statement for the school

It was important to formulate this question in order to determine whether the educators must draw up the mission statement of the school and to what extent they should be involved in the process.

The respondents scored this question very high (ranked 44 out of 101). Members of the school governing bodies (SGBs) see an important role of the educators in the development of the mission statement. One can argue that a mission statement has a major impact on the teaching (thus professional work) and the educators are the executors of teaching in a school. They should therefore play an important part in the development of the school's mission statement.

The mean score seems to indicate that the respondents agree with the proposal that the educators must develop the mission statement of the school.

3.2.2.6 The management team of a school must develop the mission statement for the school

It was important to formulate this question in order to determine whether the management team of a school must develop the mission statement of the school.

The respondents scored this question high (ranked 40) but not all members of the management team of school form part of the governing body. The school management team is responsible for the day to day management of teaching and learning.

The mean score seems to indicate that the respondents agree with the proposal that the management teams must develop the mission statement for the school. From the median and the mode one can deduce that the respondents support the proposal.

Having discussed various items involved in the mission statement, the empirical investigation will be discussed.

3.3 The Empirical Investigation

3.3.1 Respondents

Respondents were members of the school governing bodies in both former model C schools and public schools, see table 3.12, 12,1% of the respondents serve on suburban (model C) schools. It was apparent that the perceptions of members of school governing bodies at various schools relative to the development of a mission statement will differ and thus it was important to sample a wide range of members of school governing bodies as possible. In Chapter Four some of these perceptions will be discussed.

3.3.2 Biographical details

The following biographical details were requested which formed part of the questionnaire: Gender (see table 3.2) representation on the SGB (table

3.3), age (table 3.4), Province (table 3.5), Qualifications (table 3.6), religious commitment (table 3.7), mother tongue (table 3.8), type of work (table 3.9), gross income per month (table 3.10), type of school (table 3.11), Geography of school (table 3.12), years involved in school governance (table 3.13), learner enrolment (table 3.14).

It was felt that these variables could impact on the functions of the school governing bodies and could also influence members of school governing body's perceptions on how to develop the mission statement for the schools, specifically, see Chapter Four for a discussion of these variables.

3.3.3 Research group

The Students involved in this research project distributed questionnaires to members of the school governing bodies in Gauteng and North-West, Northern Province, Kwa-Zulu Natal and others

The co-operation of the school managers was obtained by showing them a letter attached to the questionnaires. The questionnaires were handed to them (school managers) who distributed them to their members of the governing bodies. Questionnaires were personally collected after completion and were handed back to the course supervisor. Co-operation in most instances was excellent and this enabled a good return of questionnaires.

3.3.4 Return of questionnaires

The following figures summarise the information applicable to the questionnaire

TABLE 3.1.1

Handed Out	Return	Percentage - Return
1000	888	88.8%

The collected questionnaires were sent to the Statistical Consulting Service (SATCON) of the Rand Afrikaans University where the data was transcribed and processed.

3.4 DISCUSSION OF THE TABLES

- Table 3.2, the sample is representative of the gender demographics of the country (48,1% male and 51,8% female). Females are more represented than males in the school governing bodies (SGBs).
- Table 3.3, 109 schools were targeted but only 188 parents responded. This is an under representation of parents because parents should at least be five times more than principals.

Educators are also over represented as compared to the parents. With regard to non-educators on the school governing bodies (SGBs) there should be at least one per school.

- Table 3.4, the sample is representative of the ages of the members of the school governing bodies (SGBs). The majority of members of school governing bodies are between 31 and 40 years and they constitute 41,2% of the whole sample.
- Table 3.5, the sample is representative of the provinces. The Gauteng province is over represented as compared to North-West Province, Northern Province, Kwa-Zulu Natal and other provinces.
- Table 3.6, the sample is representative of the qualifications of members of the governing bodies (SGBs). The majority of the parents in the school governing bodies (SGBs) have secondary school qualifications up to Grade 12. The accusation that parents are illiterate, is not valid.
- Table 3.7, the sample is representative of the religious commitment of the members of school governing bodies (SGBs). The statistics show that there are more Christians who constitutes 91,2% of the representation as compared to other religious affiliations.
- Table 3.8, the sample is representative of the mother tongue of the members of the governing bodies. The Sotho speakers members of school governing bodies (SGBs) are more represented than those with different mother tongue.
- Table 3.9, the sample is representative of the type of work done by members of school governing bodies. The statistics show that 66,1% of members of governing bodies are employed in the government sector;

while only 9,0% of the parents do not have any employment. Therefore, the accusation that the majority of parents are not employed is invalid.

- Table 3.10, the sample is representative of the gross income per month of the members of governing bodies. The statistics show that the majority of the representatives in the governing bodies earn a good salary per month and they constitute 34,5%. The accusation that school communities are poor, is not valid.
- Table 3.11, the sample is representative of the type of school which members of the school governing bodies (SGBs) belong. Secondary schools are over represented (56,3%) than the primary schools (43,6%). The reason could be that learners who are in the Student Representative Council, are also elected in the governing bodies, hence the primary schools are less represented than the secondary schools.
- Table 3.12, the sample is representative of the geography of the schools in which members of the governing bodies (SGBs) belong. Township schools are over represented at 49,5% than suburban schools. The rural schools are also well represented at 37,8% as compared to suburban schools.
- Table 3.13, the sample is representative of the years of involvement of parents in the school governance, (27,2 % - 31,3%). Most of the parents have not yet completed one year in school governance as compared to 27,2% of the parents who have more than two years in school governance.
- Table 3.14, the sample is representative of the learners' enrolment in schools with different numbers of learners. The statistics indicate that the schools with learners numbering 800 and above are over represented than the schools with less than 800 learners.

SUMMARY

In this Chapter, a description of the empirical investigation was provided. The items relevant to the function under investigation in this report were discussed, also discussed were tables pertaining to the biographical details of respondents. The course of the research was briefly indicated. In Chapter 4 the following aspects will receive attention:

- reliability and validity of the instrument and
- only some aspects of the data flowing from the statistical analysis will be examined and interpreted.



TABLE 3.2**GENDER**

	Frequency	Percent	Valid percent	Cumulative percent
Male	427	48,1	48,1	48,1
Female	460	51,8	51,9	100,0
Total	887	99,9	100,0	
Missing	1	,1		
Total	888	100		

TABLE 3.3**REPRESENTATION ON THE SGB**

	Frequency	Percent	Valid percent	Cumulative percent
Principal	109	12,3	12,3	12,3
Educators	395	44,5	44,6	56,9
Non-educators	54	6,1	63,0	63,0
Learners	103	11,6	11,6	74,6
Parents	188	21,2	21,2	95,8
Co-opted members	37	4,2	4,2	100,0
Total	888	99,8		
Missing	2	,2		
Total	888	100,0		

TABLE 3.4**AGE**

	Frequency	Percent	Valid percent	Cumulative percent
-20	74	8,3	8,3	8,3
21-30	144	16,2	16,3	24,6
31-40	366	41,2	41,2	65,8
41-60	297	33,4	33,4	99,2
61-	7	,8	,8	100,0
Total	888			

TABLE 3.5**PROVINCE**

	Frequency	Percent	Valid Percent	Cumulative percent
Gauteng	426	48,2	48,2	48,2
North-West	132	14,9	14,9	63,1
Northern Province	212	13,6	13,6	76,7
KwaZulu Natal	108	12,0	12,0	88,7
Others	101	11,3	11,3	100,0
Total	888			

TABLE 3.6**QUALIFICATIONS**

	Frequency	Percent	Valid percent	Cumulative percent
< Grade 9	70	7,9	7,9	7,9
Grade 10 & 11	103	11,6	11,6	19,5
Grade 12	108	12,2	12,2	31,6
Tertiary qualification	607	68,4	68,4	100,0
Total	888	100,0	100,0	

TABLE 3.7**RELIGIOUS COMMITMENT**

	Frequency	Percent	Valid percent	Cumulative percent
None	32	3,6	3,6	3,6
Christians	810	91,2	91,2	94,8
Others	46	5,2	5,2	100,0
Total	888	100,0	100,0	

TABLE 3.8**MOTHER TONGUE**

	Frequency	Percent	Valid percent	Cumulative percent
Zulu	185	20,8	20,8	20,8
Sotho	370	41,6	41,6	62,4
Tsonga	103	11,6	11,6	74,0
Others	230	26,0	26,0	100,0
Total	888	100,0	100,0	

TABLE 3.9**TYPE OF WORK**

	Frequency	Percent	Valid percent	Cumulative percent
Government Sector	587	66,1	66,1	66,1
Learner	91	10,2	10,2	76,3
Unemployed	80	9,0	9,0	85,3
Others	130	14,7	14,7	100,0
Total	888	100,0		

TABLE 3.10**GROSS INCOME PER MONTH**

	Frequency	Percent	Valid percent	Cumulative percent
0-R1000	198	22,3	22,4	22,4
R1001-R3000	190	21,4	21,5	43,9
R3001-R5000	306	34,5	34,7	78,6
> R5000	189	21,3	21,4	100
Total	883	99,5		
Missing	5	,5		
Total	888	100,0		

TABLE 3.11**TYPE OF SCHOOL**

	Frequency	Percent	Valid percent	Cumulative percent
Primary	387	43,6	43,6	43,6
Secondary	500	56,3	56,4	100,0
Total	887	99,9	100,0	
Missing	1	,1		
Total	888	100,0		

TABLE 3.12**GEOGRAPHY OF SCHOOL**

	Frequency	Percent	Valid percent	Cumulative percent
Township	440	49,5	49,8	49,8
Suburban	107	12,0	12,1	61,9
Rural	336	37,8	38,1	100,0
Total	883	99,4	100,0	
Missing	5	,6		
Total	888	100,0		

TABLE 3.13**YEARS INVOLVED IN SCHOOL GOVERNANCE**

	Frequency	Percent	Valid percent	Cumulative percent
0	278	31,3	31,6	31,6
1	175	19,7	20,0	51,6
2	183	20,6	20,9	72,5
More than 2	241	27,2	27,5	100,0
Total	877	98,8	100,0	
Missing	11	1,2		
Total	888	100		

TABLE 3.14

LEARNER ENROLMENT

	Frequency	Percent	Valid percent	Cumulative percent
1-400	138	15,5	15,6	15,6
401-600	130	14,6	14,7	30,3
601-800	211	23,8	23,9	54,2
> 801	405	45,6	45,8	100
Total	884	99,5		
Missing	4	,5		
Total	888			



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CHAPTER 4

A SELECTED ANALYSIS OF AND INTERPRETATION OF THE EMPIRICAL DATA

4.1 INTRODUCTION

Due to the limitations on the length on a mini-dissertation, a detailed discussion of the various statistical techniques is impossible. Hence the discussion will be limited to the following:

- A discussion of the validity and reliability of the research instrument;
- A comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the statistical test involved;
- A comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data; and
- A brief discussion of the differences in the factor mean scores of the various independent groups in respect of the six factors.

TABLE 4.1**SUMMARY OF THE FACTORS**

FACTOR	NAME	ITEMS (see questionnaire)	ALPHA CRONBACH RELIABILITY COEFFICIENT	MEAN FACTO R SCORE #
F1	Co-operative governance	2; 33; 37; 42; 43; 46; 47; 49; 50; 51; 53; 54; 55; 56; 58; 67; 72; 73; 74; 77; 78; 79; 80; 85; 86; 87; 88; 89; 90; 91; 92; 93; 96	0,899 (all 33 items)	4,2
F2	Governance of Non-educators	14; 20; 29; 35; 36; 39; 44;45; 48; 52; 67	0,703 (all 11 items)	3,5
F3	Governance of Educators	1; 7; 10; 11; 12; 16; 32; 40; 69; 71; 75; 76; 82; 83; 84; 98; 99; 100; 101.	0,836 (all 19 items) 0,841 (17 items excluding items 10 & 40)	3,0
F4	Governance of the community	5; 27; 31; 34; 59; 61; 62; 63; 64; 65; 66; 68; 81; 94; 95	0,76 (all 15 items) 0,775 (12 items excluding 27; 31; 34)	3,4
F5	Governance as policy	3; 4; 6; 8; 9; 13; 15; 19; 21; 22; 23; 24; 25; 26; 28; 30; 38; 41	0,835 (all 18) 0,840 (17 items excluding 9)	3,7
F6	Governance of learners	17; 18; 60; 70; 97	0,65 (all items)	3,3

The mean score is on a five point scale:

To what extent would you agree or disagree with a proposal that ...

1. Disagree
2. Partially disagree
3. Non-committal
4. Partially agree
5. Agree

4.1.1 Explanation of factors

- Co-operative governance at various levels of government means the national parliament, provincial legislatures and local authorities who make laws, regulations and rules on education.

- Co-operative governance at school level means partnership of parents, learners, educators and non-educator members of staff who share the responsibility for governance of the school (Potgieter, Visser, Van der Bank, Mothata & Squelch, 1997: 18-19).
- Governance of non-educators means persons other than educators, who are employed at schools and who have been elected onto governing bodies as contemplated in Section 23 (2) (C) of the South African School Act No.84 of 1996 (South African Schools Act, 1996: 10).
- Governance of educators means educators who are employed at school who have been elected to the governing body in terms of Section 23 (2) (b) of the South African Schools Act No 84 of 1996 (South African Schools Act, 1996: 10).
- Governance of the community means additional members from the community who by means of their experience and skills in educational matters, are elected or voted into the governing bodies to widen the experience of the governing bodies, so that they reflect the local communities. These additional people in the governing bodies are called co-opted members (The Interim Unit on Education Management Development, 1997: 10).
- Governance as policy at various government levels, means policies as formulated at the National Parliament, Provincial legislatures and local authorities in order to enable the school governing bodies (SGBs) to perform their duties effectively.
- Governance as policy at various school levels means to develop a policy in a range of areas which involved: the length of the school day; language; rules about religious observations; dress code; code of conduct for learners; codes of rights and responsibilities (The Interim Unit on Education Management Development, 1997: 49).
- Governance of learners means learners who are officially enrolled at schools in the eighth or higher grades, who have been elected into the governing bodies to represent the thoughts and views of the learners (Potgieter et al. 1997: 18).

4.2 RELIABILITY AND VALIDITY

To ensure content validity the items were designed using the functions for all governing bodies of public schools as prescribed in the South African Schools Act 84 of 1996, Section 20. Several experts in the research field from the Department of Educational Sciences and from the Statistical Consulting Service (STATCON) also reviewed the questionnaire to judge the relevancy to each item. The questionnaire was also given to 44 educators to complete as part of a pilot survey. The suggestions received resulted in a number of adjustments in order to clarify the wording in the questionnaire.

The construct validity of the instrument was determined by means of a successive first and second order factor analytic procedure performed on the 101 items.

The 101 items (see appendix A) were reduced to six factors (see table 4.1). All six scales are thus valid and reliable and could thus serve as a basis for determining to what extent members of governing bodies accept ownership for these functions.

Now that the validity and reliability of the instrument have been established, the appropriate statistical analysis can be discussed.

4.3 HYPOTHESES

4.3.1 Comparison of two independent groups

At the multivariate level two groups can be compared for possible statistical differences by means of Hotelling's T² test. This implies that the vectors of the mean scale scores of the two groups are compared in respect of the six factors taken together. Should a significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variable taken separately.

Possible differences between the opinions of male and female respondents (members of governing bodies) in respect of the six second order factors representing school governance will now be discussed.

4.3.1.1 Differences between male and female respondents relative to each of the six factors.

TABLE 4.2

COMPOSITE HYPOTHESES WITH MALE AND FEMALE RESPONDENTS AS THE INDEPENDENT VARIABLE

Dimension Differences at the multivariate level	Variable Gender	Symbol	Description	Test Hotelling T2
		HoT	There is no statistically significant difference between the vector mean scale scores of male and female respondents in respect of all six governance factors taken together.	
		HaT	There is a statistically significant difference between the vector mean scale scores of male and female respondents in respect of the six governance factors taken together.	
		Hot	There is no statistically significant difference between the mean scale scores of male and female respondents in respect of each of the factors taken separately namely:	
		Hot 1	Co-operative governance	
		Hot 2	Governance of non-educators	
		Hot 3	Governance of Educators	
		Hot 4	Governance of Community	
		Hot 5	Governance as policy	
		Hot 6	Governance of Learners	
		Hat	There is a statistically significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely:	
		Hat 1	Co-operative governance	
		Hat 2	Governance of non-educators	
		Hat 3	Governance of educators	
		Hat 4	Governance of the community	
		Hat 5	Governance as policy	
		Hat 6	Governance of learners	

TABLE 4.3**SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE RESPONDENTS REGARDING THE FOLLOWING FACTORS**

Factors	Group	Factor average	p-Value (Hotelling)	p-value (Student)
Co-operative governance	M	4,2788		0,007**
	F	4,1693		
Governance of non-educators	M	3,4638		0,908
	F	3,4700		
Governance of educators	M	3,1255	0,0000**	0,000**
	F	2,8983		
Governance of the community	M	3,4908		0,000**
	F	3,2484		
Governance as policy	M	3,8787		0,000**
	F	3,5966		
Governance of learners	M	3,3817		0,000**
	F	3,1893		

N1 (M) = 404

N2 (F) = 413

**** Statistically significant on the 1% - level**

Tables 4.2 and 4.3 indicate that there is a statistically significant difference between the vector mean scale scores of male and female respondents in respect of the six factors considered together. The null hypothesis H_0T is thus rejected and the alternative hypothesis H_aT is supported. From this one may possibly conclude that male members of governing bodies more readily support proposals enabling them to govern the school.

In respect of each factor considered separately the average mean score of the male respondents is significantly higher than that of the female respondents in respect of five factors (F1, F3, F4, F5 and F6). Thus $H_{0T} 1$, $H_{0T} 3$, $H_{0T} 4$, $H_{0T} 5$ and $H_{0T} 6$ are rejected in favour of $H_{aT} 1$, $H_{aT} 3$, $H_{aT} 4$, $H_{aT} 5$, $H_{aT} 6$. Only in the case of F2 is the null hypothesis accepted of the alternative hypothesis. From this one may probably conclude that male and female members of governing bodies support functions related to non-professional staff to the same extent. Although not statistically significant it is interesting to note the females only recorded a higher mean score in this factor. In all the other factors the male respondents held a more

positive perception as to the extent that the governing body should perform the functions investigated.

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups multivariate differences are investigated by means of MANOVA (multi-variate analysis of variance) in respect of the six factors considered together. The vector mean scores are compared and should any difference be revealed at this level then ANOVA (analysis of variance) and the Scheffé or the Dunnett T3 tests are used to investigate this difference at the single variable level.

As an example of difference between three or more groups, the groups represented on the governing bodies are considered.



4.3.2.1 Differences between the various groups represented on the governing bodies in respect of the six governance factor

TABLE 4.4

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Representation	HoM	There is no statistically significant difference between the vector mean scores of the five groups represented on the governing bodies in respect of the six governance factors taken together	MANOVA
		HaM	There is statistically significant difference between the vector mean scores for the five groups represented on the governing bodies in respect of the six governance factors taken together	ANOVA
Differences at the single variable level	Representation	HoA	The average scale scores of the five representative groups do not differ in a statistically significant way from one another in respect of the following factors taken separately, namely:	
		HoA1	Co-operative governance	
		HoA2	Governance of non-educators	
		HoA3	Governance of educators	
		HoA4	Governance of the community	
		HoA5	Governance as policy	
		HoA6	Governance of learners	
	HaA	The average scale scores of the five groups represented		

			<p>on the governing bodies do differ in a statistically significant way from one another in respect of the following factors taken separately, namely:</p>	
		HaA1	Co-operative governance	
		HaA2	Governance of non-educators	
		HaA3	Governance of educators	
		HaA4	Governance of the community	
		HaA5	Governance as policy	
		HaA6	Governance of learners	
		HoS	There is no statistically significant difference between the average scale scores of the five representative groups compared pair-wise in respect to the following factors, namely (this table continues on the next page)	Scheffé Or Dunnett T3

TABLE 4.5

SIGNIFICANCE OF DIFFERENCE BETWEEN THE FIVE REPRESENTATIVE GROUPS IN RESPECT OF THE FOLLOWING FACTORS

Factors	Groups	Factor average (Five point scale 1=agree 5=disagree)	P=value (MANOVA)	p-value ANOVA	Scheffé/Dunnett T3															
F1	A	4,4017	** 0,0000	** 0,001	**	*	**													
	B	4,2171																		
	C	4,1465																		
	D	4,0698																		
	E	4,2529																		
F2	A	3,3879			** 0,000															
	B	3,3651																		
	C	3,5455					*													
	D	3,7330																		
	E	3,5423																		
F3	A	2,8530			** 0,000															
	B	2,8136																		
	C	3,2517					**	**	**	**	**	**								
	D	3,5367																		
	E	3,1317																		
F4	A	3,5162			** 0,000															
	B	3,2187																		
	C	3,4974				**	**	*	**	**										
	D	3,5146																		
	E	3,4701																		
F5	A	3,9571		** 0,001																
	B	3,6393																		
	C	3,6795			**	**														
	D	3,7598																		
	E	3,8259																		
F6	A	3,4000		** 0,000																
	B	3,0755																		
	C	3,3385																		
	D	3,4438																		
	E	3,5434									*	**								

F1 = Co-operative governance
F2 = Governance of non-educators
F3 = Governance of educators
F4 = Governance of the Community
F5 = Governance as policy
F6 = Governance of learners

A = 101 principals
B = 368 educators
C = 78 others (non-educators & co-opted members)
D = 96 learners
E = 173 parents



Factors	Pairs of representing groups									
	AvsB	AvsC	AvsD	AvsE	BvsC	BvsD	BvsE	CvsD	CvsE	DvsE
Differences at the single variable level	Representation	HoS	There are no statistically significant differences between the average scale scores of the five representing groups compared pair-wise in respect of the following factors namely:							
Co-operative governance	HoS. AB1	HoS. AC1	HoS. AD1	HoS. AE1	HoS. BC1	HoS. BD1	HoS. BE1	HoS. CD1	HoS. CE1	HoS. DE1
Governance of non-educators	HoS. AB2	HoS. AC2	HoS. AD2	HoS. AE2	HoS. BC2	HoS. BD2	HoS. BE2	HoS. CD2	HoS. CE2	HoS. DE2
Governance of educators	HoS. AB3	HoS. AC3	HoS. AD3	HoS. AE3	HoS. BC3	HoS. BD3	HoS. BE3	HoS. CD3	HoS. CE3	HoS. DE3
Governance of the Community	HoS. AB4	HoS. AC4	HoS. AD4	HoS. AE4	HoS. BC4	HoS. BD4	HoS. BE4	HoS. CD4	HoS. CE4	HoS. DE4
Governance as policy	HoS. AB5	HoS. AC5	HoS. AD5	HoS. AE5	HoS. BC5	HoS. BD5	HoS. BE5	HoS. CD5	HoS. CE5	HoS. DE5
Governance of learners	HoS. AB5	HoS. AC5	HoS. AD5	HoS. AE5	HoS. BC5	HoS. BD5	HoS. BE5	HoS. CD5	HoS. CE5	HoS. DE5
Difference at the single variable level	Representation	HaS	There are statistically significant differences between the overage scale scores of the five representing groups when compared pair-wise in respect of the following factors namely:							
Co-operative governance	HaS. AB1	HaS. AC1	HaS. AD1	HaS. AE1	HaS. BC1	HaS. BD1	HaS. BE1	HaS. CD1	HaS. CE1	HaS. DE1
Governance of non-educators	HaS. AB1	HaS. AC1	HaS. AD1	HaS. AE1	HaS. BC1	HaS. BD1	HaS. BE1	HaS. CD1	HaS. CE1	HaS. DE1
Governance of educators	HaS. AB1	HaS. AC1	HaS. AD1	HaS. AE1	HaS. BC1	HaS. BD1	HaS. BE1	HaS. CD1	HaS. CE1	HaS. DE1
Governance of the community	HaS. AB1	HaS. AC1	HaS. AD1	HaS. AE1	HaS. BC1	HaS. BD1	HaS. BE1	HaS. CD1	HaS. CE1	HaS. DE1
Governance as policy	HaS. AB1	HaS. AC1	HaS. AD1	HaS. AE1	HaS. BC1	HaS. BD1	HaS. BE1	HaS. CD1	HaS. CE1	HaS. DE1
Governance of learners	HaS. AB1	HaS. AC1	HaS. AD1	HaS. AE1	HaS. BC1	HaS. BD1	HaS. BE1	HaS. CD1	HaS. CE1	HaS. DE1

A = 101 principals

B = 368 educators

C = 78 others (non-educators & co-opted members)

D = 96 learners

E = 173 parents

Using tables 4.4 and 4.5, it follows that the HoM is rejected at the 1% level of statistical significance. A statistically significant difference thus exists between the vector mean scores of the five groups in respect of the six factors taken together.

On the single variable level, the deduction can be made that there is a statistically significant difference between the average scale scores of the five representative groups (A-E) in respect of all six factors. The null hypotheses HoA1 - HoA6 are thus rejected in favour of the alternative hypotheses HaA1-HaA6.

Regarding the pair-wise comparison of the grouping the following conclusions can be made:

On co-operative governance (F1) there is a statistically significant difference at the 1% level between the principals and the educators and the principals and the learners. HoS.AB1 and HoS.AD1 are thus rejected in favour of HaS.AB1 and HaS.AD1. Principals agree more than educators and learners with proposals that favour co-operative governance.

On the governance of non-educators (F2) there is a statistically significant difference of the 1% level between educators and learners. HoS.BD2 is thus rejected in favour of HaS.BD2. Learners agree to a greater extent than educators do with proposals that favour the governance of non-professional staff. On this same factor there is also a statistically significant difference on the 5% level between principals and learners. HoS.AD2 is thus rejected in favour of HaS.AD2. Learners agree to a greater extent than principals do with proposals that favour the governance of non-professional staff.

On the governance of educators (F3) there is a statistically significant difference at the 1% level between the principals and non-educators and between the principals and the learners; and between the educators and the parents. HoS.AC3; HoS.AD3; HoS.BC3; HoS.BE3 and HoS.DE3 are thus rejected in favour of HaS.AC3; HaS.AD3; HaS.BE3; HaS.BD3; HaS.DE3.

Learners agree to a greater extent than the principals, educators, non-educators and parents do with proposals that favour the governance of educators. The reason could be that learners are not yet acquainted with the process of governing bodies. This could mean that they are used to

school governance by the School Management Team (SMT), namely; the principal, the deputy principal and HOD's.

On the governance of the community (F4) there is a statistically significant difference at 1% level between the principal and educators and between the educators and parents. HoS.AB4; HoS.BD4 and HoS.BE4 are thus rejected in favour of HaS.AB4; HaS.BD4 and HaS.BE4.

Principals agree more than educators do with proposals that favour the governance of the community. Learners on the other hand agree more than educators with the same proposals and parents also agree to a greater extent than educators do with proposals that favour the governance of the community. On this same factor, there is also a statistically significant difference on the 5% level between educators and non-educators. HoS. BC4 is thus rejected in favour of HaS.BC4. Non-educators (Co-opted members) agree more than educators do with proposals that favour the governance of the community. The reason could be that non-educators would like to have a voice in the education of the children because without community involvement in the education of their children, decisions with regard to the day-to-day running of the schools will be one sided.

On governance as policy (F5) there is a statistically significant difference of the 1% level between principals and educators. HoS AB5 is thus rejected in favour of HaS AB5.

Principals agree to a greater extent than the educators do with proposals that favour the governance as policy.

On governance of learners (F6) there is a statistically significant difference at 1% level between educators and parents HoS BE6 is thus rejected in favour of HaS BE6. Parents agree more than educators with proposals that favour the governance of learners. The reason could be that parents feel that learners should participate in the governance of school so that they can know the management of school and on the other hand, so that they could represent the interests of their fellow learners in a responsible way.

On this same factor, there is also a statistically significant difference on the 5% level between educators and learners. HoS BD6 is thus rejected in favour of HaS BD6. Learners agree to a greater extent than the educators with proposals that favour governance of learners. Subject to the South

African Schools Act 84 of 1996, learners should be elected in the governing bodies of schools to represent the interests of other learners.

TABLE 4.6

MEAN SCORES OF THE INDEPENDENT GROUP IN RESPECT OF THE SIX FACTORS OF GOVERNANCE

Name	Category	Mean scores					
		F1	F2	F3	F4	F5	F6
Province	Gauteng	4,2114	3,5494	3,0722	3,3363	3,6904	3,2067
	Northern Province	4,1626	3,3953	2,9431	3,3821	3,5729	3,3375
	Other	4,3946	3,2102	3,0526	3,5319	3,9020	3,3548
	North-West Province	4,2831	3,4427	2,9662	3,3702	3,7949	3,4179
	Kwa-Zulu Natal	4,1105	3,4964	2,8725	3,3261	3,8622	3,2961
Qualifications	Secondary	4,1180	3,6535	3,4138	3,5514	3,7964	3,5402
	Tertiary	4,2714	3,3831	2,8303	3,2863	3,7081	3,1691
Income	< R1 000	4,0891	3,7238	3,4003	3,5730	3,7407	3,5333
	R1 001-R3 000	4,1993	3,4913	3,0119	3,3133	3,7065	3,3919
	R3 001-R4 000	4,2589	3,3679	2,8419	3,2108	3,7250	3,1025
	> R5 000	4,3391	3,3376	2,8705	3,4588	3,7843	3,2045
School type	Primary	4,2200	3,4329	2,8555	3,3173	3,6868	3,2074
	Secondary	4,2256	3,4918	3,1303	3,4063	3,7705	3,3397
Geography of school	Township	4,2223	3,4855	3,0699	3,3323	3,6942	3,2154
	Suburban	4,3292	3,5710	3,0674	3,6486	3,9207	3,3063
	Rural	4,1921	3,4102	2,9202	3,3274	3,7251	3,3688
Size of school	< 400	4,2121	3,4794	2,9572	3,3401	3,7387	3,3672
	400-600	4,2778	3,4205	2,9039	3,2922	3,7662	3,2583
	601-800	4,1909	3,4453	3,0575	3,4017	3,7168	3,3408
	> 800	4,2262	3,4902	3,0417	3,3863	3,7330	3,2855

4.4 BRIEF DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES IN TABLE 4.6

A survey of the various factor mean scores of the independent groups in respect of the six factors of governance, indicate some interesting aspects.

The following, are brief explanations of the differences observed:

4.4.1 Province

- **Co-operative governance**

Members of governing bodies from Mpumalanga, Free State, Eastern Cape, Northern Cape and Western Cape provinces (grouped together), have the highest factor mean score. Members of governing bodies from North-West province have the second highest factor mean score and differ from members of governing bodies in Gauteng, Northern province and Kwa-Zulu Natal who have a lower favourable opinion on co-operative governance.

One can deduce that school governing bodies (SGBs) in Mpumalanga, Free State, Eastern Cape, Northern Cape and Western Cape (grouped together) and those from North-West province, perceive co-operative governance as an important factor in school governance, because without co-operation, no collective decision-making for effective governance will take place.

- **Governance of non-educators**

In Gauteng Province, members of school governing bodies (SGBs) have the highest factor mean score and members of school governing bodies (SGBs) from Kwa-Zulu Natal have the second highest factor mean score and members of school governing bodies (SGBs) from North-West province have a higher factor mean score and differ from members of school governing bodies (SGBs) in Mpumalanga, Free State, Eastern Cape, Northern Cape and Western Cape (grouped together) and Northern province who have lower factor mean score.

From these differences one can deduce, that members of school governing bodies (SGBs) in Gauteng, North-West Province and Kwa-Zulu Natal recognise and accept the role of non-educating staff in school governance since they form part of the school's staff.

- **Governance of educators**

Members of school governing bodies (SGBs) in Gauteng province have the highest factor mean score and members of governing bodies (SGBs) in Mpumalanga, Free State, Eastern Cape, Northern Cape, Western Cape (grouped together) have the second highest factor mean score and differ

from members of governing bodies (SGBs) in Northern province, North-West province and Kwa-Zulu Natal who have a lower factor means score.

From these differences, one may deduce that members of school governing bodies (SGBs) in Gauteng province and Mpumalanga, Free State, Eastern Cape, Northern Cape and Western Cape provinces (grouped together) perceive governance of educators as more of an issue because without the role of educators who have been employed at school, the interests of educators will not be represented.

- Governance of the community

There is more or less uniform factor mean scores. From these explanation one may deduce that members of school governing bodies (SGBs) in all provinces acknowledge the role of the community members in school governance because without their participation in governing bodies, there will be incomplete representation.

- Governance as policy

Members of school governing bodies (SGBs) in Gauteng province and Northern province have lower factor mean score and differ from members of school governing bodies in Mpumalanga, Free State, Eastern Cape, Northern Cape and Western Cape provinces (grouped together) who have the highest factor mean score.

Members of school governing bodies (SGBs) in Kwa-Zulu Natal province have the second highest factor mean score and those from the North-West province have higher factor mean score.

From these differences, one may deduce that governance as policy is perceived by members of school governing bodies (SGBs) in Mpumalanga, Free State, Eastern Cape, Northern Cape and Western Cape provinces (grouped together), Kwa-Zulu Natal and North-West province as an important factor in school governance because without clearly formulated policies, the governing bodies will find it difficult to perform their duties.

- Governance of learners

There is more or less uniform factor mean scores. From these explanation,

one may deduce that members of governing bodies in different provinces have a more favourable perception about governance of learners because subject to the South African School Act of 1996, learners should form part of the governing body of the school to represent the interests and thoughts of other learners.

4.4.2 Qualifications

- **Co-operative governance**

Members of school governing bodies (SGBs) with secondary school qualifications have a lower factor mean score and differ from members of school governing bodies (SGBs) with tertiary qualifications who have a higher mean score.

One can deduce from this explanation that members of school governing bodies (SGBs) with tertiary qualifications believe that co-operative governance at school level is an important factor of school governance because without any co-operation of the management staff, educators, learners, parents and other members of the community, no effective school governance will take place.

- **Governance of non-educators**

Members of school governing bodies (SGBs) with secondary school qualifications have a higher factor mean score and differ from members of school governing bodies (SGBs) with tertiary qualifications.

From these differences, one can deduce that members of school governing bodies (SGBs) with secondary school qualifications realise the importance of non-educators in school governance than members of school governing bodies (SGBs) with tertiary qualifications, who may believe that all staff, including non-professional staff should be left alone to do their work, or they may feel that non-educators do not have the necessary experience and skill in school governance.

- **Governance of educators**

Members of school governing bodies (SGBs) with secondary school qualifications have the highest factor mean score and differ from members

of governing bodies (SGBs) with tertiary qualifications who have a lower factor mean score.

One can deduce that members of school governing bodies (SGBs) with tertiary qualifications feel threatened in school governance by those with low qualifications. The highest factor mean score of members of governing bodies (SGBs) with secondary school qualifications, indicates that the educators should play a major role in school governance.

- Governance of the community

Members of school governing bodies (SGBs) with secondary school qualifications have a higher factor mean score than those with tertiary qualifications.

Members of school governing bodies (SGBs) with secondary school qualifications perceive governance of the community as important factor in school governance.

- Governance as policy

Members of school governing bodies (SGBs) with secondary school qualifications have the highest factor mean score and members of school governing bodies (SGBs) with tertiary qualifications have the second highest factor mean score.

From this explanation, it is apparent that governance as policy is perceived by both groups as important factor of school governance because without clearly formulated policies, the governing bodies will find it difficult to perform their duties.

- Governance of learners

Members of school governing bodies (SGBs) with secondary school qualifications have the highest factor mean score and differ from those with tertiary qualifications.

From this explanation, one can deduce that members of governing bodies with secondary school qualifications, support the fact that learners should play a role in school governance, whereas members of governing bodies with tertiary qualifications may regard the role of learners in school

governance as of less significance because they lack knowledge and experience of governance.

4.4.3 Income

- Co-operative governance

Members of school governing bodies (SGBs) who earn R5 000 per month have the highest factor mean score and those who earn between R3 000 and R4 000 per month have the second highest factor mean score and differ from members of governing bodies who earn R1 000 per month.

From these difference, it can be deduced that members of school governing bodies (SGBs) who earn between R3 000 and R4 000 per month and those who earn R5 000 per month are probably well versed with co-operative governance than those who earn R1 000 per month and below because they may be of the opinion that co-operative governance is of less significance in school governance.

- Governance of non-educators

Members of school governing bodies (SGBs) who earn R1 000 per month, have the highest factor mean score and those who earn between R1 000 and R3 000 per month, have the second highest factor mean score and differ from members of school governing bodies (SGBs) who earn between R4 000 and R5 000 per month.

It can be deduced from these explanation that members of governing bodies with lower income are of the opinion that governance of non-educators is an important function of governing bodies.

- Governance of educators

Members of school governing bodies (SGBs) who earn R1 000 and below per month have the highest factor mean score and those who earn between R1 000 and R3 000 per month, have the second highest factor mean score and differ from members of school governing bodies (SGBs) who earn between R4 000 and R5 000 per month.

These differences indicate that members of school governing bodies (SGBs) who earn between R3 000 and R5 000 per month have less

favourable opinion about governance of educators than those who earn between R1 000 and R3 000 per month because they have a more favourable opinion about governance of educators.

- Governance of the community

Members of school governing bodies who earn R1 000 and below per month, have the highest factor mean score and those who earn R5 000 per month, have the second highest factor mean score and differ from those who earn between R1 000 and R3 000 per month.

Governance of the community is perceived by those members of governing who earn R1 000 and those who earn R5 000 per month as important factor of school governance because without members of the community in governing bodies, there will be incomplete representation in school governance.

- Governance as policy

Members of school governing bodies (SGBs) who earn R5 000 per month have the highest factor mean score and those who earn R1 000 and below, have the second highest factor mean score. Members of school governing bodies who earn between R3 000 and R4 000 per month have a higher factor mean score and differ from those who earn between R1 000 and R3 000.

From these differences, one can deduce that members of school governing bodies with monthly salaries of R1 000 and below and those of between R3 000 and R5 000, have more favourable opinion on governance as policy. Thus this factor is perceived as an important function of the governing bodies. Most probably, these groups had reasonably positive perception of governance as policy.

- Governance of learners

Members of school governing bodies (SGBs) who earn R1 000 and below per month have the highest factor mean score and those who earn R1 000 and R3 000 per month have the second highest factor mean score and differ from those who earn between R4 000 and R5 000 per month.

From these differences in mean scores, one can deduce that governance of learners is being perceived as an important factor in school governance

because learners will represent thoughts and interests of learners in governing bodies.

4.4.4 School type

Members of school governing bodies (SGBs) of secondary schools have the highest mean scores on all six factors of governance and differ from those of primary schools.

From these differences, one may deduce that school governance is more of an issue in secondary schools than in primary schools.

4.4.5 Geography of school

- **Co-operative governance**

In suburban schools, members of school governing bodies (SGBs) have a higher factor mean score and differ from those in township and rural schools.

From this explanation one may deduce that educators in suburban schools are better qualified and perceive co-operative governance as an important factor in school governance. One may further deduce that in rural schools, the chiefs want to dominate the governance of school since they are in charge of the community affairs.

- **Governance of non-educators**

Members of governing bodies (SGBs) in suburban schools have the highest factor mean score and members of school governing bodies (SGBs) in township schools have the second highest factor mean score and differ from those in rural schools.

Members of school governing bodies (SGBs) in suburban and township schools have more favourable opinion on governance of non-educators. The reason could be that they feel that non-educating staff should play an important role in school governance.

- **Governance of educators**

In rural schools members of school governing bodies (SGBs) have a lower

factor mean score and differ from members of school governing bodies (SGBs) in suburban and township schools who have a higher factor mean score.

One can deduce that from these differences, members of governing bodies in rural schools may feel that the chiefs should play a major role in governance of schools and than the educators should only concentrate on their teaching and learning activities.

- Governance of the community

In suburban schools, members of school governing bodies (SGBs) have the highest factor mean score and differ from members of school governing bodies (SGBs) from township and rural schools. Educators in suburban schools are better qualified and from these differences one may deduce that governance of the community is perceived as an important function of governing bodies in suburban schools.

- Governance as policy

In suburban schools, members of school governing bodies (SGBs) have the highest factor mean score and those in rural schools have the second highest factor mean score and differ from members of school governing bodies (SGBs) in township schools who have a lower factor mean score.

One can deduce from this explanation that members of school governing bodies (SGBs) in suburban and rural schools perceive governance as policy as of importance in school governance because without clearly formulated policies, no effective governance will take place.

- Governance of learners

Members of school governing bodies (SGBs) from rural schools have a higher factor mean score and differ from those in township and suburban schools.

From these differences, one may deduce that governance of learners is perceived as an important issue in rural schools than in township and suburban schools. One can further deduce that, in township school learners had caused more uprisings and/or riots in the previous years and

that their participation in school governance can make the management in schools uneasy.

4.4.6 Size of school

- Co-operative governance

In as far as this factor is concerned, there is more or less uniform factor mean scores.

Members of school governing bodies (SGBs) have a more favourable opinion on co-operative governance regardless of the number of enrolled learners in a particular school. Therefore, co-operative governance is perceived as an important factor in school governance.

- Governance of non-educators

In schools with 800 learners and more, members of school governing bodies (SGBs) have the highest factor mean score and those in schools with less than 400 learners have the second highest factor mean score and differ from members of school governing bodies (SGBs) in schools with number of enrolled learners between 400 and 600 and between 600 and 800 who have a lower favourable opinion on governance of non-educators.

From these differences, one may deduce that governance of non-educators is more of an issue in schools with less than 400 enrolled learners and those with 800 and more enrolled learners.

- Governance of educators

Members of school governing bodies (SGBs) in schools with learners between 600 and 800 have the highest factor mean score and members of school governing bodies (SGBs) in school with 800 enrolled learners and above, have the second highest factor mean score and differ from members of school governing bodies (SGBs) in schools with 400 enrolled learners and below and between 400 and 600 enrolled learners, who have a lower factor mean score.

Members of school governing bodies (SGBs) with number of enrolled learners between 400 and 600 have a different perception about

governance of educators and may feel that the educating staff's role in school governance is not an important factor in governance of schools.

- Governance of the community

In schools with learners between 600 and 800, members of school governing bodies (SGBs) have the highest factor mean score and in schools with 800 enrolled and more, members of governing bodies have the second highest factor mean score and differ from those with enrolled learners between 400 and 600 who have lower factor mean score.

One may deduce that in schools with enrolled learners between 600 and 800 and 800 learners and more, governing bodies perceive governance of the community as an important function of governing bodies.

- Governance as policy

There is more or less uniform mean scores on governance as policy and it is from this explanation that one may deduce that governance as policy is universally accepted by various members of school governing bodies (SGBs) regardless of the size of the school

- Governance of learners

Members of school governing bodies (SGBs) in schools with 400 enrolled learners and below, have the highest factor mean score and members of school governing bodies (SGBs) with learners between 600 and 800 have the second highest factor mean score and differ from those in schools with learners between 400 and 600 and those with 800 enrolled learners and more who have a lower factor mean score.

From these differences, one can deduce that learners involvement in school governance is more acceptable factor in schools with 400 enrolled learners and below and in schools with number of learners between 600 and 800 because learners will represent the interests of other learners in the schools.

SUMMARY

In this Chapter, an analysis and interpretation of some of the empirical data was done. The construct validity of the research instrument was explained by means of a successive first and second order factors analytic procedure performed on the 101 items that were reduced to six factors, namely:

- Co-operative governance
- Governance of non-educators
- Governance of educators
- Governance of the community
- Governance as policy
- Governance of learners

The difference between three or more groups represented on the governing bodies in respect of the six factors of governance was discussed. Hypotheses were set and multivariate statistics were used to analyse and interpret the data.

A brief discussion on the possible causes of the statistically significant differences between the five representative groups in respect of the six factors of governance was done. Furthermore, deductions from the mean scores of the independent groups in respect of the six factors of governance were made.

In Chapter 5 a summary of research will be given. Important findings will be discussed and recommendations will be made.

CHAPTER FIVE

SUMMARY, FINDINGS, GUIDELINES FOR THE EFFECTIVE EXECUTION OF THE DEVELOPMENT OF A MISSION STATEMENT AND RECOMMENDATIONS

5.1 INTRODUCTION

The research work which has been undertaken, forms part of a bigger research project concerning the eleven functions the governing bodies must perform in order to ensure effective schooling and in some cases to revive the culture of learning and teaching.

The core of the study was: “20 (1) (c) subject to the South African Schools Act 84 of 1996, the governing body of a public school must; (c) develop the mission statement of the school.”

Every school must have a purpose, a reason to exist. This is called the “School’s Mission”. When thinking about the future of their schools the members of school governing bodies (SGBs) may draw up a mental picture, of the school that does not coincide with its present service or position within the education sector.

This mental picture, or a vision should be translated into reality by developing a mission statement from which a strategic plan will be formed, which will serve as a road map that will guide the school to the future (see 2.1).

Since this is the last chapter, it is vital to highlight the major points of this research project under the following headings.

- Summary
- Important findings
- A draft training module for governing bodies on this function
- Recommendations
- Conclusion

5.2 SUMMARY

In Chapter One, the background to the study was discussed; a motivation was given as to why this research was done. The statement of the problem was also discussed, the research aims, research strategy and concept clarification were stated.

In Chapter Two, the focus was a literature review on the functions of governing bodies in four different countries. The main aspect of this literature review was on how members of governing bodies develop a mission statement of the school.

In Chapter Three, the empirical research design was explained. The design of the empirical investigations was a structured questionnaire consisting of 101 open-ended items (see Appendix A). Every item involved in the development of mission statement was also discussed.

Biographical details were requested as indicated in the questionnaire (Appendix A). An acceptable return of questionnaires was obtained and sent to the Statistical Consulting Services (STATCON) of the Rand Afrikaans University, where the data was processed.

Chapter Four focused on the presentation, analysis and interpretation of the empirical data. The responses to each question were presented in the form of tables indicating the mean scores followed by the analysis and interpretation of data presented.

5.3 IMPORTANT FINDINGS

The following findings were made from the literature in respect of the function of the school governing bodies to develop the mission statement for the schools.

5.3.1 Vision Building

Vision is both an individual and a shared phenomenon. Thus, the members of the governing bodies need to have their own views, of the future state of the school before they can collectively negotiate values, norms and beliefs that will form the basis for a school mission (Wallace & Engel, 1997:7).

Building a shared vision creates an environment in which people such as educators, non-educators, businessmen, parents and learners feel they are part of a common entity, a community (see 2.8.1).

Shared vision creates a vibrant atmosphere in the school, a sense of commitment and focus among members. It creates a sense of purpose that binds people together and propels them to fulfill their deepest aspirations (see 2.8.1).

5.3.2 Vision and Values

If the school is to be successful, it has to be effective. A measure of a school's effectiveness is the ability of the governing bodies to work towards achieving the school's vision that is, working towards a shared set of values.

Holmes (1993: 37), stresses the fact that there are important lessons the school leaders must learn. They cannot succeed nor can their schools succeed, unless they are prepared to be clear about the values which are driving the school's vision (see 2.8.2).

5.3.3 Mission Statement

The mission statement needs to be challenging, always in sight but not out of reach. It must be clear, memorable, involving, value-driven, visual and mobilizing (see 2.9.2).

It must be a guideline; that is, it should be something by which all engaged with the schools can measure their actions on a daily basis.

5.3.4 Confirm Commitment to the Mission Statement

As the final step towards the development of the mission statement, the members of the governing body have to confirm the commitment to this function; in order to indicate their acceptance of ownership to this function. This should be done in a ceremonial atmosphere that celebrates both the completion of the mission statement and the individual commitment to the mission statement. This means, making a personal, heartfelt commitment to the importance and validity of the mission statement (see 2.12. step 8).

5.3.5 Important empirical findings in respect of School Governance

The 101 items (see appendix A) were reduced to six factors (see table 4.1).

* The six factors in respect of school governance consist of:

- Co-operative governance which is composed of 33 items with a Cronbach-alpha-reliability co-efficient of 0,899
- Governance of non-educators which is composed of 11 items with a Cronbach-alpha-reliability coefficient of 0,703
- Governance of educators which is composed of 17 items with a Cronbach-alpha-reliability coefficient of 0,841
- Governance of the community which is composed of 12 items with a Cronbach-alpha-reliability coefficient of 0,775
- Governance as policy which is composed of 17 items with a Cronbach-alpha-reliability coefficient of 0,840 and
- Governance of learners which is composed of 5 items with a Cronbach-alpha-reliability coefficient of 0,65

* In respect to school governance, significant differences were found between the perceptions of members of school governing bodies (SGBs) as reflected in the mean factor scores of the following groups:

- Province in which members of school governing bodies are presently involved in school governance, educational qualifications, income, school type, geography of school and the size of school.

5.4 THE DEVELOPMENT OF A TRAINING MODULE FOR THE MEMBERS OF GOVERNING BODIES ON THIS FUNCTION

The mission statement helps the school to see possibilities rather than focusing only on the daily problems. School life can be filled with many frustrations and distractions. A mission statement helps the school to continue moving forward rather than becoming stuck in the problems. It gives the school the ability to see itself not as it is, but as it would like to

be. In the following sections examples of training modules are given and they are based on the research work done by Moonsamy and Hasset (1997: 22-33).

This section includes exercises and activities for the members of the governing body to work through in order for them to develop the mission statement for the school.

5.4.1 Exercise 1: Preparatory Session

Time: Approximately 1½ hours

The chairperson of the governing body - to be a facilitator.

Members of the governing body need to come together and look at the theory of mission development and its role in the development of the school.

A copy of the theory section of the mission statement may be given to each member of the governing body to read through before the preparatory session.

The module should be explained by drawing it on a chalkboard or newsprint. Members of the governing body then need to discuss answers to the following questions:

- What is a mission statement?
- Is it important for our school to have a mission statement?
- How can a mission statement be helpful for us at this school?

5.4.2 Exercise 2: History of the School

Time: Approximately 2 hours

Materials needed: Large sheets of paper and large felt pens.

During this exercise, the facilitator has to divide members of the governing body into smaller groups and each group should list events, both positive and negative, that were significant for the school.

With the events on the list, each group should then put up their sheets of paper and share ideas about the history of the school. During this process,

the governing body has to feel free to stop for a while and to ask people to elaborate on statement they make, and to provide more background to some events, and clarifying points.

5.4.3 Exercise 3: Beginning to think of a mission statement

Time: Approximately 1 hour

Materials required: Large sheets of paper and crayons

Members of the governing body will have gone through the process of looking back over the schools history and where it has come from. They should then turn their focus to the future and what they would like their school to look like.

The following questions may be helpful in guiding the discussion:

- What types of pupils would they like the school to produce and what qualities would they like them to have?
- What would the school be like for the staff?
- What would they like the relationship to be between the community and the school?
- How would they like their school to contribute to education and the nation as a whole?

5.4.4 Exercise 4: Developing the mission further

Time: Approximately 1 hour

Materials: Felt pens, large sheets of newsprint

Members of governing body should then go back and write up the major components of the mission statement. The mission statement should incorporate the values that the staff is committed to and the kind of things they would like to achieve.

Each group then puts up their mission statement and presents it to the other groups. Adequate time should be given for discussion and clarifications after each group has presented their mission statement.

5.4.5 Exercise 5: Finalising the mission statement

Time: Approximately 1 hour

During this exercise members of the governing body need, after all groups have presented their mission statements, to look for common themes in these statements. The common themes need to be noted down on another sheet. This process should then continue until members of the governing body feel they have covered all the common themes.

5.4.6 Exercise 6: The values underlying the mission

Time: 1 hour

Members of the governing body are once again divided into smaller groups of 3 or 4, and they have to discuss:

- How do they understand the values underlying the mission of the school?
- The agreement on the meaning of these values.

Once the groups have unpacked the values of the mission, the governing body should re-read the mission statement and go through the values they have discussed.

If individual members of the governing body are unhappy with certain aspects of the mission statement, these need to be discussed and changes made to the mission if necessary.

5.4.7 Exercise 7: Barriers to achieving the mission statement

Time: Approximately 1½ hours

In groups of 3 to 5 people, the governing body needs to discuss present issues, concerns, problems and conflicts that could act as barriers to achieving the mission statement and living according to the values of that vision.

Each group should consider this question:

- What kinds of problems do they have at their school that work against this mission statement and its underlying values?
- Issues relating to the barriers have to be clarified.

5.4.8 Exercise 8: Making the mission statement a reality

Time: Approximately 2 hours

In smaller groups of 4 or 5, the governing body needs to look at the barriers and prioritise which ones are the most pressing to deal with. This should be done by each group, ranking the three most important issues facing the school.

From this ranking, priority areas should be clear. The groups need to reach consensus on what need to be touched first.

After brainstorming these barriers, the governing body needs to meet and develop clear action plans for how they would like to see these issues addressed. Members of the governing body have to refer back to the theory section at the beginning of this training model, as they will need to develop clear goals, objectives, programmes and organisation.

5.5 RECOMMENDATIONS

Having outlined guidelines for the training of governing bodies to develop the mission statement for the schools, the following are the recommendations the governing body has to consider when executing the function.

5.5.1 Recommendation 1:

Every mission statement is based on certain underlying values. Values refer to the things the people see as important, the thing people believe in. When looking at their values, it is important for members of the governing body to make sure that everyone agrees with these values and that everyone has the same understanding of that is meant by these values.

It is important to take time to clarify the values, making sure that there is real agreement where possible and recognising differences clearly.

5.5.2 Recommendation 2:

After the values have been cleared, goals or targets must also be cleared. By goals or targets we mean the aims or intentions which the governing bodies hope to achieve in a particular period of time.

To do these, members of the governing body need to decide on a certain date and agree upon the situation that they hope to have reached by that time.

5.5.3 Recommendation 3:

In order to make a mission statement a reality, the governing body should determine what resources they have which will enable them to reach their goals.

The most important resource is the staff, that is, committed and professional people. Committed staff members are valuable resources in bringing about change.

It is also important to realise that although individuals are extremely important, the effectiveness of each one is multiplied many times if they are part of a strong supportive team.

5.5.4 Recommendation 4:

Once the members of the governing body have established their goals and considered the availability of personnel and other resources, they need to set definite objectives. This means deciding precisely what needs to be done to reach the goal. They need to ask themselves what they want to achieve in a particular period to reach their goal.

5.5.5 Recommendation 5:

Once the values, beliefs and goals have been cleared and resources considered, the governing body should move into the implementation phase to make a mission statement a reality in order to revive the culture of leaning and teaching.

5.6 CONCLUSION

The objective of this study was to determine how the governing bodies of public schools would execute effectively the eleven functions allocated to them by the South African Act 84 of 1996.

The opinions of members of the governing bodies were procured on the extent of the eleven functions allocated to them.

The study showed that the governing bodies in different countries perform the same functions in order to make teaching and learning effective. The study also showed that it is important for the members of the school governing bodies to develop the mission statement for the school because without this statement, the schools will not grow and prosper.

The recommendations made in this study may assist in developing strategies for effective establishment of the mission statement for the school.



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