

**THE MANAGEMENT OF THE CODE OF CONDUCT FOR  
LEARNERS AT PUBLIC SCHOOLS**

by

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## DEDICATION

The logo of the University of Limpopo, featuring two stylized birds facing each other with a sunburst in the center, and the text 'UNIVERSITY OF' below it.

I wish to dedicate this mini-dissertation to my parents,  
Mr A Sithole (who passed away in 1986) and Mrs T L  
Sithole who put me through my first pedagogical paces.

## ACKNOWLEDGEMENTS

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## OPSOMMING

Hoofstuk een van hierdie navorsing beskryf hoofsaaklik die probleemstelling, uiteensetting van doelwitte, definiëring van konsepte, asook die metodologie.

Hoofstuk twee fokus op die bydraes van verskeie navorsers in verskillende lande wat handel oor die implementering van 'n gedragskode vir leerders. Die funksies van die beheerliggame van skole word ook uitgelig. Die lande wat bespreek word is die Verenigde State van Amerika, Engeland en Wallis, Uganda en Suid-Afrika. Hierdie lande beleef tans uitdagings aangaande die samestelling van beheerliggame, dissipline van leerders asook die funksies van toepassing op beheerliggame van skole.

Vanuit die literatuur beskikbaar, is dit duidelik dat daar 'n behoefte is aan die konseptualisering en ontwikkeling van beheerliggame van skole. Aandag moet geskenk word aan die bekwaamheid en effektiwiteit van die beheerliggame van skole om hulle werkverrigting te bevorder.

Die literatuur dui aan dat daar 'n behoefte aan dissipline onder leerders is en om 'n oorkoepelende skoolbeleid te ontwikkel, waar 'n gedragskode duidelik aan leerders uiteengesit word. 'n Gedragskode sal lei tot positiewe onderrig en persoonlike ontwikkeling.

Die studie toon verder aan dat daar soortgelyke strukture in die beheerliggame van die lande bespreek, naamlik die Verenigde State van Amerika, Engeland en Wallis, Uganda en Suid-Afrika bestaan. In hierdie lande word onderwys deur die staat beheer en bestuur. Die meeste van die bestuursmagte word egter oorgedra aan die plaaslike beheerliggame van skole.

Die ontwerp van die navorsingsinstrument, asook die empiriese ondersoek word in hoofstuk drie bespreek. Vraelyste is opgestel om die onderskeie indrukke van ouers, skoolhoofde, opvoeders, nie-onderrig personeel en leerders wat op die beheerliggame dien, te bepaal. Vraelyste is aan 1000 respondente voorgelê, en slegs 88% daarvan is ingevul en teruggestuur. Die meeste van die respondente het die items aangaande die daarstelling van 'n gedragskode vir leerders as belangrik beskou.

Die analise en interpretasie van die empiriese data word in hoofstuk vier bespreek. Vanuit die navorsing kan afgelei word dat die funksies van beheerliggame van skole wentel om die samestelling van samewerkende bestuur, die bestuur van nie-opvoeders, die bestuur van opvoeders, die bestuur van die gemeenskap, asook die bestuursbeleid en die bestuur van leerders. Al hierdie konstrukte toon konstruk-geldigheid en hoë betroubaarheid aan, en kan dus dien as basis vir die ontwikkeling van 'n gedragskode vir leerders.

In hoofstuk vyf word die opsomming, bevindings en aanbevelings van die navorsing bespreek.

## SUMMARY

Chapter one was mostly concerned with the statement of the problem, setting out the aims of the research, clarification of concepts as well as the methodology to be implemented.

Chapter two focused on the contributions of various researchers in different countries, on the adoption of a code of conduct for learners. The functions of the school governing bodies were also outlined. The countries that were discussed are the United States of America, England and Wales, Uganda and South Africa. These countries experience challenges on issues pertaining to the composition, learner discipline and functions of the school governing bodies.

From the literature consulted, it came out that there is a need for conceptualisation of the development of school governing bodies. Attention needs to be focused on efficiency and effectiveness of school governing bodies to improve their performance.

The literature revealed that there is a need to discipline learners by developing an overall school policy, where a code of conduct for learners should be explained in details. A code of conduct will lead to positive learning and personal development (paragraph 2.3).

The study also revealed that there were almost similar structures of school governing bodies in the countries that were discussed, that is, the United States of America, England and Wales, Uganda and South Africa. The state controls and manages education in the said countries. But, most of the controlling powers have been delegated to the local school governing bodies (paragraphs 2.4.1, 2.5.1 and 2.5.2.1).

The design of the research instrument as well as the empirical investigation was conducted in chapter three. Questionnaires were designed to assess the respective impressions of parents, principals, educators, non-educators and learners serving in the school governing bodies (see APPENDIX A). Questionnaires were sent to 1 000

respondents and 88% of them were returned. Most of the respondents considered the items on the adoption of a code of conduct for learners to be important.

The analysis and interpretation of the empirical data was discussed in chapter four. From the research conducted it can be concluded that the functions of the school governing bodies revolve around the construct of co-operative governance, governance of non-educators, governance of educators, governance of the community, governance as policy and governance of the learners. All these construct shown to have construct validity and high reliability and could thus serve as a basis for developing a code of conduct for learners.

In chapter five the summary of the whole study, the research findings as well as the recommendations will be discussed.



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## CHAPTER 1

### ORIENTATION

#### 1.1 INTRODUCTION

There is an urgent need to provide quality education in South Africa. The Hunter report on organisation, governance and funding of schools emphasises that, ".....the need to provide quality learning opportunities to all learners in South Africa on equitable basis"(RSA,1995:3).

The challenge in the reconstruction and development of our society is the provision of a just and equitable education system, which redresses inequities of the past. It is important to foster and encourage a culture of teaching and learning within our schools and their surrounding environments. While the state has the duty to establish the condition for effective functioning of the education system, this must be complimented by commitment and acceptance of responsibility by other partners in education, i.e. learners, educators and parents (RSA, 1996:1).

According to Christie (1998:283) those schools located in poor and disputed communities spawned by apartheid shared common features like disrupted authority relations between principals, educators and learners sporadic and broken attendance by learners and educators.

Transformation in education is possible only if people at grassroots levels share political leaders' vision for education and if this vision is pursued in education (Bisschoff,1997:2).

The adoption of a code of conduct for learners by governing bodies of public schools is an important step towards the promotion of an environment, which is conducive to positive learning and personal development. Changes in schools represent a response to change, although not always certain when and how change may come about (Wragg & Partington, 1990:99).

This study will focus on the adoption of a code of conduct for learners by governing bodies in public schools and also how do governing bodies perceive this as their function.

## 1.2 MOTIVATION AND BACKGROUND OF THE PROBLEM

Stakeholders are becoming increasingly aware of the school's responsibility to provide effective teaching and learning. This has become an issue of utmost importance in the changing South African context for the following reasons:

- Although the country has a number of effective schools within the state education system, the culture of teaching and learning is disintegrating in many schools.
- There is currently a serious and widespread discipline problem in schools. Insubordination, drugs, alcoholism, vandalism, violence and gangsterism is becoming difficult to control.
- Parents do not play an active and important role in seeing to the discipline of their children.
- The culture of respect for adults and learning has been thrown away (Oosthuizen,1994:91).

Having introduced and motivated the topic, the problem of this research project will now be discussed.

## 1.3 PROBLEM STATEMENT

In the light of the preceding information it appears as if the overall research problem of the project is to determine the perception of governing bodies on the eleven functions allocated to them. All the governing bodies of public schools must execute these functions in accordance with the South African Schools Act 84 of 1996.

Governing bodies should be empowered to execute these functions properly so that teaching and learning should take place more effectively.

The specific research problem of this mini-dissertation is:

How do governing bodies perceive the following function:

“20 (1) Subject to this act, the governing body of a public school must-  
(d) adopt a code of conduct for learners at the school”.

It is worthwhile that, members of the governing bodies must keep up with what is happening in the field of education. The adoption of a code of conduct for learners by schools is an important step towards the promotion of an environment, which is conducive to positive learning and personal development.

Having demarcated the research problem, it is now necessary to state the aim of this research project.

#### 1.4 AIMS OF RESEARCH

In view of the problems formulated above, the aims of this study are to:

- Determine to what extent the governing bodies accept the ownership of the adoption of a code of conduct for learners,
- Determine the perceived role of governing bodies in the execution of this function,
- Set guidelines for the effective execution of the adoption of a code of conduct for learners.

In view of the preceding problem statement and aims of the research, the method envisaged in order to research the problem of the adoption of a code of conduct for learners by governing bodies can now be discussed.



## 1.5 RESEARCH METHODOLOGY

### 1.5.1 Quantitative Research

The quantitative research paradigm will be used throughout the study. It will be used to establish the perceptions of the school governing bodies on the ownership of the adoption of a code of conduct for learners.

According to Creswell (1994:2) a quantitative study is designed to be consistent with the assumptions of the quantitative paradigm. However, this quantitative study is defined as an inquiry into a social or human problem. This is based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine the predictive generalisations of the theory.

Creswell (1994:21) states that quantitative studies include a substantial amount of literature to provide direction for the research questions or hypotheses.

Table 1.1 shows assumptions of the quantitative paradigm based on ontological, epistemological, axiological, rhetoric and methodological approaches. It is important to understand these assumptions because they give direction to the design of all phases of a research study.

TABLE 1.1 QUANTITATIVE PARADIGM

Assumptions	Questions	Quantitative Paradigm
Ontological Assumption	What is the nature of reality?	Reality is objective and singular apart from the researcher.
Epistemological Assumption	What is the relationship of the researcher to that researched?	Research is independent from that being researched
Rhetorical Assumption	What is the language of research?	Formal Unbiased
Methodological Assumption	What is the process of research	Deductive

Source: Creswell (1994:5).

#### 1.5.1.1 Questionnaire

A questionnaire will be developed and pretested. Efforts will be made to formulate short, relevant and unbiased items (questions). The aim of the questionnaire is to gather information from members of school governing bodies about their eleven functions, specifically the adoption of a code of conduct for learners.

#### 1.5.1.2 Literature survey

This will be used to indicate what others said about the adoption of a code of conduct for learners.

The literature will also be used to elucidate this specific function of governing bodies in at least four countries of which one will be an African State.

A clarification of important concepts will be given.

## 1.6 CONCEPT CLARIFICATION

### 1.6.1 Code of conduct

Patterson (1990:63 & 70) defines the concepts code and conduct as follows:

Code is a digest of laws or a collection of rules.

Conduct is a personal behaviour or to behave oneself.

The World Book dictionary (Barnhart & Barnhart,1990:392) defines code as a system of words, letters or figures used to keep a message short or secret.

The concept code of conduct can then be defined as a collection of rules to guide ones behaviour. In the education context, it is a code of practice that guides the behaviour of the learners and those responsible for their conduct at school.

A code of conduct can be drawn up and be developed by the school community, to create good learning environment.

### 1.6.2 Learners

Patterson (1990:234) defines a learner as one who learns or a pupil.

According to the South African Schools Act (1996:2), learner means any person receiving education or obliged to receive education in terms of this Act. This refers to a child or an adult, who receives education or must receive education in terms of the Schools Act.

## 1.7 ORDER OF DISCUSSION

Chapter one is an introductory section, where the problem statement, aims of the study, methodology and clarification of concepts as well as the order of discussion is presented.

Chapter two deals with the literature review and contains theories relevant to the topic, a review of previous researchers and relevant literature on the adoption of a code of conduct for learners.

Chapter three deals with the methodology. A combined questionnaire with at least 11 items included on the adoption of a code of conduct for learners.

A description of the empirical investigation will also be provided.

Chapter four deals with the reliability and validity of the research instrument. Aspects of the data from the statistical analysis will be examined, tabulated and interpreted.

Chapter five deals with a summary of the whole research undertaken, there after will come the findings of the research as well as the recommendations. The bibliography, which will contain all the works referred to in the text will be provided in this chapter.

The mini-dissertation has a preface and a table of contents. The preface contains acknowledgement of the help received throughout the study.

## 1.8 CONCLUSION

Pertaining to this chapter, the importance of the adoption of a code of conduct for learners by governing bodies was discussed. The necessity of research of this specific governing bodies' function was postulated and the research problems were stated.

In chapter two a literature review will be undertaken.

## CHAPTER 2

### LITERATURE STUDY OF A CODE OF CONDUCT FOR LEARNERS

#### 2.1 INTRODUCTION

The first chapter of this study provided the background and motivation of the study on the adoption of a code of conduct for learners by the school governing bodies. As a first step in the investigation of this phenomenon a review of literature will be undertaken in this chapter. The functions of the governing bodies will be discussed as explained by various researchers in different countries. The effect of adopting a code of conduct for learners will be dealt with to show how it affects the discipline of the school.

The Sunday Times of 12 January 1992, noted that matriculation learners in South Africa, in black townships are continuously failing because of the conspicuous lack of discipline among learners (Anon,1992:1). It is therefore important that discipline should be maintained at all times in the school, hence each and every school must have a code of conduct. In a school separate codes of conduct can be drawn up, for instance:

Code of conduct for learners;  
Code of conduct for educators;  
Code of conduct for non-educators; and  
Code of conduct for parents.

There is a grave concern within educational circles concerning the ability of the governing bodies to execute their duties as required by the South African Schools Act. The rapid changes in the education system therefore require governing bodies especially in disadvantaged areas to meet the new challenges. Davidoff and Lazarus (1997:105) and Creese (1995:13-14) state that a governing body provides an organic link between the school community, to develop an overall school policy, including language policy and a code of conduct. It must have the capacity to provide leadership and management for the school and its community.

A further definition of a code of conduct as well as the functions of the school governing bodies, the purpose and the development of a code of conduct for learners will be exposed. Different authors from different countries will also be consulted in order to get a clear picture about the adoption of a code of conduct for learners.

## 2.2 FURTHER DEFINITION OF A CODE OF CONDUCT

A code of conduct is defined as a practice that guides the behaviour of learners and those responsible for their conduct at school (Varma, 1993:35, see paragraph 1.6.1).

Furthermore, a code of conduct lays down clear guidelines about what is acceptable and unacceptable behaviour in a school (Gauteng Department of Education, 1998:11). A well-written code of conduct is also about the principles and values of the school. It affects the entire school community including educators, learners and parents.

Cooperman (1996:16) states that a consistent, reasonable publicised plan is called for when dealing with hundreds of children from various backgrounds. If proper discipline or a solid approach to discipline is lacking, the academic standards will slide.

For many educators discipline has been the hardest part of a demanding job. Daily educators face defiance, procrastination, argumentative behaviour, swearing and aggression, as well as the more typical disruptive behaviours like calling out and task avoidance. A code of conduct for learners acknowledge the real difficulties in dealing with these behaviours and show how to make a hard job easier (Wragg & Partington, 1990:47).

The task of running the school should not be the sole responsibility of the principal and educators as it has been before. The school governing bodies need to work collectively with the principal, parents and learners. This will ensure that a code of conduct for learners is accepted by the whole school community, which will help in the maintenance of discipline (Cooperman, 1996:17).

## 2.3 THE FUNCTION OF A CODE OF CONDUCT

The Schools Act (RSA,1996:4) states that a code of conduct must be aimed at establishing a discipline and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.

Good school discipline is one feature of effective schools. Learners learn best in an orderly and safe environment. Discipline is therefore an important management function in a school.

To achieve good discipline a school should have a code of conduct. The Schools Act clearly states that every learner must adhere to all rules and regulations of the school as set out on a code of conduct for learners. The following are the aims of a code of conduct as set out by the Discussion document of student organisations (Gauteng Student Organisations,1996:2) to:

- Facilitate learning and teaching in schools;
- Ensure that there is order and discipline;
- Promote and clarify roles and responsibilities of various stakeholders in the creation of a proper learning environment in schools; and
- Provide appropriate mechanisms and channels for learners, parents and educators not only to air their grievances, but also to provide for legitimate disciplinary measures.

Having a code of conduct for learners is an important step in the direction of making positive learning and personal development possible. A code of conduct is not about bad behaviour and how to discourage it, but also about good behaviour and how it should be encouraged (Gauteng Department of Education, 1997:18).

It is the job of every school to look after the general interests of all its learners to the best of its judgement. And also to maintain good order and discipline among the learners and safeguarding their health and safety both when they are engaged in the authorised school activities elsewhere, for instance, athletics meeting at a stadium or a soccer game in other schools (Wragg & Partington, 1990:172).

Many schools are experiencing discipline problems. Many factors cause good or bad behaviour of learners. Some have to do with the school, some with the home, some with the person himself/herself and some with the community. Educators also need to think about:

- A curriculum that does not seem relevant or useful to the learners.
- Friends who are a bad influence.
- A neighbourhood with a high crime rate.
- Poor community facilities (Gauteng Department of Education, 1998:4).

The above mentioned factors influence the behaviour of learners in schools. The challenge for schools' governing bodies is to be creative and think on the long term about their aim for more discipline in their schools. This is where the development of a code of conduct might be useful. In the past, schools depended on meting out corporal punishment as a way of enforcing compliance (Gauteng Student Organisations, 1995:3).

A code of conduct says what the values and standards are in the school. This will ensure that the school can function effectively. The main aim of a school's code of conduct is to create a proper learning environment.

Having discussed the function of a code of conduct for learners, the composition and the functions of the school governing bodies as well as the development of a code of conduct for learners in South Africa will be discussed.

## 2.4 SCHOOL GOVERNING BODIES IN SOUTH AFRICA

### 2.4.1 The composition of the school governing bodies

The school governing body of a public school shall include:

- Parents of learners' at the school who are not employed at the school;
- Educators at the school;
- Members of staff at the school, who are not educators;



- The principal of the school;
- In the case of a secondary school, learners at the school nominated by the students' representative council of the school; and
- Members of the community co-opted by the governing body (RSA,1996:15).

#### 2.4.2 Learner discipline

A school governing body, after consultation with the learners, parents and educators of the school, shall adopt a code of conduct for learners. A code of conduct shall be directed at enabling a discipline and purposeful school environment.

The Minister of education, after consultation with the Council of Education may determine guidelines for the consideration of governing bodies in adopting a code of conduct for learners.

No person shall administer corporal punishment to a learner at a public school.

Subject to the South African Schools Act, a learner at a public school may only be suspended from school by the principal pending a decision whether the learner should be expelled.

A learner may be expelled from a public school only on the ground of serious misconduct, as determined by the member of the Executive Council in terms of appropriate Provincial Legislative (Gauteng Department of Education,1998:20).

#### 2.4.3 The development of a code of conduct for learners

The Schools Act calls upon governing bodies in consultation with learners, parents and educators to draft a code of conduct for learners. They should also come up with creative ways of ensuring good behaviour and positive learning environment. Developing a code of conduct, is an important task. Equally important is ensuring that learners stick to the developed code of conduct.

The guidelines for developing a conduct will be discussed in the next paragraph.

### 2.4.3.1 Guidelines for developing a code of conduct

According to the Government Gazette (Republic of South Africa, 1998:3) a code of conduct for learners should include the following:

- The Preamble - which is a statement of values and the general contribution the school make.
- The General Aims of the code of conduct – what the school wants to achieve by developing and adopting a code of conduct.
- Statement of Rights and Responsibilities – lists of the rights and responsibilities of the different sectors of the school community.
- Rules and Regulations – lists of what is expected of learners in the school.
- Incentives – how the school encourages and rewards good behaviour.
- Infringements – a description of unacceptable behaviours.
- Punishment – what steps the school will take in cases of misconduct.

Having discussed the guidelines for developing a code of conduct as stated by the Government Gazette, the process of development will now be discussed.

### 2.4.3.2 The process for development of a code of conduct

The Gauteng Department of Education workshop manual for school governing bodies suggests that the following steps be followed when developing a code of conduct:

#### Step 1:

The school governing body members should call a meeting for all stakeholders to discuss a code of conduct in their respective schools.

#### Step 2:

Appoint a committee to deal with a code of conduct.

**Step 3:**

This committee must circulate the draft code of conduct to each stakeholder for comments and inputs.

**Step 4:**

Once all inputs have been incorporated a meeting should be scheduled for the adoption of a code of conduct.

**Step 5:**

This committee may then be transformed into a committee dealing with discipline in the school.

The Gauteng Department of Education (1998:41) and the Gauteng Student Organisations (1996:3) discussed the penalties and corrective measures to be used at schools whenever disciplining learners. These will be discussed in the next paragraph.

#### 2.4.3.3 Ideas for penalties and corrective measures

The following are the penalties and corrective measures to be used at schools whenever learners are to be disciplined.

- Verbal (spoken) and written warnings by an educator, principal or the governing body.
- Extra academic work, which will also be useful to the learner.
- Duties to add to the improvement of the school environment, for instance, cleaning, gardening or administrative tasks.
- Staying behind school (detention).
- Performing tasks that would assist the offended person.

- Community services outside the school.
- Suspension from some activities of the school, for instance, sport or cultural activities (Gauteng Department of Education,1998:41 & Gauteng Student Organisations,1996:3).

## 2.5 LITERATURE ON CODE OF CONDUCT IN SELECTED COUNTRIES

The objective of this section is to study a code of conduct for learners as well as functions of school governing bodies in different countries. The countries that will be discussed are the United States of America, England and Wales and Uganda. The researcher will discuss broader governance issues to ensure the understanding of the context in which a code of conduct for learners is adopted in each country.

### 2.5.1 United States of America

In the United States of America, education is the responsibility of each state and it is the state legislature, which makes the laws pertaining to education. A state board of education sets policy and makes regulations under the laws, which are then administered by a chief state school officer at the head of a state education department. Each state is divided into districts, each with its own board of education and chief administrative officer, the superintendent of schools whom it appoints. School boards are usually non-party political elected bodies with the power to levy real property taxes for school purposes, hire professional staff and generally make rules and regulations for the operation of schools (Baron,1991:24).

The main role of the school board members is to ensure that a vision of the region is established. The vision statement reflects the consensus of the governance team. It should reflect the shared values of the community and create a climate of excellence in the system. Schools boards, have to create a vision for the school system, setting goals and development of strategic plans to achieve whatever is planned and ensure coherence (Swanson,1992:11 & Danzberger,1992:37).

According to Campbell and Greene (1994:392) the school board member must command a deep understanding of governance in all its complexities, such as school management, finance and marketing. However, even mastery of content is not enough. Board members must also carry out their responsibilities in an extremely difficult and politically charged environment. Effective school governance is needed to improve schooling.

#### 2.5.1.1 Functions of school boards

According to Campbell and Greene (1994:392), the school boards have key functions, which are:

- The establishment of a long-term vision for the school system.
- The establishment and maintenance of a basic organisational structure for the school system, including employment of a superintendent, adoption of budget, adoption of governance policies and creation of a climate that promote excellence.
- The establishment of systems and processes to ensure accountability for programmes and learners outcomes, staff accountability and collective bargaining.
- Advocacy on behalf of children and public education at the community level.

Further development of the definition of the boards' functions is needed to provide sufficient direction to individual school boards. This can be used as the basis of a comprehensive curriculum for training school boards. The curriculum will help to show the rationale for benchmarking (Campbell & Greene, 1994:393).

#### 2.5.1.2 Learner discipline

According to Beckett, Bell and Rhodes (1991:50) the school principal is statutory responsible for ensuring that behaviour of learners is satisfactory. This includes the

drawing up of and the enforcement of school rules. The board governors can make a written statement on general principles to guide the principal, then he/she must act in accordance with this statement. The board governors can also choose to advise the principal on specific disciplinary matters and he/she must take account of this advice. The principal together with the board governors must decide what constitutes acceptable and unacceptable behaviour among learners and what measures can appropriately be taken to ensure good behaviour and to deal with bad behaviour.

The principal is responsible for the implementation of the discipline policy and dealing with individual cases. He/she can also exclude a learner from school. The procedures to be followed in the event of a learner being excluded from school are laid down by the Education Act. Parents have the right to make representations to the governing body, if their child is being excluded from school. Governors can direct the principal to reinstate a learner who has been excluded for a fixed period or permanently. The procedures are complex and must be promptly dealt with (Beckett, Bell & Rhodes, 1991:50).

Having discussed learner discipline it is now necessary to discuss the role of school superintendent.

### 2.5.1.3 School superintendent

The duties of the superintendent can be summarised as follows:

- To keep others informed.
- Praise others when they deserve it and give positive feedback.
- Maintain emotional control by managing even anger.
- Maintain the groups' respect at all times.
- Demand good work of high quality from everyone and avoid favouritism.
- Maintain consistent standard of performance.
- Gain the people's trust (Usdan, 1994:374-379).

Having discussed the composition and the functions of governing bodies as well as learner discipline and the duties of the superintendent in the United States of America, the school governing bodies of England and Wales will now be discussed.

### 2.5.2 England and Wales

In England and Wales the first governing bodies were the boards of trustees, responsible for setting up and running English schools from the sixth century on. These were originally church institutions, but by the fifteenth and sixteenth centuries more schools were set up by groups of lay people, such as guilds and companies. The earliest comprehensive picture that we have of school governing bodies in England and Wales dates back to the late 1960's. At most, only half of local education authorities saw governing bodies as a significant tier in the administration of schools (Gann,1998:15).

In the following paragraph the composition of the school governing bodies will be discussed.



#### 2.5.2.1 The composition of the school governing bodies

The composition of governors depended on the size of the school. In the primary school, the governing body included between two and five elected parent governors, one or two elected teacher governors and nominees of local political parties and Co-optees selected by the preceding three collectively.

The members are elected amongst the parents, the community, the co-opted governors, the educators as well as the school principal (Nkata & Thody,1996:69 and Gann,1998:26-29).

#### 2.5.2.2 The responsibilities of the governors

According to Gann (1998:22) the governing bodies have a range of duties to perform according to the requirements set by the Department of Education and Science.

These duties can be summarised as follows:

- To ensure that the curriculum is implemented.
- To produce a statement of policy on sex education.
- Ensuring the teaching of religious education, and the arrangements for a daily act of collective worship.
- To appoint a person responsible for seeing that special educational needs of learners are met.
- To receive budget, decide how it is spent, and keep accurate accounts.
- To decide on the number and allocation of staff allowances.
- To offer the head a statement of principles on learner behaviour and discipline, to reinstate excluded learners where appropriate, and to keep attendance registers.
- To produce an annual report for parents.
- To conduct an annual parents' meeting.
- To control the use of premises outside the school day and have a policy for community use of buildings (Gann,1998:23).

### 2.5.2.3 Learner discipline



According to Dean (1995:125), learners who continue to pose problems in the school must be suspended. There are three types of exclusions, fixed term, indefinite and permanent. A learner who is excluded for more than three days must be reported to the governors.

In the case of an indefinite exclusion, the governors must set a date for its ending. In the case of a permanent exclusion, the parents can make a formal appeal to the governors who must hold a formal meeting to hear the appeal.



### 2.5.2.4 Creating a School Behaviour Policy

Gann (1998:47) states that the process for school behaviour policy might look like this:

- Governors receive a copy of the existing policy, any legal requirements or constraints, any document or procedures in current use.
- The governing body meets and agrees on the principles, which underlie a behaviour policy for their school.
- The governing body agrees in a process of consultation on the principles.
- The governing body appoints a small group with representatives of interested parties and agrees on terms of reference, time scale and resources to be used.
- The working group prepares a draft document, which is taken to the governing body for discussion.
- When this is agreed, the governing body formally adopts the policy, and decides which committee or working party will be responsible for monitoring and when the policy is due for review.



Having discussed the composition, the duties and the process of creating a school behaviour policy by the school governing bodies of England and Wales, the composition and the functions of the school governing bodies of Uganda will now be discussed.

### 2.5.3 Uganda

Uganda has a centralised education system, within which devolution of power is strongly encouraged. Local government units have an uncertain role as central government takes the lead. Control at school and local levels is deemed important. The Minister of education is responsible for administration, monitoring, management and planning (Nkata & Thody, 1996:67).

Uganda's government is encouraging the re-emergence of community involvement in school management, through School Management Committees, Parent Teacher Associations and Local Resistance Councils (Nkata & Thody, 1996:67-68).

In the next paragraph the composition of the school governance is going to be discussed. The school governance is responsible for the smooth running of the school and also to see to that learners are well disciplined at school.

### 2.5.3.1 The composition of school governance

The primary school management committee consists of nine local residents, two are elected by parents, three selected by the Resistance council and the Commissioner for Education appoints four. In 1994 community representation on primary school management board was increased from nine to 15. The secondary school board of governors consists of 13 members, the Minister of education appoints five, and four by school's founding body and four by the first nine. The chairpersons of these bodies are appointed by the District education (Nkata & Thody, 1996:69).

The functions and duties of the governing bodies will now be discussed.

### 2.5.3.2 Function and duties of the governing bodies

Nkata and Thody (1997:3) summarise the functions of school governing bodies as follows:

- To ensure that the school is conducted to provide educational service in accordance with the provision of the relevant educational laws.
- Develop and control the general policy of the school.
- Hold meetings regularly to discuss the dispatch of the school's business.
- Prepare the school's annual budget.
- Ensure that all funds of the school are properly managed.
- Hold an annual survey of the school to verify its physical operation in relation to the financial expenditure.
- Hold the principal of the school responsible for the effective operation of the school and for the provision of information to the board to enable it to make decisions.

### 2.5.3.3 Learner discipline

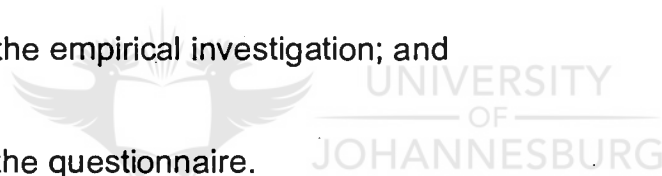
According to Nkata and Thody (1997:5) the principal is responsible to the disciplinary committee. There are guidelines for the practice of relations between governors and principals. The principal can exclude or suspend learners after consultation with the disciplinary committee, as laid down in the school's code of conduct. The disciplinary committee is composed of the teaching staff.

## 2.6 CONCLUSION

This chapter provided a framework for the adoption of a code of conduct for learners by the School Governing Bodies (SGB's). The development of a code of conduct was also discussed, as well as guidelines for its development.

In chapter three the following aspects will be discussed:

- A description of the empirical investigation; and
- A description of the questionnaire.



## CHAPTER 3

### DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

#### 3.1 INTRODUCTION

The literature study in chapter two formed the framework for the empirical study. In chapter one, the orientation, statement of the problem and the purpose of the research were clearly set out. The specific aims of the research study were also highlighted in chapter one. These aims have been outlined as follows; to:

- Determine to what extent the governing bodies accept ownership of the adoption of a code of conduct for learners;
- Determine the perceived role of governing bodies in the execution of the adoption of a code of conduct for learners; and
- Set guidelines for the effective execution of the adoption of a code of conduct for learners.

A brief discussion of the design of the research instrument will now follow.

#### 3.2 THE INSTRUMENT OF RESEARCH

##### 3.2.1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 101 items (see APPENDIX A). The items were based on the South African Schools Act 84 of 1996. The Act clearly indicated eleven functions all School Governing Bodies (SGB's) must perform.

These are outlined as follows; to:

- Promote the best interest of the school and ensure its development;
- Adopt a constitution;

- Develop the mission statement of the school;
- Adopt a code of conduct for learners;
- 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 of the school;
- \* Administer and control the school's property, buildings and grounds including school hostels;
- Encourage parents, learners, educators and other staff at the school to offer voluntary services to the school;
- Make recommendations to the Head of Department on the appointment of non-educators;
- Make recommendations to the Head of Department on the appointment of educators; and
- At the request of the Head of Department, allow the school facilities to be used for educational programmes not conducted by the school.

Subsequently, a group of MEd students were assigned with the task of choosing one of the eleven functions and to investigate it. This resulted in the design of 101 items to obtain the perceptions of members of SGB's on the eleven functions.

This mini-dissertation investigates the function on the adoption of a code of conduct for learners by the school governing bodies.

The following items are concerned with the adoption of a code of conduct for learners (see TABLE 3.1 next page).

**TABLE 3.1 ITEMS ASSOCIATED WITH THE ADOPTION OF THE CODE OF CONDUCT FOR LEARNERS**

Item No.	Description	Mean score	S.D.	Rank order	Median	Mode
*B60	Parents draw up a code of conduct	3.53	1.68	73	4.00	5
B67	Governing body protect learners from substance abuse	4.41	1.13	11	5.00	5
B70	Governing body must draw up a code of conduct	3.66	4.52	49	4.00	5
B72	Governing body decide on type of punishment	3.96	1.40	36	5.00	5
B73	Expulsion of a learner that is guilty of misconduct	3.88	1.40	40	5.00	5
B79	Empower the governing body to act against learners that disrupt the school programme	4.37	1.11	13	5.00	5
B80	Governing body takes responsibility for order and discipline	4.09	1.23	28	5.00	5
B83	Enable educators to administer corporal punishment	2.73	1.58	93	3.00	1
B93	Take measures to ensure that learners attend school regularly	4.33	1.19	17	5.00	5
B96	Discipline learners who carry dangerous weapons	4.45	1.09	9	5.00	5
B97	Governing body should draw up a code of conduct	3.85	1.43	43	5.00	5

Section B, item 60. See appendix.

### 3.2.2 Discussion of the adoption of a code of conduct for learners

Each item was formulated in such a way that the respondents could indicate to what extent would they agree to a proposal laid in the item, for example:

To what extent would you agree to a proposal that:

DISAGREE      

1	2	3	4	5
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      AGREE

B70 The governing body must draw up a code of conduct for learners.

The items on the adoption of a code of conduct for learners will now be discussed with reference to the mean score, the mode, the median and the rank order as well as comments on their importance to the respondents.

The items on the adoption of a code of conduct for learners will be discussed under the following headings;

- Who must draw up a code of conduct for learners,
- Main functions of a code of conduct,
- Types of misconduct and
- Types of punishment.

#### 3.2.2.1 Who must draw up a code of conduct for learners

The above question is answered by items B60, B70 and B97.

Referring to TABLE 3.1 the mode of items B60, B70 and B97 is 5. Their standard deviation is 1,68, 1,52 and 1,43 respectively. These items showed that respondents agreed to a large extent to the proposal that parents as well as members of the governing body must draw up a code of conduct for learners. Involving the parents

as well as the governing body in drawing up a code of conduct for learners will ensure that the whole school community accept the developed code of conduct.

### 3.2.2.2 Main functions of a code of conduct

One main function of a code of conduct for learners is to ensure that learners do not disrupt the school's programme. This function is highlighted by item B79 (see TABLE 3.1).

Referring to TABLE 3.1 the mode of item B79 is 5 and the rank order is 13. From the mode and the rank order one can conclude that respondents would like a code of conduct to include that learners should not disrupt the school's programme. Any learner that disrupts the school's programme has to be disciplined.

The second main function of a code of conduct is to ensure that there is order and discipline in the school. This function is clearly stated by item B80.

Referring to TABLE 3.1, the mean score of item B80 is 4,04 and the standard deviation is 1,23. This indicates that order and discipline should form part of a code of conduct for learners.

### 3.2.2.3 Types of misconduct

Items B67 and B96, indicate that substance abuse as well as carrying of dangerous weapons to school is referred to as part of misconduct and should form part of a code of conduct.

TABLE 3.1 indicates that the mode and the median of items B67 and B96 is 5 and 5,00 respectively.

Most of the respondents are against the fact that learners carry dangerous weapons and also take substances that harm their health or make them misbehave in school. A code of conduct should clearly state the type of punishment that should be given



### 3.2.2.4 Types of punishment

Referring to TABLE 3.1 the mode for item B72 is 5 and the mean score is 3,96. The rank order as well as the median for item B83 is 93 and 3,00 respectively.

Section 9 of the South African Schools Act 84 of 1996 states the following, about the suspension and expulsion of learners from public schools:

9.( 1) Subject to this Act and any applicable provincial law the governing body of a public school may, after a fair hearing , suspend a learner from attending the school-

- as a correctional measure for a period not longer than one week; or
- pending a decision as to whether the learner is to be expelled form the school by the Head of Department.

(2) Subject to any applicable provincial law, a learner at a public school may be expelled only-

- by the Head of Department; and
- if found guilty of serious misconduct after a fair hearing.

Having discussed the items on a code of conduct for learners the empirical investigation will now be discussed.

## 3.3 THE EMPIRICAL INVESTIGATION

### 3.3.1 Respondents

The sample was a pragmatic one, students distributed questionnaires to those schools they know. All the groups in the school governing bodies were included.

### 3.3.2 Biographical data of the respondents

#### 3.3.2.1 Gender

TABLE 3.2 GENDER OF THE RESPONDENTS

	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	100,0		

Table 3.2 shows the gender of the respondents. Out of 888 respondents 51,8% (460) were females and 48,1% (427) were males.

#### 3.3.2.2 Representation on the school governing body

TABLE 3.3 REPRESENTATION OF 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 member	37	4,2	4,2	100,0
Total	886	99,8		
Missing	2	,2		
Total	888	100,0		

TABLE 3.3 indicates that all the groups represented in the SGB were included. Out of 888 respondents, 44,5% (395) were educators, 21,2% (188) were parents, 12,3% (109) were principals, 11,6% (103) were learners, 6,1% (54) were non-educators and 4,2% (37) were co-opted members. Data provided indicates that parents were not willing to complete the questionnaires or that the researchers gave the questionnaires to their colleagues (educators) to be completed.

## 3.3.2.3 Age of respondents

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			

The respondents reported their ages by stating how old they are in complete years. From TABLE 3.4, it is noted that 74 (8,3%) of the respondents were below 20 years of age. That meant that, few young respondents served in school governance. Only 7 (,8%) of the respondents were above 61 years of age. That also meant that few older people were involved in school governance.

The majority of respondents, 366 (41,2) were in the age group 31-40, followed by 297 (33,4%) which were between the age group 41-60 and 144 (16,2%) in the age group 21-30.

TABLE 3.4 revealed that 90% (807) of the respondents were in the 21-60 age group. That meant, most of the respondents were experienced and matured individuals. They could take responsible decisions in so far as school governance is concerned.

## 3.3.2.4 Province in which the school is situated

TABLE 3.5 PROVINCE OF THE SCHOOL

	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	121	13,6	13,6	76,7
KwaZulu Natal	108	12,2	12,0	88,7
Others	101	11,3	11,3	100,0
Total	888			

TABLE 3.5 indicates the province in which the respondents' school is situated. Out of 888 respondents, 48,2% (426) were from Gauteng, 14,9% (132) from North-West, 13,6% (121) from Northern Province, 12,0% (108) from KwaZulu Natal and 11,3% (101) did not indicate their Provinces.

The majority of the respondents were from Gauteng, this may be caused by the fact that most of the researchers were from Gauteng.

## 3.3.2.5 Academic Qualifications

TABLE 3.6 QUALIFICATIONS

	Frequency	Percent	Valid percent	Cumulative percent
Grade 9 and lower	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	

According to TABLE 3.6 7,9% (70) of the respondents never passed grade 10, 11,6% (103) of the respondents had gone up to grade 10 and 11, 12,2% (108) of the respondents had gone up to grade 12. 68,4% (607) of the respondents had gone up to tertiary level, such as post school diploma, Bachelor's degrees, Master's degrees and Doctorate.

It is interesting and encouraging realising that a high percentage of people who have diplomas as well as degrees are involved in school governance. This is counter to the belief that members of SGB's are illiterate and that should be encouraging to all schools.

### 3.3.2.6 Years involved in school governance

TABLE 3.7 YEARS INVOLVED IN SCHOOL GOVERNANCE

Years	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	100,0		

TABLE 3.7 reveals the number of years respondents are involved in school governance. 278 (31,3%) of the respondents had never been involved in school governance and 175 (19,7) of the respondents had been involved in school governance for a year. 49,8% (424) of the respondents had been involved in school governance for 2 years and even more than 2 years.

The implication of such findings is that the majority of the respondents had an experience of working in the school governing bodies, only 31,3% (278) had no experience in school governance.

This is also counter to the belief that members of governing bodies are not experienced when it comes to governance matters.

### 3.3.3 The research group

Questionnaires were distributed to members of the school governing bodies in Gauteng, North-West, Northern Province and KwaZulu Natal. 101 school governing body members did not indicate their provinces (see TABLE 3.5).

The respondents were selected on the grounds of their accessibility to members of the research team.

### 3.3.4 Return of questionnaires

The following figures summarise the information relevant to the questionnaires on the eleven functions of the school governing bodies.

TABLE 3.8 RATE OF RETURNED QUESTIONNAIRES

Handed Out	Returned	Percentage
1 000	888	88,8%

The questionnaires were then sent to the statistical consulting services of the Rand Afrikaans University, where the data was processed by the Statistical Services (STATCON).

## 3.4 CONCLUSION

In this chapter a description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated.

In chapter four the following aspects will receive attention:

Reliability and validity of the instrument; and

Some aspects of the data emanating from the statistical analysis will be examined, tabulated and interpreted.

## CHAPTER 4

### THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA

#### 4.1 INTRODUCTION

Due to limitations on the length of 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 tests 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 FACTORS

Factors	Name	Items (see questionnaire)	Alpha Cronbach Reliability coefficient	Mean factor #
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 (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	0.799 (all 15 items) 0.775 (12 items excluding items 10 & 40)	3.4
F5	Governance as policy	3;4;6;8;13;15;19;21;22;23;24;25;26;28;30;38;41	0.835 (all 18 items) 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 five-point scale:

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

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



#### 4.1.1 A brief discussion of each of the factors

##### 4.1.1.1 Co-operative governance

A school is not merely an organisation where learning and teaching takes place, it also has to be governed. In order to govern a school different people, with different levels of expertise and experience need to work together, hence we have co-operative governance. Co-operative governance is aimed at creating more effective school governance, ensuring that the quality of education improves and also that desired goals are achieved.

##### 4.1.1.2 Governance of non-educators

The non-educators represent the cleaning staff, the night watchman and the gardeners of the school. They are elected in school governance so that their views can also be voiced about governance in the school, since they have been neglected in the past.



##### 4.1.1.3 Governance of educators

Educators represent all the teaching staff in the school. Educators bring their knowledge of teaching and learning into the governing body. They also need to be governed so that the culture of teaching and learning can be restored.

##### 4.1.1.4 Governance of the community

A school is part of the community in which it is situated. School governors have to get the community involved in the school by learning about the needs of the community. All the activities need to be governed by the school governing body.

#### 4.1.1.5 Governance as policy

A school has different policies for instance, language policy, learners' code of conduct, educator's code of conduct and school goals. All these policies need to be reviewed as time changes in the school. Governance as policy has to do with the drawing up and implementation of school policies.

#### 4.1.1.6 Governance of learners

Learners are elected and represent all learners in the school. They bring to the governing body the thoughts and views of the learners. And also share the information between the governing body and all the learners. They also need to be governed so that they can co-operate and participate in schools' activities.

## 4.2 RELIABILITY AND VALIDITY

To ensure content validity the items were designed using the functions of all governing bodies of public schools as prescribed in the South African Schools Act of 1996. 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 of 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 successive first and second order factor analytic procedure performed on the 101 items.

The 101 items 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 except ownership for their functions.

Now that the validity and reliability of the instrument has 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  $T^2$  test. This implies that the vector of the mean scale score of the two groups is 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 variables 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 relating to each of the six factors

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

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate Level	Gender	HoT	There is no statistically significant difference between the vector mean scores of male and female respondents in respect of all six governance factors taken together	Hotelling $T^2$
		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	
Differences at the univariate level	Gender	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:	Student t-test
		Hat1	Co-operative governance	
		Hat2	Governance of non-educators	
		Hat3	Governance of educators	
		Hat4	Governance of the community	
		Hat5	Governance as policy	
		Hat6	Governance of learners	
		Hat	There is statistically significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately, namely:	
		Hat1	Co-operative governance	
		Hat2	Governance of non-educators	
		Hat3	Governance of educators	
		Hat4	Governance of the community	
Hat5	Governance as policy			
Hat6	Governance of learners			

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

Factors	Group	Factor Average	p-Value (Hotelling)	p-Value (Student)
Co-operative governance	M	4,2788		0,007**
	F	4,1693		
Governance of non-educator	M	3,4638		0,908
	F	3,4700		
Governance of educators	M	3,1255	0,0000**	
	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		0,006**
	F	3,1893		

N1 (M) = 404

N2 (F) = 413

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

TABLE 4.2 and TABLE 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.

In respect of differences at the single variable level between the two groups a statistical significant difference between the mean scores of male and female respondents in respect of the five of the six factors is also present. 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.

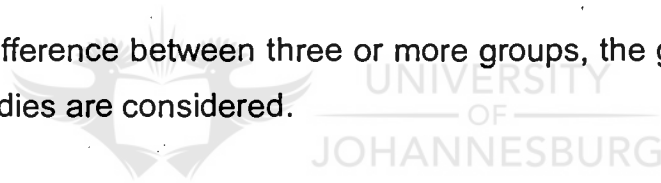
In respect of each factor considered separately the average mean score of the male respondents is significantly higher than that of the female respondents in respect of five factors (F1, F3, F4, F5 and F6). Thus  $H_{0t1}$ ,  $H_{0t3}$ ,  $H_{0t4}$ ,  $H_{0t5}$  and  $H_{0t6}$  are rejected in favour of  $H_{at1}$ ,  $H_{at3}$ ,  $H_{at4}$ ,  $H_{at5}$  and  $H_{at6}$ . Only in the case of F2 is the

null hypothesis accepted in favour of the alternative hypothesis. From this one may probably conclude that male and female members of governing bodies support functions related to non-educators staff to the same extent. Although not statistically significant it is interesting to note that 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 to three or more independent groups multivariate differences are investigated by means of MANOVA (multivariate 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 Scheffe 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 factors

TABLE 4.4 COMPOSITE HYPOTHESES WITH THE GROUP REPRESENTED ON THE GOVERNING BODIES AS THE INDEPENDENT VARIABLE

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
Differences at the single variable level		HaM	There is a 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
		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 on the governing bodies do differ in a statistically significant way from one another in respect of the following factors taken separately, namely:	
		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 of the following factors, namely (this table continues on the next page). Pairs of representing groups	Scheffe Or Dunnett T3

Table 4.4 continued

	AvsB	AvsC	AvsD	AvsE	BvsC	BvsD	BvsE	CvsD	CvsE	CvsE
Differences at the single variable level	Representation	HoS		There are no statistically significant differences between the average scale scores of the five representing groups when 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.AB6	HoS.AC6	HoS.AD6	HoS.AE6	HoS.BC6	HoS.BD6	HoS.BE6	HoS.CD6	HoS.CE6	HoS.DE6
Differences at the single variable level	Representation	HaS		There are statistically significant differences between the average 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.AB2	HaS.AC2	HaS.AD2	HaS.AE2	HaS.BC2	HaS.BD2	HaS.BE2	HaS.CD2	HaS.CE2	HaS.DE2
Governance of educators	HaS.AB3	HaS.AC3	HaS.AD3	HaS.AE3	HaS.BC3	HaS.BD3	HaS.BE3	HaS.CD3	HaS.CE3	HaS.DE3
Governance of the community	HaS.AB4	HaS.AC4	HaS.AD4	HaS.AE4	HaS.BC4	HaS.BD4	HaS.BE4	HaS.CD4	HaS.CE4	HaS.DE4
Governance as policy	HaS.AB5	HaS.AC5	HaS.AD5	HaS.AE5	HaS.BC5	HaS.BD5	HaS.BE5	HaS.CD5	HaS.CE5	HaS.DE5
Governance of learners	HaS.AB6	HaS.AC6	HaS.AD6	HaS.AE6	HaS.BC6	HaS.BD6	HaS.BE6	HaS.CD6	HaS.CE6	HaS.DE6

A = 101 principals

B = 368 educators

C = 78 others

D = 96 learners

E = 173 parents



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)	Scheffe/Dunnett T3											
					A-B	A-C	A-D	A-E	B-C	B-D	B-E	C-D	C-E	D-E		
F1	A B C D E	4,4017 4,2171 4,1465 4,0698 4,2529	** 0,0000	** 0,001	**	*	**									
F2	A B C D E	3,3879 3,3651 3,5455 3,7330 3,5423		** 0,000			*			**						
F3	A B C D E	2,8530 2,8136 3,2517 3,5367 3,1317		** 0,000		**	**		*	**	**				**	
F4	A B C D E	3,5162 3,2187 3,4974 3,5146 3,4701		** 0,000	**				*	**	**					
F5	A B C D E	3,9571 3,6393 3,6795 3,7598 3,8259		** 0,001	**											
F6	A B C D E	3,4000 3,0755 3,3385 3,4438 3,5434		** 0,000						*	**					

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

\*\* Statistically significant at the 1%-level  
 \* Statistically significant at the 5%-level

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 significance. A statistically significant difference thus exists between the vector mean scores of the five groups in respect to 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 groupings 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.AD1 and HaS.AD1. Principals agree more than educators and learners do with proposals that favour co-operative governance.

On governance of non-educators (F2) there is a statistically significant difference on 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-educators. 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-educators.

On governance of educators (F3) there is a statistically significant difference at the 1%-level between the principals and co-opted members as well as between the principals and the learners. HoS.AC3 and HoS.AD3 are thus rejected in favour of HaS.AC3 and HaS.AD3. Principals agree to a greater extent than co-opted members do and learners do with governance of educators.

On the same factor there is also a statistically significant difference at the 1%-level between educators and co-opted members, between educators and learners,

between educators and parents and between learners and parents. HoS.BC3, HoS.BD3, HoS.BE3 and HoS.DE3 are thus rejected in favour HaS.BC3, HaS.BD3, HaS.BE3 and HaS.DE3. Educators agree more than co-opted members, learners and parents do with proposals that favour governance of educators.

On governance of the community (F4) there is statistically significant difference at the 1%-level between the principals and educators, between the educators and the learners as well as between the educators and the parents. HoS.AB4, HoS.BD4 and HoS.BE4 are thus rejected in favour of HaS.AB4, HaS.BD4 and HaS.BE4. Educators agree to a greater extent than principals, learners and parents do with proposals that favour the governance of the community.

On the governance as policy (F5) there is a statistically significant difference at the 1%-level between principals and educators. HoS.AB5 is thus rejected in favour of HaS.AB5. Principals agree to a greater extent than educators do with proposals that favour governance as policy.

On the governance of learners (F6) there is a statistically significant difference at the 1%-level between the educators and parents. HoS.BE6 is thus rejected in favour of HaS.BE6. Educators agree more than parents do with proposals that favour learner governance.

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	4,2831	3,4427	2,9662	3,3702	3,7949	3,4179
	KwaZulu-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
	R1001– R3000	4,1993	3,4913	3,0119	3,3133	3,7065	3,3919
	R3 001-R4000	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

Table 4.6 indicates the mean scores of the independent groups in respect of the six following groups, Province, Qualifications, Income, School type, Geography and size of the school. According to table 4.6 the respondent's perceptions of school governance do differ because their mean scores differ.

#### 4.4 CONCLUSION

In this chapter an analysis and interpretation of some empirical data was undertaken. The construct validity of the research instrument was investigated by means of two successive factor analysis which reduced the 101 items to just six factors namely:

- Co-operative governance consisting of 33 items with a reliability coefficient of 0,899;

- Governance of non-educators consisting of 11 items with a reliability coefficient of 0,703;
- Governance of educators consisting of 19 items with a reliability coefficient of 0,836;
- Governance of the community consisting of 15 items with a reliability coefficient of 0,766;
- Governance as policy consisting of 18 items with a reliability coefficient of 0,835 and
- Governance of learners consisting of 5 items with a reliability coefficient of 0,56.

The statistical analysis of the research was rationed to a comparison of one example of two independent groups and one example of three or more independent groups.

Hypotheses were set and multivariate statistics were used to analyse and interpret data.

An instrument, which has construct validity, should also be able to distinguish between groups, which are known to differ from one another. It can be seen from the data in Table 4.6 that many of the groups which are expected to differ significantly from one another do indeed differ in their perceptions of school governance.

It can be concluded from the research that the functions of school governing bodies revolve around the construct of co-operative governance, governance of non-educators, governance of educators, governance of the community, governance as policy and governance of the learners. All these constructs were shown to have construct validity and high reliability and could thus serve as a basis for measuring and developing the code of conduct for learners.

In chapter five a summary of the research will be given. Important findings will be discussed and recommendations will be given.

## CHAPTER 5

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The research essay focussed on the adoption of a code of conduct for learners as one of the functions of the school governing bodies. Stakeholders in education are becoming increasingly aware of the responsibilities of the school governing bodies. This has become an issue of utmost importance in the changing South African context for the following reasons:

- The culture of teaching and learning is collapsing in many public schools;
- There is currently a serious and widespread discipline problem in schools. Insubordination, drugs, alcoholism, vandalism, violence and gangsterism is difficult to control; and
- Parents do not play an active and important role in seeing to the discipline of their children.



In view of public concern about violence and indiscipline in schools to problems faced by the educators today, it is necessary to consider what actions can be taken by the school governing bodies to restore the culture of teaching and learning. The need for a positive discipline policy in many South African schools has become acute.

This being the final chapter, it is necessary to recapitulate the salient points of this research project under the following headings:

- Summary;
- Findings; and
- Recommendations.

## 5.2 SUMMARY

Chapter one was mostly concerned with the statement of the problem, setting out the aims of the research, clarification of concepts as well as the methodology to be implemented.

Chapter two focused on the contributions of various researchers in different countries, on the adoption of a code conduct for learners. The functions of the school governing bodies were also outlined. The countries that were discussed are the United States of America, England and Wales, Uganda and South Africa. These countries experience challenges on issues pertaining to the composition, learner discipline and functions of the school governing bodies.

From the literature consulted, it came out that there is a need for conceptualisation of the development of school governing bodies. Attention needs to be focused on efficiency and effectiveness of school governing bodies to improve their performance.

The literature revealed that there is a need to discipline learners by developing an overall school policy, where a code of conduct for learners should be explained in details. A code of conduct will lead to positive learning and personal development (paragraph 2.3).

The study also revealed that there were almost similar structures of school governing bodies in the countries that were discussed, that is, the United States of America, England and Wales, Uganda and South Africa. The state controls and manages education in the said countries. But, most of the controlling powers have been delegated to the local school governing bodies (paragraphs 2.4.1, 2.5.1 and 2.5.2.1).

The design of the research instrument as well as the empirical investigation was conducted in chapter three. Questionnaires were designed to assess the respective impressions of parents, principals, educators, non-educators and learners serving in the school governing bodies (see APPENDIX A). Questionnaires were sent to 1 000

respondents and 88% of them were returned. Most of the respondents considered the items on the adoption of a code of conduct for learners to be important.

The analysis and interpretation of the empirical data was discussed in chapter four. From the research conducted it can be concluded that the functions of the school governing bodies revolve around the construct of co-operative governance, governance of non-educators, governance of educators, governance of the community, governance as policy and governance of the learners. All these construct shown to have construct validity and high reliability and could thus serve as a basis for developing a code of conduct for learners.

In chapter five the summary of the whole study, the research findings as well as the recommendations will be discussed.

### 5.3 FINDINGS FROM THE RESEARCH GROUP

There are several findings that were important to the study. Each finding will be discussed in relation to male and female respondents, representative groups and the mean scores of the independent groups.

#### 5.3.1 Important findings between male and female respondents

The findings from the research group between male and female respondents indicated that there was a significant difference between the vector mean scores of male and female respondents in respect to the six factors.

In respect of differences at the single variable level between the two groups, a statistical significant difference between the mean scores of male and female respondents in regard to the six factors is also present. Thus male members of the school governing bodies more readily support proposals enabling them to govern the schools (see Table 4.3).



### 5.3.2 Findings between the five representative groups in respect of the six factors

Tables 4.4 and 4.5 reveal that a statistically significant difference exists between the vector mean scores of the five groups in respect of the six factors taken together.

The five representative groups are:

- Principals;
- Educators;
- Non-educators;
- Learners; and
- Parents.

### 5.3.3 Findings between the mean scores of the independent groups in respect of the six factors of governance

The perceptions that were obtained from the research group revealed that there is a statistical significant difference between the mean scores of the independent groups in respect of the six factors of governance. The first group, that is, co-operative governance in the four provinces, Gauteng, Northern Province, North-West province and Kwa-Zulu Natal perceive their functions on the school governing bodies positively.

## 5.4 RECOMMENDATIONS

The following five recommendations will now be discussed under this subheading.

### 5.4.1 Recommendation 1

More attention should be given to management and development of the members of the school governing bodies with the emphasis on making them more effective and efficient in carrying out their responsibilities and duties.

The motivation is that little has been done over the years to empower the school governing bodies. They need to be effective in the adoption of a code of conduct for learners.

#### 5.4.2 Recommendation 2

Well-defined and well-structured school governing bodies should have high priority. A well-planned school governing body may be in a position to face current demands and challenges of school governance. It may also be able to plan, monitor and evaluate the development of the school.

The school governing body may also be in a position to develop and adopt a code of conduct for learners in order to restore the culture of teaching and learning.

#### 5.4.3 Recommendation 3

The school governing bodies in one district, for instance, Central District 4 in Gauteng should work together towards achieving common goals through networking. This may enhance the school governing bodies a chance of collaboration and share some of their experiences, especially the adoption of the code of conduct for learners.

Most school governing bodies have a problem in the development as well as the adoption of a code of conduct for learners and the items to be included in it.

#### 5.4.4 Recommendation 4

Crash courses and workshops should be held for the school governing bodies. The school governing body members should be given a chance of understanding issues relating to the adoption of a code of conduct for learners through workshops.

Workshop programmes should include the following:

- State the purpose of a code of conduct;

- The implementation of a code of conduct;
- Describe the procedures to be followed during a disciplinary hearing; and
- Is a code of conduct working in practice?

#### 5.4.5 Recommendation 5

Training units should be established to deal with the induction of new members of the school governing bodies. Such training units should ensure that new members of the school governing bodies are well vested with issues and challenges facing them in schools. This would help them to perform their functions and be more involved in the adoption of a code of conduct for learners.

Members of the school governing bodies should also be encouraged to be actively involved in parents' discussions on issues relating to the adoption of a code conduct for learners.



#### 5.5 CONCLUSION

Evidence from this essay, shows that ongoing research on the adoption of a code of conduct for learners as well as school governance as a whole is essential. Schools are governed by a set of values, beliefs, norms, customs and systems, which they create and should sustain. School governance should be understood and managed in terms of a govern set of circumstances under which to operate. It is therefore, the task of school governing body members to create the strategic framework within which discipline can be enhanced, to restore the culture of teaching and learning.

In many an instance, the parents, educators, principals and learners do not see eye to eye on certain matters, which are very important in school governance. Some groups turn to be pressure groups rather than being helpful contributors to effective governance, teaching and learning in schools.

Members of school governing bodies should have knowledge as well as good interpretation of school governance to ensure school success.

It is also important to note that the school governing bodies should have a shared vision in school governance. It is through workshops and training that the members of the school, the community involved and all stakeholders may have a shared vision.

There is also a need to clarify and simplify the duties and responsibilities of the school governing bodies. Without clear-cut responsibilities, the school governing bodies may be one of the structures that failed to produce results in school governance. Poor school governance may affect the quality of teaching and learning negatively.

In conclusion, the study revealed that problems and challenges facing school governing bodies, represent a threat to the stability, efficient and effective running of schools. Without necessary steps taken to empower school governing bodies, improvements will remain a dream in schools.

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## QUESTIONNAIRE ON THE FUNCTIONS OF GOVERNING BODIES

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Dear Madam/sir

The effective functioning of governing bodies affects us all in this country. It is vital that we obtain your opinion regarding the functions of governing bodies to ensure effective education.

A questionnaire is one of the most reliable ways of gathering data for scientific research.

Please bear the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire - it remains anonymous.
- There are no correct or incorrect answers in section B. We merely require your honest opinion.
- Your first spontaneous reaction is the most valid.
- Please answer all questions.
- Please return this questionnaire to the person from whom it was received, after having completed it.

Thank you for your assistance.

Yours faithfully

Tom Bisschoff  
Professor of Educational Management  
& eleven MEd students



## SECTION A - PERSONAL INFORMATION

Circle the applicable code or fill in the number where necessary

## EXAMPLE FOR COMPLETING SECTION A

If you are a male encircle 1

## QUESTION 1: YOUR GENDER?

Male	1
Female	2

## 1. Your gender?

Male	1
Female	2

## 2. Who do you represent on the governing body? Choose one option only.

Principal	1
Educators	2
Non-educators	3
Learners	4
Parents	5
Co-opted member	6

## 3. How old are you (in complete years)?

e.g. if you are 35

3	5
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4. In which province is your school situated?

Gauteng	1
Northern province	2
Mpumalanga	3
North-West province	4
KwaZulu-Natal	5
Freestate	6
Northern Cape	7
Western Cape	8
Eastern Cape	9

5. Your highest educational qualification?

Choose only one option.

Lower than Grade 9 (Std. 7)	1
Grade 10 or grade 11 (Std.8 or 9)	2
Grade 12 (Std. 10)	3
Post school certificate	4
Post school diploma	5
Bachelor's degree or higher diploma	6
Master's degree	7
Doctorate	8

6. Which is your religious commitment?

Choose one option only.

None	1
Christian	2
Islam	3
Hindu	4
Jewish	5
Other (Specify)	6

7. Which language do you regard as your mother tongue? Choose one option only.

Afrikaans	1
English	2
Ndebele	3
North Sotho	4
South Sotho	5
Swati	6
Tsonga	7
Tswana	8
Venda	9
Xhosa	10
Zulu	11
Others	12

8. What work do you do?

Learner	1
Unemployed	2
Government sector	3
Private sector	4
Informal sector	5
Other	6

9. What is your gross income? If you feel you cannot answer this question skip it.

R0-R500 per month	1
R501-R1 000 per month	2
R1 001-R2 000 per month	3
R2 001-R3 000 per month	4
R3 001- R5 000 per month	5
More than R5 000 per month	6

10. How would you classify your school? Choose only one option.

Primary	1
Secondary	2

11. How would you classify your school? Choose only one option.

Township	1
Suburban	2
Rural	3

12. How many years have you been involved in school governance (PTSA's/management councils and other similar bodies)?

e.g. If two years write:

0	2
---	---

If it is less than one year write:

0	0
---	---

--	--

13. What is the learner enrolment of your school?

1-200	1
201-400	2
401-600	3
601-800	4
801-1 000	5
More than 1 000	6

## SECTION B

REMEMBER THIS IS NOT A TEST OF YOUR COMPETENCE. WE ARE INTERESTED IN YOUR OPINION.

MARK YOUR OPINION BY CIRCLING THE APPROPRIATE NUMBER ON THE SCALE PROVIDED FOR EACH QUESTION.

GIVE YOUR OPINION ON A 5 POINT SCALE WHERE:

1 MEANS YOU DISAGREE

5 MEANS YOU AGREE

2 - 4 IS SOMEWHERE IN BETWEEN

For example if you partially agree with this statement:

*The governing body must undertake class visits.*

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

1. The governing body must undertake class visits.

DISAGREE

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

AGREE

2. The governing body must inspect the school buildings and grounds.

DISAGREE

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

AGREE

3. The governing body must draw up a mission statement for the school.

DISAGREE

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

AGREE

4. The governing body must recommend a specific person to the head of the education department to be appointed as an educator if it is a departmental post (the department will pay the teacher).

DISAGREE

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

AGREE

5. The governing body must appoint a specific person as an educator if it is in a non-departmental post (the governing body will pay the educator).

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

6. The governing body must appoint a specific person as a gardener if it is a departmental post (the department will pay the gardener).

DISAGREE

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

AGREE

7. The governing body must receive regular reports from the principal on the performance of educators.

DISAGREE

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

AGREE

8. The members of the governing body must be reimbursed from school funds for expenses they incurred.

DISAGREE

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

AGREE

9. The members of the governing body must be paid for services they have rendered to the school.

DISAGREE

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

AGREE

10. Learners who come late for school must sit in detention during breaks for that specific day.

DISAGREE

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

AGREE

11. The governing body must fine educators who come late on a regular basis.

DISAGREE

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

AGREE

12. The governing body must be informed if an educator does not prepare for a lesson.

DISAGREE

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

AGREE

13. The governing body must adopt a constitution.

DISAGREE

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

AGREE

14. The school principal must appoint the cleaning staff.

DISAGREE

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

AGREE

15. The governing body must present the mission statement for the school to the parents for final approval.

DISAGREE

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

AGREE

16. The governing body must monitor the performance of the principal.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

17. The governing body must determine the times of the school day.

DISAGREE

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

AGREE

18. The parents must determine the times of the school day.

DISAGREE

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

AGREE

19. The governing body must draw up a constitution.

DISAGREE

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

AGREE

20. The school management team should appoint the cleaning staff.

DISAGREE

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

AGREE

21. The governing body must draw up the job description of all non-educator staff

DISAGREE

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

AGREE

22. The governing body must draw up criteria for measuring the performance of non-educator staff

DISAGREE

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

AGREE

23. The governing body must appraise the performance of non-educator staff

DISAGREE

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

AGREE

24. The governing body must provide a programme for the training and development of non-educator staff

DISAGREE

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

AGREE

25. The governing body must determine the conditions of service for non-educator staff

DISAGREE

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

AGREE

26. A register of all the assets of the school must be kept on behalf of the governing body.

DISAGREE

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

AGREE

27. A political party be allowed to train party members on party policy in the school hall.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

28. The governing body must present a constitution to the parents for final adoption.

DISAGREE

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

AGREE

29. The SRC (in the case of a secondary school) must develop a mission statement for the school.

DISAGREE

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

AGREE

30. The control of the school's property is the responsibility of the governing body.

DISAGREE

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

AGREE

31. A group of concerned parents be allowed to train adults in basic skills in the classrooms after hours.

DISAGREE

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

AGREE

32. The principal must report regularly to the governing body on the professional performance of the educators.

DISAGREE

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

AGREE

33. The governing body should encourage educators to render voluntary services to the school.

DISAGREE

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

AGREE

34. The education department be allowed to use classrooms after hours as a community college.

DISAGREE

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

AGREE

35. The management team of the school must determine the times of the school day.

DISAGREE

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

AGREE

36. The governing body must present a constitution to the SRC (in the case of a secondary school) for final adoption.

DISAGREE

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

AGREE

37. The governing body must encourage learners to render voluntary services to the school.

DISAGREE

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

AGREE



TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

38. The governing body must be responsible for policy-making in the school.

DISAGREE

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

AGREE

39. The parents must develop a mission statement for the school.

DISAGREE

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

AGREE

40. Student organisations (in the case of a secondary school) be allowed to have meetings during school hours.

DISAGREE

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

AGREE

41. The governing body must draw up the mission statement for the school.

DISAGREE

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

AGREE

42. Learners must be encouraged to clean the classrooms.

DISAGREE

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

AGREE

43. Teacher unions be allowed to conduct training programmes for their members in classrooms after school hours.

DISAGREE

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

AGREE

44. The educators must develop a mission statement for the school.

DISAGREE

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

AGREE

45. The SRC (in the case of a secondary school) must develop a code of conduct for learners.

DISAGREE

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

AGREE

46. Parents must be invited to do voluntary paintwork at the school.

DISAGREE

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

AGREE

47. The governing body must formulate action plans to achieve the vision and mission of the school.

DISAGREE

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

AGREE

48. The management team of a school must develop the mission statement of the school.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

49. The governing body must provide resources to the school.

DISAGREE

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

AGREE

50. The governing body must strengthen the link between the school and the community.

DISAGREE

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

AGREE

51. Educators must be encouraged to render voluntary coaching services (sport) to the learners.

DISAGREE

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

AGREE

52. A new gardener be appointed if it is a proposal from the principal.

DISAGREE

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

AGREE

53. The governing body must take responsibility for the school's performance.

DISAGREE

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

AGREE

54. The governing body must evaluate the performance of the school.

DISAGREE

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

AGREE

55. Will promote teamwork in the school.

DISAGREE

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

AGREE

56. Will allow learners to be involved in decision-making.

DISAGREE

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

AGREE

57. The governing body must recommend to the head of the education department to appoint a new gardener if it is a proposal from the principal.

DISAGREE

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

AGREE

58. Will promote open communication between the governing body and the community.

DISAGREE

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

AGREE

59. Will lead to the suspension of an educator who is guilty of misconduct.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

60. The parents must draw up a code of conduct for learners.

DISAGREE

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

AGREE

61. Will lead to the termination of the services of teachers if their services are no longer required.

DISAGREE

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

AGREE

62. Will lead to the appointment of a new secretary if it is a proposal from the chairman of the governing body.

DISAGREE

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

AGREE

63. Will lead to the reasonable educational use, under fair conditions of the facilities of the school, at the request of the Head of Department.

DISAGREE

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

AGREE

64. Will lead to the dismissal of an incompetent teacher.

DISAGREE

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

AGREE

65. Will lead to the reasonable non-educational use, under fair conditions of the facilities of the school, at the request of the Head of Department.

DISAGREE

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

AGREE

66. Will lead to the reasonable political use, under fair conditions of the facilities of the school, at the request of the Head of Department.

DISAGREE

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

AGREE

67. The governing body must protect learners from substance abuse.

DISAGREE

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

AGREE

68. Will lead to the suspension of an incompetent principal.

DISAGREE

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

AGREE

69. Will allow the governing body to play a major role in the elections of the SRC in a secondary school.

DISAGREE

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

AGREE

70. The governing body must draw up a code of conduct for

learners.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

71. Will allow for the governing body to assist the principal in the appraisal of the educators.

DISAGREE

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

AGREE

72. Will allow the governing body to decide on the type of punishment for those learners that contravene the school rules.

DISAGREE

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

AGREE

73. Will lead to the expulsion of a learner that is guilty of misconduct.

DISAGREE

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

AGREE

74. Will ensure that the governing body will determine the admission policy of the school.

DISAGREE

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

AGREE

75. All written complaints about educators must be submitted to the governing body.

DISAGREE

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

AGREE

76. Will give the governing body the authority to decide which teacher union will be recognised in the school.

DISAGREE

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

AGREE

77. Will encourage learners to feel a sense of ownership for the school.

DISAGREE

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

AGREE

78. Will encourage learners to be more tolerant towards one another.

DISAGREE

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

AGREE

79. Will empower the governing body to act against learners that disrupt the school programme:

DISAGREE

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

AGREE

80. Will ensure that the governing body takes responsibility for the order and discipline in the school.

DISAGREE

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

AGREE

81. Will abolish all political activities in the school.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

82. Will empower the governing body to decide on the school terms.

DISAGREE

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

AGREE

83. Will enable educators to administer corporal punishment.

DISAGREE

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

AGREE

84. Will allow members of the governing body to visit teachers at anytime to ensure productivity.

DISAGREE

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

AGREE

85. Will ensure financial accountability from the principal.

DISAGREE

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

AGREE

86. The governing body must take full responsibility for the school's budget.

DISAGREE

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

AGREE

87. The governing body must propose the amount of school fees to a parent forum for ratification.

DISAGREE

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

AGREE

88. The governing body must take full responsibility for any fund raising projects.

DISAGREE

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

AGREE

89. Will encourage the community to get involved in the school's activities.

DISAGREE

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

AGREE

90. Will encourage co-operation with other governing bodies in the area.

DISAGREE

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

AGREE

91. Will encourage donors to "adopt" the school.

DISAGREE

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

AGREE

92. Will encourage parents to assist the educators in the classroom.

DISAGREE

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

AGREE

TO WHAT EXTENT WOULD YOU AGREE TO A PROPOSAL THAT:

93. The governing body must take measures to ensure that learners attend school regularly.

DISAGREE

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

AGREE

94. The governing body must pay voluntary workers from the community a small amount.

DISAGREE

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

AGREE

95. Will lead to the termination of the services of non-educator staff if their services are no longer required.

DISAGREE

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

AGREE

96. The governing body must discipline learners who carry dangerous weapons to school.

DISAGREE

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

AGREE

97. The governing body should draw up a code of conduct for learners

DISAGREE

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

AGREE

98. The governing body must draw up the job description of educators at the school.

DISAGREE

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

AGREE

99. The governing body must draw up criteria for measuring the performance of educators at the school.

DISAGREE

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

AGREE

100. The governing body must appraise the performance of educators at the school.

DISAGREE

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

AGREE

101. The governing body must provide a programme for the training and development of educators at the school.

DISAGREE

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

AGREE