

**The role of the school governing body in the management of educators**

by

Manape Nelson Nkoe

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## PREFACE

**"There is no god like You, O Lord, not one has done what You have done. All the nations that You have created will come and bow to You; they will praise your greatness. You are mighty and do wonderful things; You alone are God": Psalm 86: 8-10**

**'Honour Jehovah with your valuable things, and with the first fruits of all your produce. Then your stores of supply will be filled with plenty; and with new wine your own press vats will overflow': Proverbs 3: 9.**



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## ABSTRACT

This research provides an analysis and critique of the roles of school governing bodies in the management of educators as elucidated in the literature and also prescribed by the South African Schools Act 84 of 1996. The aim of this research is to explore the perceptions of both the governing bodies and the educators on the roles of governing bodies in the management of the educators and hence the implications of these perceptions on the professionalism of educators.

The literature survey revealed that there is no clear demarcation line between governors and professional management, which results in power struggles between governors and principals. These give rise to personal and organisational conflicts.

In order to gain a comprehensive understanding of the perceptions of the aforementioned stakeholders on the roles of governors, the research design is qualitative, exploratory, descriptive and contextual (Mouton and Marais, 1991:43-44, 51). The literature study, focus group interviews and site analysis were employed as research methods.

From the analysis of data, five major groups of categories emerged, namely, representation and facilitation; policy matters and suggestions; provision of support and advice; motivation and encouragement; and intervention and interference. The above-mentioned categories are seen as roles of school governors.

The important findings were discussed at length and thereafter, conclusions and recommendations were made on the findings. The limitations set on the research warrant the conclusion of this research.

## SAMEVATTING

In hierdie navorsing vind `n analise en besinning oor die rol van skoolbeheerliggame met betrekking tot die Suid -Afrikaanse Skolewet 84 van 1996, plaas. Die doel van hierdie navorsing is om die persepsies van beide die skoolbeheerrade en opvoeders met betrekking tot die rol van die skoolbeheerliggame te ondersoek, asook om die implikasies wat hierdie persepsies vir die professionalisme van opvoeders inhou, onder die soeklig te plaas.

Die literatuurstudie het aangedui dat daar geen duidelike skeidslyne tussen die rolle van die beheerraad en die onderwysbestuurder as professionele persoon, bestaan nie. Dit het tot `n magstryd tussen die beheerrade en skoolprinsipale gelei. Hierdie magstryd kan ook tot persoonlike en organisasiekonflik lei.

Ten einde die omvang van persepsies omtrent die rolle van bogenoemde belanghebbendes te begryp, is daar gebruik gemaak van `n kwalitatiewe, beskrywende, verkennende en kontekstuele ondersoek (Mouton en Marais, 1991:43-44, 51). Die literatuurstudie, fokusgroepsonderhoude en terreinanalise is gebruik as navorsingsmetodes.

Vyf belangrike kategorieë het na vore gekom, naamlik verteenwoordiging en fasilitering, beleidsake en voorstelle, die aanbied van ondersteuning en raad, motivering en aanmoediging asook bemiddeling en ingryping. Die bogenoemde kategorieë word as die rolle van skoolbeheerrade gesien.

Die belangrikste bevindinge is breedvoerig bespreek. Gevolgtrekkings en aanbevelings wat uit die bevindinge voortvloei het, is ook bespreek. `n Beskrywing van die beperkinge van die navorsing het hierdie navorsingstuk afgesluit.

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## **CHAPTER ONE**

### **OVERVIEW OF RESEARCH**

#### **1.1 INTRODUCTION**

Various stakeholders, namely the central government, the provincial government, the school management team and governing bodies, manage education in South Africa. If one of the stakeholders does not perform his duty diligently, dysfunctional schools result, for instance the 71 dysfunctional schools in Gauteng Province (Mecoamere, 2000:2).

Educators do lack a sense of professionalism which results in many negative aspects such as late coming, absence without notice, drunkenness, underperformance and poor results. Suffice to say that these aspects have a direct bearing on education. It is assumed that these aspects build up because of the perceptions, which the educators have on the role of the governing bodies on the management of educators.

This research serves to unearth the underlying effects on education, which could be brought about by the role of the governing bodies in the management of educators. A clear distinction between what governing bodies should do and what they should not do in their role in the management of educators should be established. Their role can possibly bear a dichotomous effect on the outcomes of education in schools. On the one hand this role may have a negative impact as perceived by educators and on the other hand it may have a positive impact as perceived by the governing bodies.

The South African Schools Act 84 of 1996 (SASA) assigns different and sometimes equal and concurrent powers to both school governing bodies and the principals of public schools. This implies that there should be collaboration between these two authorities. In some cases conflicts arise because of these concurrent and equal powers, especially if one of the above-mentioned stakeholders does not know exactly what is expected of him to bring about effective education.

Bailey and Jenkins (1996:125) argues that collaboration is not accomplished in isolation, but people must be changed by influencing their values, attitudes, beliefs and behaviours. Collaboration in this regard is an aspect, which should be encouraged in order to resolve conflict when it arises between governing bodies and principals.

In order to deal with these problems effectively, a qualitative research such as this one is of paramount importance to examine the perceptions of both educators and school governing bodies in the management of educators. These perceptions are thought to be the corner stones of both misunderstandings and conflicts between educators and school governing bodies. This research will thus serve to formulate guidelines pertaining to the management of educators with regard to the role-played by the governing bodies.

## 1.2 BACKGROUND

The 71 dysfunctional schools in Gauteng Province resulted in questions revolving around management areas in schools, inter alia the management of educators (Mecoamere, 2000:3). The following are some of the questions that parents were asking:

- Could the principal have failed to exercise control over professional educators?
- Can the governing bodies be blamed for poor collaboration with the principals?
- Can governing bodies be blamed for ineffective intervention into school matters?
- Can governing bodies be blamed for their interference in professional matters?

It is assumed that the role played by the governing bodies on the management of educators could have a direct bearing on the sense of professionalism of educators, including finally, ineffective education.

In this research the problem unearthed is ineffective management of educators, the cause of which, being ascribed to the perceptions which the educators have with regard to the role of the governing bodies in the management of educators. It also has something to do with the perceptions which governing bodies have on their roles in the management of educators. It appears as if the educators have a negative attitude towards the interference

of the school governing bodies in the management of educators. This research seeks to investigate the powers of the school governing bodies as well as those of the professional manager, that is the principal. It appears as if the distribution of these powers among these two stakeholders is not well understood and hence the resultant conflicts between them.

Hudson (1995:43) gives a distinction between governance and professional management in the form of a model of roles which indicates co-responsibilities and accountabilities of both parties including their concurrent powers for example determination and development of policy and strategy, monitoring educational performance and mainly leadership. In most instances, it is these co-responsibilities that lead to conflict and thereby resulting in dysfunctional schools.

The South African Schools Act of 1996, section 16 thereof, also differentiates between governance and professional management in the form of assigning powers to both in which case governance has powers that are administrative whereas professional management has powers inclined towards management. Literature has indicated that there is a great difference between governance and management where the former refers to policymaking and the latter to policy implementation (Hudson, 1995:43).

Hudson (1995:42) further differentiates between governance and management by mentioning that governance is about ensuring that the organisation has a clear mission and strategy, while management is the responsibility of the staff in supporting the process of developing and implementing it after the governing body has agreed upon it.

The above behavior of educators and the school governing body may be ascribed to a product of power dynamics prevailing amongst them. Educators do not wish to see their professional decisions being influenced by parents. Principals know themselves as leaders in their professional areas with legitimate powers and hence they do not understand why someone else can still influence their decisions, despite the fact that the Schools Act prescribes that governing bodies should govern public schools. School

governing bodies regard their powers as supreme and thus regard principals as their underlings.

In the light of the above, governance and professional management will remain a paradox for as long as the two are not clearly defined to both educators and school governing bodies by researchers. This research will attempt to examine and define the two concepts in terms of powers and duties.

### 1.3 STATEMENT OF THE PROBLEM

Various stakeholders, namely the central government, provincial government, the school management team and governing bodies manage education in South Africa. Participatory management does not mean that everyone decides everything (David, 1995/6:7). Some decisions are best left to professionals in the school, some to parents and others even to learners. Participatory management appears to depend on shared professional values leading to the development of trust and a willingness to give and receive criticism in order to enhance practice (Little, 1990).

If one stakeholder loses collaboration and commitment and hence does not perform educational duties diligently, dysfunctional schools result, for example the 71 dysfunctional schools in Gauteng Province (Mecoamere, 2000: 2). Many educators seem to lack a sense of professionalism. This results in many negative aspects such as absence without notice, late coming and many more unacceptable aspects. In order to deal with these problems effectively, a thorough analysis of the management of educators should be done with regard to the role played by the governing bodies.

The research question will be as follows:

What powers and duties do school-governing bodies have with regard to the management of educators?

From the above research question, the following sub-questions can be derived:

- Are the powers of governing bodies concurrent with those of the principals?
- Do they share the duties or do they each have their own duties?
- Who should report to whom?
- Should the governing body communicate directly with the educators or should a certain protocol be followed?
- How do all the above aspects affect the relationship between educators and governing bodies?

#### 1.4 AIMS OF THE RESEARCH

This research aims to:

- explain the relationship between governance and professional management;
- identify the responsibilities and duties of the school governing bodies with regard to the management of educators;
- weigh duties and responsibilities of principals against those of the governing bodies;
- examine the perceptions of the school governing bodies with regard to their role in the management of educators;
- examine the perceptions of the educators with regard to the role of the governing bodies in the management of educators; and
- develop guidelines for the effective management of educators.

#### 1.5 RESEARCH METHODOLOGY

A qualitative approach will be used in doing this research with the aim of obtaining an in-depth understanding of the consequences of poor or ineffective management of educators.



Qualitative data on the perceptions of governing bodies and educators with regard to the role of the governing bodies in managing educators, including their experiences, will be gathered by using in-depth, semi-structured interviews of both governing bodies and educators from three focus groups, namely, the 71 dysfunctional schools, education action zone schools and ex-model C schools in the Gauteng Province. The sample will comprise of the principal, parents, one or two learners and one educator that forms part of the governing body. The sample will be taken out of each of the above-mentioned schools in the Gauteng. In each case the sample is representative of governance, professional management and operational level of educators. In terms of Guba's model of trustworthiness, the truth-value or credibility, applicability, consistency, and neutrality can be guaranteed with this sample (De Vos, 1998:348). This ensures the validity and reliability of the instrument of research.

Audiotapes will be used in the interviews and later be transcribed verbatim. Open-ended questions will be used during the interviews. The Constant Comparative method (Maykut and Morehouse, 1994:126) will be used in analysing the data collected. A focused literature study on management and governance will be done by consulting both primary and secondary sources such as the Constitution of South Africa, the South African Schools Act, 1996, the Employment of Educators Act, 1998, the National Education Policy Act, 1996 and other secondary sources.

### 1.7 DEMARCATIONS OF THE RESEARCH

This research is limited to dysfunctional schools, education action zone schools and ex-model C schools in the Gauteng Province. The study seeks to clarify the powers and duties of both governing bodies and principals. The research is limited to educators and governing bodies as stakeholders. The research does not concentrate on powers and duties of governing bodies that do not concern educators.

## 1.8 CLARIFICATION OF CONCEPTS

**Governance:** Hudson (1995:39) defines governance as a coalition of people from different backgrounds and with different motives, who join together to provide organisations with direction.

According to David (1995/6:6) governing bodies are also regarded as site-based management, which is a governance reform, designed to shift the balance of authority among schools, districts and state to ensure democracy.

For the purpose of this research, governance will refer to the responsibilities and accountabilities of the governing bodies with the underlying principles thereof, which are mainly consistent with the South African Schools Act 84 of 1996.

**Professional management:** According to Davies (1999:60) this refers to the management which is assigned to the principal by the provincial Head of the Department of Education.

The Educational Labour Relation Council Annexure A (1998:4) defines professional management in education as that which is able to draw professional competencies of educators, build a sense of unity and reinforce their belief that they can make a difference.

Hawkins (1990:404) sees professional management as the management carried out by a person with special type of education and training.

In this research, professional management refers to the responsibilities and accountabilities delegated to the principal of a public school by the Head of the Department as contained in Resolution No.8 of the Education Labour Relation Council of 1998 and South African Schools Act No.84 of 1996, section 16(3).

**Role:** Hawkins (1994:442) defines a role as the part played by a performer of a specific task.

In this research, a role is the behaviour expected of the governing body or a principal in relation to the discharge of its duties.

**Principal:** Resolution 8 of ELRC (1998:4) describes the principal as an educator who is responsible for the professional management of a public school and who manages satisfactorily in compliance with applicable legislation, regulations and personnel administration measures as prescribed.

SASA (section 16 (1)) defines a principal as an educator appointed or acting as the head of a school and to whom professional management of a public school is assigned.

Hawkins (1994:401) claims that a principal is the head of a college or school.

For the purpose of this research, the principal will mean the head or educational leader of a public school and he is accepted leader of educators and the custodian of the learners or students. He is always accountable to the Department of Education and the parents (SASA).

**Educator:** Hawkins (1994:166) claims that anyone who trains people's minds and abilities so that they acquire knowledge and develop skills is an educator.

According to the ELRC, Resolution 8 (1998:3) educator refers to the principal, deputy principal, head of department, educators and office based officials such as superintendents of education.

Fraser, Loubser and Van Rooy (1991:15) describe an educator as an adult who has superior knowledge and insight and who teaches a learner who has inferior knowledge in order to help the learner to become intellectually independent and socially responsible.

For the purpose of this research an educator means ‘ any person who teaches, educates or trains other persons or who provides professional educational services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under the Employment of Educators Act, No.76 of 1998’.

**Educator’s professional duties:** Duties performed by the educators who received special education and training for such services (Hawkins, 1990:404).

For the purpose of this research, professional duties will incorporate the general school administrative duties, teaching, extra- and curricular duties, research and development in education. The principal is also included in these duties as the principal educator, according to Resolution No.8 of ELRC of 1998. Professional duties will be discussed in details in chapter two.

**Parents/guardians:** This refers to:

- the parent or guardian of a learner ;
- the person legally entitled to custody of the learner, and
- the person who undertakes to fulfil the obligations of a person referred to above, towards the learner’s education (SASA, 1996).

According to (Collins, 1989:359) a parent is a begetter, father, mother, guardian or procreator.

In this research a parent will be a person who undertakes to fulfil the obligations towards a learner's education at the school in question as prescribed by the South African Schools Act 84 of 1996.

**Learner:** This refers to a child with inferior knowledge who must be taught by an adult with superior knowledge in order to become intellectually independent and socially responsible (Fraser, et al, 1990:8). A learner is an individual that strives to know more, acquire facts or skills for later use, find real meanings and construct a personal philosophy (Marton, Dall Alba and Beaty: 1993). A learner refers to any person receiving education or obliged to receive education in terms of the South African Schools Act 84 of 1996.

In this research, a learner means a learner who is registered in one of the schools, which are being investigated.

**Conflict:** This refers to an aspect that involves disagreements between people due to clash of goals, statuses, values, perceptions or personalities (Stoner and Freeman, 1992:548). Conflict is the act that has negative and unresolvable connotations, as it is regarded as unpleasant tensions, which are to the disadvantage of one of the parties involved

(Van der Westhuizen, 1991:303). According to Hawkins (1990: 108) conflict means to disagree or to differ.

For the purpose of this study, conflict refers to an intense form of friction, dispute or disagreement between the members of the governing body and the educators including the principal, which is often identified by physical fights, verbal scolding, defiance and actions that prevail in schools between educators and members of the governing bodies.

## 1.9 DIVISION OF CHAPTERS

Chapter one covers the statement of the problem, the background for the study, the statement of the problem, aims and objectives that the investigator hopes to reach, the methodology of the research, the demarcation of the study, explanation of the key concepts, the division of chapters as well as the concluding paragraph that introduces the next chapter.

In chapter two, a focused literature study on governance and management of educators will be used to refine and redefine the research questions, to provide the framework of the research and identify the area of knowledge that the research is intended to expand.

Chapter three will be devoted to the methodology and strategies used in developing the research. It will indicate the sample used for in-depth interviews, the type of structured interviews, open-ended questions and the context of the interviews. The procedure followed in using audiotapes will also be highlighted.

Chapter four deals with data analysis, findings and discussion of the data obtained from the three focus group interviews. The instruments used in analysing data will also be mentioned in this chapter.

Chapter five will embark on the researchers own comments on research, summary of the findings from both the literature and interviews, hence recommendations for further research. It also aims at summarising the aims of the research and stating how these were addressed. Conclusions and findings are made with regard to powers and duties of governing bodies.

## 1.10 CONCLUSION

The ensuing chapter's discussion will chiefly entail:

- the summary of relevant theories on management and comments on each theory;
- powers and duties of both governing bodies and principals including comments thereof;
- highlights on examples of unprofessional aspects of demotivated educators;
- perceptions of both educators and governing bodies on the role played by the governing bodies on the management of educators; and

- recommended approaches or guidelines for governing bodies and principals to collaborate in management of educators. Relevant theories of management and legislation will be used to draw findings and assumptions for recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The purpose of this chapter is to examine the effects of power dynamics that exist between principals (professional managers) and school governing bodies, which ultimately result in conflicts between principals and governing bodies.

The central point of dispute is: To whom does the public school belong? To the family, to the community, to the educators, to the learners or to the state? All these parties are interested in the school. The problem is: Can their various interests be united by a just consideration of their various rights, duties and powers on which authority to govern education must rest?

To answer these questions, it warrants this chapter to focus on topics that deal with powers and duties of both governing bodies and principals. It will also be vital to discuss relevant theories of management and legislation.

The South African Schools Act of 1996 distinguishes between governance and professional management assigning the former to the governing body and the latter to the principal of a public school (Section 16 (1)). The principal of the school is clearly required to implement departmental policy in a public school and it may be assumed that where the policy of the Department clashes with the views of the governing body, conflict may be expected (Davies, 1999:60). In order to avoid conflict, a clear distinction of powers and duties in terms of their roles, in both governance and management, should be established and this should be consistent with the Constitution of the Republic of South Africa of 1996, Resolution no.8 of the Education Labor Relation Council and the South African Schools Act of 1996.



The South African Schools Act of 1996 assigns different powers to school principals and governing bodies. In such situations, misunderstandings may emerge if one of the stakeholders does not know what is expected of him in bringing about effective education. There are instances where principals are locked out of schools' premises (Sowetan, 2000, 26 May: 4), some are even frog-marched from schools; and it is also not uncommon to learn of situations where principals produce guns in order to defend themselves from members of the governing bodies. The consequences of this situation are in fact unpalatable: bad school results (Mecoamere, 2000: 2), ill-discipline amongst educators and learners, lack of motivation amongst all stakeholders and erosion of trust between governing bodies and principals.

From the above picture, it is evident that there cannot be effective education in South African schools unless the situation is turned around. The situation may be changed for the better if it is researched and analysed objectively. The causes of misunderstandings, power struggles and conflicts should be identified and only thereafter, can solutions be determined.

One fact that is not disputable is that conflict is still raging in South African schools (Sowetan, 2000, May 24: 4; City Press, 2000, May 28: 5). If it is allowed to fester like a wound, the provision of education would never improve for the better in South Africa.

In the light of the above, the chapter will henceforth develop a conceptual framework to examine the perceptions of both the governing bodies and educators on the role played by governing bodies in the management of educators.

## 2.2 THE CONCEPT ' GOVERNING BODIES '

To govern means to rule with authority, especially with that of sovereignty; to direct and control the actions and affairs of people whether despotically or constitutionally; to regulate the affairs of a body of people for instance to sway, influence, direct, guide or regulate (Elliot , et al, 1991:153).

The governance of a public school vests with the governing body. Section 15 of the South African Schools Act of 1996 mentions that the governing body as an organ of a public school functions within the Law as a legal person. However, section 19 of the Schools Act provides conditions for governing bodies to perform its legal and other managerial functions effectively. In the light of the above, the governing body is a juristic person and has certain delegated duties (see section 2.4).

According to the South African Schools Act of 1996 (Section 23(1)), the membership of the governing body comprises the elected members, the principal in his official capacity and co-opted members that is two parents, one non-educator, one educator staff member, and one learner representative. Subsection 2 thereof, states that elected members of the governing body shall comprise a member or members of each of the following categories: parents of learners at the school; educators at the school; members of the staff at the school who are not educators; and learners in the eighth grade or higher at the school.

The governing body of each school has at least two parent governors who are elected by the parent body to ensure parental involvement, and in practice, parent governors are there in a personal capacity to contribute their common sense and sound judgement for the benefit of the school (Spackman, 1991: 40).

The composition of the school and duties of governing bodies in South Africa are in line with Hudson's description of them. Hudson (1995: 39) defines governing bodies as a coalition of people, often from different backgrounds and with different motives, who join together to provide organisations with governance and they have to work as a group to deliver the special functions that only a governing body can provide.

The division line between certain groups exists in terms of status and levels of education. This seems to be the case in South Africa. Many parents in South Africa, especially in Black communities, are illiterate and hardly comprehend the duties that are expected of

them as members of governing bodies. Some members feel inferior and some superior to others. This possibly marks the beginning of power struggles.

Hudson (1995:39) defines boards or governing bodies as a coalition of people often from different backgrounds and with different motives, who join together to provide organisations with governance and they have to work as a group to deliver the special functions that only a board can provide.

Some literature refers to governing bodies as site-based management. David (1995:6) contests that site-based management is a governance reform designed to shift the balance of authority among schools, districts and state to ensure democracy; a political reform initiated to broaden the decision-making base within schools and communities; an administrative reform to make management more efficient by decentralizing and deregulating and finally an educational reform to enhance student learning by allowing education professionals to make important decisions.

The reform of governing bodies in schools (Spackman, 1991: 36) represents an attempt to widen community involvement and to change the balance of power wielded by the groups, which are represented. The education community is thus represented.

Van der Westhuizen et al (1991:388) argue that active parent involvement is essential in running a successful school. Effective school principals realize the importance of community power structures and maintain positive relations with parents. The ideal is that the parent community should be drawn into school activities not only in terms of auxiliary services, but also in the areas of planning and financing (Kruger, 1994:49). Parents should thus be activated by principals to have strong partnerships with the school and to ensure reciprocal communication between the school and the home.

Governance is about ensuring that the organisation has a clear mission and strategy but not necessarily about developing it (Hudson, 1995:42). Governance ensures that the organisation is well managed. It gives guidance on the allocation of resources but is less

concerned with the precise numbers. The performance of the school is the responsibility of the governance. It is less concerned about the performance measuring system. Governance concerns itself with providing insight, wisdom and good judgement (Hudson, 1995:42).

Nathan (1996:169) contends that the word "direct", however is the key to governance. Governors should see their roles as those of a non-executive director who sets the direction that a school should take. The governors' concern should thus be with policy formulation and determination of priorities but not with the intervention in the daily management of the school. The governing bodies can however contribute to the management of the school.

Governors administer and contribute towards management. Van der Westhuizen (1990:38) defines administration as the regulatory execution of a formulated policy from a position of authority and hence the work of governing bodies is regulatory.

Bush (1995:37) argues that heads and senior staff are accountable to governing bodies for the activities of the school. This simply means that professional people are expected to implement policies formulated by the governing bodies.

The point to emphasize in the above arguments is that governance notwithstanding the apparent conflictual situation inherent therein, is a necessity in public schools because it provides a representative decision-making council or board which may share authority with the principal or be merely advisory. The composition of such a body should be representative of educators, parents, classified staff, community members, learners and business members in addition to the principal. Hudson (1995: 39) concurs with this view when he postulates that the community as a whole must in one way or another feel represented in a governing body. The idea behind the composition is that of participatory decision-making at the public school in order to enhance learner achievement.

## 2.3 THE CONCEPTS ' MANAGEMENT ' AND ' PROFESSIONAL MANAGEMENT '

Van Niekerk (1988:3) describes management as a continuous cycle of planning, organizing, directing, coordinating and controlling of the efforts of others in order that a specific set of goals may be achieved. The above aspects are main functions of management.

Stoner et al (1992:6) add that management is a process of planning, organizing, leading and controlling the efforts of the members of the organisation and, of using all other organisational resources to achieve stated organisational goals. Management is also seen as a problem-solving process whereby organisational goals can be achieved effectively by the efficient use of scarce resources in a continuously changing environment.

Roche (1996:15) posits that, in management, managers influence and are influenced by organisational behaviour, and the net result can have important consequences for organisational effectiveness. To manage means to bring about, to accomplish, to have charge of or responsibility for and to conduct.

From the system's approach perspective (Evancevick et al, 1994:54), management involves managing and solving problems in each part of the organisation but, doing so, with understanding that actions taken in one part of the organisation, affects other parts of the organisation. From the practical point of view, schools like other organisations cannot dispense with management. It is management that leads an organisation to a success or failure. Management is a function of governance or administration. It is thus imperative to have a reasonably good relationship between management and governance.

“Profession” (Hawkins, 1990:404) means an occupation that needs special education and training. Professional management will thus be a special type of management done by a person with special education and training. A principal is therefore a professional educator as well as a professional manager.

Parsons (1994:10) argues that monitoring the quality and policing the work of the membership is inherent in the definition of 'professional'. This implies that the roles of principals are also inferred in the definition of 'professional'. Monitoring quality control, which results in effective teaching and learning, is one of the professional duties of the principal.

Ngcobo (1997: 10) spells out the characteristics of a profession as:

- knowledge and skills and lengthy periods of training;
- autonomy and self-governance;
- responsibility and accountability to clients;
- unique and essential social service;
- code of conduct; and
- permanent membership.

Van der Westhuizen (1990:57) defines educational management as the type of work which encompasses a variety of manageable educational tasks, carried out by a person in authority, in order to promote educational training. In the light of this, it follows that educational management is professional management.

The South African Schools Act of 1996 (section, 16:1) assigns professional management to the principal of a public school.

The management of a public school (Oosthuizen, et al, 1992:171) vests with the principal under the authority of the Executive Director of provincial education. The principal is therefore a leader of professional educators.

This research will investigate professional management using the general management theories to substantiate and build up a conceptual framework for the management of educators. It also provides a background for discussing governance.

### 2.3.1 Theories of management

There are many theories of management and for this research only those that are relevant will be discussed. In this regard, the following theories of management will be highlighted: participatory management, the collegial model of leadership, MBWA (Management By Wandering About), a bureaucratic model of leadership, a political model of leadership and a democratic model of leadership.

Participatory management calls for collaboration and this collaboration according to Paisey (1992:141) involves total sharing of responsibilities, which include the right to succeed and to fail and, unless responsibility and power are shared amongst the members, the organisation will lack creativity.

Webster (1990) further defines collaboration as 'to work together' and to cooperate with an enemy. Jenks (1990: 15) describes 'collaboration' as an affirmation of cooperative rather than competitive attitude, however cooperation cannot be accomplished in isolation because people have to be changed by influencing their values, attitudes, beliefs and behaviours.

Participatory management (David, 1995:7) does not mean that everyone decides everything. Decisions are left to relevant people. The ultimate goal of participatory site-based management is to improve schools in order to improve learner performance (David, 1995:9).

Van der Westhuizen (1991: 155) concurs when he mentions that conflict is reduced through participatory decision-making instead of decisions being made in a typically bureaucratic-authoritarian manner. Participatory management may be useful in the school environment.

Participation, according to Armstrong (1990:601), provides employees with the opportunity to contribute to the success of the organisation by involving them in

decision-making and by means of joint consultation, productivity committees, suggestion schemes and the latest development quality circles.

Collegiality in organisations cannot be overlooked. Collegial models of leadership, according to Bush (1995: 52), assume that organisations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution.

Another management method worth discussing is called 'Management By Wandering Around' (MBWA). MBWA is the catalyst that brings educators, aides, parents and administrators together in the pursuit of excellent schools. MBWA is an active person-to-person process that relies on deeds, involvement and participation to create better schools (Frase and Hetzel, 1990: ix).

Frase and Hetzel (1990: ix) further argue that the MBWA leaders possess honest awareness of the self and how they affect others; they create and clarify new visions; they encourage and empower others to join in the quest to capture visions and transform them into reality; and they are aware of power and value of people.

The use of the bureaucratic model of leadership cannot be overlooked because bureaucracy (Smit, et al, 1997:42) implies that any goal-oriented organisation comprising thousands of individuals would require the carefully controlled regulation of its activities and it is imperative to note that bureaucracy is based on legal authority.

Van der Westhuizen (1996:48) states that the school as a bureaucratic organisation is characterised by the following mechanisms affecting the activities of educators:

- A hierarchical structure of authority and strict supervision of employees
- Sufficient vertical communication
- Clear written rules and procedures to set standards and direct activities
- Clear plans and schedules for educators



- The inclusion of supervisory and administrative positions in the hierarchy to allow changes

Although it is always associated with a red tape, it however implies that formal relationships should be established to ensure the existence of policies, regulations, standard procedures and a hierarchical structure (Van der Westhuizen, 1996:49).

This model of leadership has a remarkable impact on the relationship between governance and professional management.

Bureaucracy enables an organisation to attain the highest degree of efficiency and it is in this sense formally the most rational means of carrying out imperative control over human beings. It is superior to any other form of precision, stability in the stringency of its discipline and reliability (Bush, 1995:35). Decisions and behaviour are governed by rules and regulations, rather than personal initiative, and in this way bureaucracy stresses hierarchical positions.

David (1995:6) mentions that governance is a political reform initiated to broaden the decision-making base in schools. Bush (1995:73) further adds that political systems of leadership assume that in organisations, policy and decision-making emerge through a process of negotiation and bargaining, and hence, interest groups form alliances in pursuit of particular policy objectives. Conflict is always viewed as a natural phenomenon and power accrues to dominant coalitions rather than being preserved of formal leaders.

Political models of leadership (Lee, et al, 1991:67) are also important because they emphasize the necessity for considering relationships between people in order to understand their behaviour and individuals often combine into groups, or coalitions, designed to help the members in pursuit of their personal goals. The membership of an individual to a number of coalitions creates both opportunities for political action and pressures, due to the different goals and strategic choices of coalition members. This has an impact on the role of principals.

Democratic leadership (Van der Westhuizen, 1991:190) involves the members by means of mutual consultation in decision-making, thus creating positive interpersonal relationships makes definite efforts.

## 2.4 ROLES, POWERS AND DUTIES OF GOVERNING BODIES

The White Paper II (Department of Education, 1995) distinguishes between basic and negotiable powers of the governing bodies. It stresses that these should be subject to further scrutiny and, if necessary, amendment after discussion with provincial education departments, in the light of advice from stakeholder bodies. The following are emphasised by the White Paper II as basic powers of the governing bodies:

- Broad policy
  - To define the school's mission, goals and objectives
  - To develop, implement and review the governance policies
  - To promote the best interests of the school community
- Personnel
  - Recommendation of educators for appointment
  - Selection of temporary educators for appointment by the governing body
  - Appointment of administrative staff
- Curriculum
  - Setting school times and timetables
  - Determining school-level curriculum choices (national and provincial - frameworks)
  - Planning extra-mural curricula
  - Establishing codes of behaviour for staff and learners

- Financial
  - Fundraising and control of finances
  - Setting school budget priorities
  
- Communication
  - Setting up methods of reporting to parents
  - Developing school community communication strategies
  
- Community services
  - Developing local services for children
  - Participating in services and community partnerships related to social, health, recreational and national programmes

The South African Schools Act 84 of 1996 (section, 20:1) has empowered and capacitated governing bodies with the legislation that pertains to school governance and gives the following as functions of governing bodies:

- To promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school
- To adopt a constitution
- To develop the mission statement of the school
- To adopt a code of conduct for learners
- To support the principal, educators and other staff of the school in the performance of their professional functions
- To determine times of the school day consistent with any applicable conditions of employment
- To encourage parents, learners, educators and staff at the school to render voluntary services to school

- To administer and control school property
- To recommend to the Head of Department, the appointment of educators including the principal

Section 36 of the Schools Act states that a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school. This has far-reaching implications in the administration of school fees.

Section 16 of the Schools Act of 1996 (subsection 2) states that a governing body stands in a position of trust towards the school. Raymond, et al (1998:4) contests that trust means more than mere knowledge of another person's thoughts and feelings, which implies friendliness and mutual acceptance. The Act also allows that certain functions may be allocated to the governing bodies, provided that the governing bodies apply for such, in writing to the Head of the Department.

Governing bodies fulfil many different functions. According to Hudson (1995: 39), these may be summarized as:

- formulation of policy and strategy;
- performing a representative function;
- providing accountability for the organisation;
- resolving tensions and conflicts between different stakeholder groups and; and
- giving advice to management.

Nathan (1996:169) mentions that the governors should see their roles as those of a non-executive director who sets the direction that a school should take; that governors should concern themselves with policy and determination of priorities; that governors should not intervene in the daily management of the school; and that governors should do the following in providing strategic view:

- They should focus on where it can add most value i.e. in helping to decide the school's strategy for improvement

- They should help to keep and set broad framework within which the principal and staff should run the school
- They should focus on issues of raising standards of achievement, thus promoting effective teaching and learning
- They should act as a critical friend in order to provide the principal and staff with support, advice and information, drawing on its members' knowledge and information
- They should give support in monitoring and evaluating the school's effectiveness and press for improvements
- They should provide support in promoting the school's interests
- They should ensure accountability by:
  - being responsible for ensuring good quality education in the school;
  - ensuring that educators report to governing bodies on school performance;
  - discussing, questioning and refining proposals;
  - respecting professional roles of the principal and staff including their responsibility for the management of the school; and
  - being answerable for its actions and for the school's performance to the parents and the wider community.

## 2.5. THE ROLES, POWERS AND DUTIES OF PUBLIC SCHOOL PRINCIPALS

School principals are the linchpins for the successful running of schools. Lemmer, et al (1997: 343) is supportive of this view when they argue: "The principal is the most important and influential individual in the school. The decisive position encompasses a wide spectrum of complex functions pertaining to management and leadership. In this capacity, the principal sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become."

Carubo and Rothstein (1998: 13) give the job description of the principal internally as being responsible for (1) professional and classified staffing or organisational positions (2) instructional leadership and improvement (3) curriculum development and materials (4) learner services (5) resource procurement (6) budgeting and (7) building utilisation and maintenance. The responsibility of the principal outside the school revolves around his/her associations and communications with community groups and district administrators.

The rôle of a principal in general (Roche, 1996:15) is informational, interpersonal and decisional and this gives him formal authority and status. Leaders are characterised by the aforementioned commitments.

Sybouts and Wendel (1994:13) mention that, the importance of building a principal as an educational leader cannot be overemphasised since leadership of the highest order is demanded of building principals as the work to enhance the human potential of staff, learners, parents and patrons. These foster program improvements sufficient for the day and appropriate for moving into the future.

The principal's critical functions and tasks are mentioned by Sybouts and Wendel (1994: 13) as:

- instruction and curriculum development;
- learner-personnel services;
- staff-personnel services;
- community school leadership;
- physical plant and transportation services;
- organisation structure and coordination;
- school finance business management activities; and
- effectiveness attainment.

Principals, in addition to the above duties, are bound to adhere to their job descriptions set by their district education offices.

The Education Labour Relation Council (Resolution 8:1998) prescribes the following as duties and responsibilities of the school principal:

- to ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed;
- to be responsible for professional management of the school including other general administrative work;
- to serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the South African Schools Act 84 of 1996;
- to provide professional leadership within the school;
- to participate in community activities in connection with educational matters and community building;
- to cooperate with members of the school staff and the school governing body in maintaining an efficient and smooth running school;
- to liaise with the relevant structures regarding school curricula and curriculum development;
- to meet parents concerning learners' progress and conduct; and
- to cooperate with the school governing body with regard to all aspects as specified in the South African Schools Act of 1996.

The principal has however other duties that pertain to the day to day running of the school regarding administration, personnel, teaching, extra- and co-curricular areas and interaction with stakeholders and communication, which concur with those already claimed by Sybouts and Wendel (ibid) above.

## 2.6. RELATIONSHIP BETWEEN GOVERNANCE AND PROFESSIONAL MANAGEMENT

Both the governing body and the principal of a public school have been delegated authority by the Head of Department of Education. Both of them are carrying out the instructions of the Head of Department. It has been established that governance and professional management have somehow, somewhere, common areas of responsibility and accountability.

Van der Westhuizen (1990:38) points out that governors administer and thus contributes towards management. Van der Westhuizen further defines administration as the regulatory execution of a formulated policy from a position of authority.

Hudson (1995:40) illustrates the relationship between governance and professional management in terms of competencies, by using the following model:

**TABLE 2.1: The relationship between governance and professional management**

GOVERNANCE		MANAGEMENT
- Determining policy and strategy	L	- Developing policy and strategy
- Appointing and overseeing the chief-executive	E	- Appointing manager and staff
- Monitoring performance	A	
- Managing the governance process	D	- Supporting the governance process
- Providing insight, wisdom and judgement.	E	- Implementing governance decisions
	R	- Delivering services and conditions
	S	- Measuring performance.
	H	
	I	
	P	



Bush (1995:37) adds that heads and senior staff members at schools are accountable to the governing bodies for the activities of the school, or college and this implies that professional people are expected to implement policies formulated by governing bodies.

Governance and professional management, according to Hudson's model in Table 2.1, have leadership in common. All tasks executed by both parties constitute leadership. Governing bodies and principals are engaged in participatory management. David (1995:7) points out that participatory management does not mean that everyone should decide everything, but some decisions are best left to professionals in the school, some to parents and others to learners.

Hudson (1995:42) further argues that functioning governing bodies should focus on the collective interests of the parties, devoting their energy to school goals and direction, coordination and communication including allocation of resources and equity. This will strengthen collective leadership between them and the principal, thus minimising or eliminating misunderstandings and conflicts.

Collaboration is a necessity for achievement of common interests and objectives of the school, which are envisaged by all stakeholders. Collaboration involves total sharing of responsibilities, which includes the right to succeed and to fail (Paisey, 1992:141). If the responsibility is not shared amongst the members, the organisation will lack creativity and adaptability and hence initiation of power struggles and conflicts.

The relationship between governing bodies and principals does not warrant competing with powers, roles and duties. Jenks (1990:15) describes collaboration as an affirmation of cooperative rather than a competitive attitude. Bailey, et al (1996:125) adds that collaboration means that people's attitudes, values, behaviours and beliefs have to be changed to obtain cooperation.

Nathan (1996:156) argues that behaviour is assertive and cooperative and it falls in the middle ground between competing and accommodating. Nathan (1996:156) further points

out that, if one adopts this approach to management, one is seeking for a workable solution and is prepared to persuade others involved in the conflict to give up part of their goals.

## 2.7 PERCEPTIONS OF EDUCATORS AND GOVERNORS ON THE ROLE PLAYED BY GOVERNING BODIES IN THE MANAGEMENT OF EDUCATORS

Perceptions play an important role in how schools should be run. It is therefore necessary to define what a perception means in terms of this context:

- Perceptions may either be false or true but they are nevertheless there and cannot be ignored. Perceptions influence the way people think.
- Perceptions can be implicated by aspects such as hatred, jealousy, willingness, reluctance, distrust, love, courtesy and care including certain statements about people.
- People want to be treated fairly; they observe what happens to other people and if they receive 'too little' in comparison to other people, it makes them uncomfortable.
- A person's personal view and insight (Van der Westhuizen, 1998:27) defines how he sees things, and this influences the decision that is made. This is a perception and other authors call this 'mindscapes'.

The following paragraphs regarding educators and governing bodies will be used to draw inferences about their perceptions, both positive and negative, about the role played by governing bodies in the management of educators. However, the true perceptions will be obtained from the results of the interviews conducted with the educators, principals and members of governing bodies.

### 2.7.1 Perceptions of educators

The Oxford Learner's Pocket Dictionary (1998:274) defines a perception as the ability to see and interpret by using the eye and the mind. Maurer (1991:2) points out that the public views educators as essentially as servants, whose job is to serve the children of the community, however, the problem arises simply because the role of the educators is not clearly defined. He further posits that it is not certain whether educators are skilled workers or professionals because the community and administration do not indicate how much power and autonomy is given to educators.

Hatry, et al (1993:43) mention that the literature on school-based management (governance) suggests that governing bodies should be decision-making bodies and this justifiably raise certain expectations for both governing bodies and other educators. However, participation in decision-making (Wayne, et al, 1995:117) can improve the quality of decisions and promote cooperation if the right strategy is linked to the right situation.

People desire a sense of involvement; a sense that, what they do is right and makes a difference, hence, smart leaders nurture this drive, and educators, possibly more than any other group, possess this drive (Fraser and Hetzel, 1990:ix). Educators feel comfortable if they account for what they are involved in. Principals account for what they are directly or indirectly responsible for at schools.

Hatry, et al (1993:43) mention that district offices of education hold principals accountable for what happens in schools and hence, principals will have full authority to override governing bodies' decisions, either by formally vetoing them within the governing body or informally ignoring the decisions outside the governing body.

The perception of the principal is that of a person who has a plethora of duties and responsibilities to all in the school as well as to those administratively above him/her all of which requires time, patience, fortitude and a high level of sensitive diplomacy.

Educators however, know themselves as possessing a professional commitment which Sharon, et al (1995:55) define as the courage to learn, the courage to act the courage to reflect on those actions critically and the courage to be accountable to the actions.

Educators view accountability as an aspect that involves conformity to external prescription, thus leaving little room for the exercise of professional discretion(Elliot, et al, 1991: 15). Governors expect accountability more than the exercise of professional discretion from educators.

When governors take the task of 'calling the school to account' seriously tension or conflict is introduced into their representation role because 'calling to account' expresses an attitude of mistrust. The role of governors in this regard is seen to be creating tension.

Educators welcome a level of involvement of parent governors which is based on genuine interest and cooperation, somewhere between those who let the sleeping dogs lie until a crisis erupts and those who take an obsessive interest in the minutiae of their children's education (Spackman, 1991: 38). Educators need the support of parents as stakeholders.

Nicholson (1989: 142) contends that there is likely to be opposition to licensed educators, perhaps on the basis of disputes with the governing bodies of schools intending to employ them. Educators are, however, aware that governors cannot employ but, can recommend the employment of educators to the Department of Education.

SACE's code of conduct prescribes that educators should perceive themselves as people who commit themselves to do all within their power, in the performance of their professional duties, to act in accordance with the ideals of their profession. Educators see themselves as performing their duties within the ambits of their profession and not under the auspices of the governors.

### 2.7.2 Perceptions of governing bodies

The formal power belongs to governors and they will 'control' the running of the school; they will be free to deploy resources within the school budget, to determine the number of staff, to appoint and dismiss staff and to make a management plan (Hill, Smith and Spinks, 1990:65).

The Education Reform Act of 1988 has delegated budget management in specified schools to the governors and not to the heads (principals) (Hill, et al, 1990: 65). However, the Secretary of the State has made regulations about governors' powers to delegate their responsibilities, and they are encouraged to consult the head and take his or her advice. This is confirmed by Hatry, et al (1993: 43), when he mentions that the literature on school-based management suggests that governing bodies be decision-making bodies and this justifiably raise certain expectations for both governors and educators.

Induction of new governors at school is very important. Nathan (1996: 180) mentions that, for partnership to work, the governors need an opportunity to see the school at work and the door should be open to them, but equally, they should come with an open mind or their visits will be seen as interference.

## 2.8 UNPROFESSIONAL ASPECTS OF EDUCATORS

Every man owes some of his time to the up building of the profession to which he belongs. It is now generally recognized by the students in the field of education that educators have at least four major responsibilities namely: (1) personal growth until maximum competency is attained; (2) cooperation with other toward the provision of desirable educational services for all children in the school system; (3) active participation in school and community activities; and (4) participation in the work of the organized profession for the benefit of all.

All practices, which are against the code of ethics for example continued late coming, absence without notice, drunkenness on duty, under-performance and disobedience are seen as part of unprofessional behavior of educators. The behavior of educators (SACE, code of conduct.) is guided by the State law and rules of the local school governing bodies. In addition to these school laws, tradition, custom and public opinion dictate a considerable portion of educator's behaviour.

The ways in which people behave at work depend on five factors:

- the organisational context, which includes its culture, values, climate, structure and management style; especially, in the latter case, the effectiveness with which leadership is exercised;
- the attitudes of their fellow workers, that is, the influence of the group on individual behavior;
- their needs, goals and drives, that is, their motivation to work;
- the commitment to the organisation and its values; and
- how, in the light of all these factors, they adjust to their roles in the organisation (Armstrong, 1990:119).

Demotivated educators can destroy a school. The following is always seen in demotivated educators (Sergiovanni and Starrat, 1998: 203-216):

- high rate of absenteeism from school;
- coming late and going earlier;
- coming to school unprepared;
- coming to school drunk;
- abusing learners;
- socializing during working time and;
- conducting personal business during working times.

Professional commitment (Ngcobo, 1997:11) is founded on, among others, principles of responsibility, maturity, involvement, co-operation and responsibility. However, this is sometimes not the case with some of the educators. Ngcobo (1997:11) mentions that a responsible educator requires little or no supervision, which explains why diligent and responsible educators usually soon become noticed and considered for promotion. The opposite also holds for unprofessional educators who need supervision all the time.

Educators enlist their own learners as co-conspirators in sabotaging classroom evaluations; they poison this relationship forever because they have no confidence that supervision and evaluation will help them improve (Hartzel, 1995:83). This is unprofessional behavior found in some of the educators.

Educators' behavior in a school, of course, is not limited to classroom interactions with learners because some educators can be very uncooperative and rude, and not just to other people, but to each other as well. Hence conflict is also between educators as individuals and as a group (Hartzel, 1995:86).

An eruption of a fist fight between the principal and an educator outside a classroom in a “three minute punch-up” scenario at the Mmabana Primary School in Soshanguve, was a shock to the community with respect to professionalism of educators (Sunday World, 2000:28 May). The scenario spells a form of unprofessionalism.

Mecoamere (2000: 3) contends that educators are professionals characterised by punctuality, preparedness and thorough preparations for lessons, a willingness to go the extra mile and competitiveness; sound classroom management practices and adherence to a healthy assessment policy, ensuring that the quality and standard of teaching is consistent.

## 2.9 CONFLICT

Webster's New Collegiate Dictionary defines conflict as "a state of disharmony". Hocker and Wilmont (1991:83) define conflict as "an expressed struggle between at least two interdependent parties who perceive incompatible goals.

Conflict is an aspect that involves disagreements between people, due to clashes of goals, values, statutes, perceptions or personalities (Stoner and Freeman, 1992:548). Conflict is defined by Smith (1994:41) as an intense form of friction or disagreement which may arise between groups on a specific matter or on a variety of matters. It may arise from a situation where the expectations or deliberate behaviour of one person (group) are frustrated by other person or group. Conflict arises when one person does not do what the person wants and in reaction one experiences intense frustration, informal or formal dissatisfaction results from the frustration.

Conflict is not inherently positive or negative. Rather, it is a natural part of life and it affects all people – at all ages, in all settings, within cultures and communities (Decker, 1997:96).

Smith (1994: 41) states that pressure groups try to manipulate the school for their specific objectives with the result that the top management of the school disagrees with the management of the members of the parent association (governing body) and this results in "objective cognitive conflict".

The South African Schools Act assigns different powers to school governing bodies and principals (SASA, section 16). In such situations conflict may arise if one of the aforementioned stakeholders does not know what is expected of him in terms of powers allocated. The conflict between governing bodies and principals occur at a level called school-community conflict.



Decker (1997:100) cites Minnaar and Hough (1977:161) when they point out that conflict manifests itself in the following circumstances:

- Resources: who receives what, how much are they receiving, why are they receiving, why are some receiving more than others?
- Power: who is in charge of the resources, who dictates the terms, how far can you push to achieve what you want?

Minnaar and Hough are cited by Decker (1997:100) when he mentions that if conflict takes on a particularly serious and recurrent nature, mechanisms need to be developed to address it in a more systematic manner.

### 2.8.1 Conflict resolution and strategies thereof

Moorhead and Griffin (1989:379) contends that managers should be sensitive regarding how to manage conflict when they are given potentially disruptive effects of conflicts. Moorhead and Griffin (1989:379) further argue that conflict should be resolved if it causes major disruptions in the organisation in a manner such that it absorbs time and effort for production. Conflict has to be resolved if it focuses on the group's internal goals rather than the organisational goals.

Decker (1997:98) contends that, if conflict is to be resolved, one needs to look at beliefs about resolution and what the parties are really trying to accomplish and the conflict mediator needs to answer the following questions: What do the parties believe can happen? Why should it happen?

Decker (1997:98) gives three resolutions namely: Everybody wins or everybody loses, one side wins and one side loses or everybody must compromise. However, the potential resolution of conflicts is based on beliefs and attitudes about relationships, the strength of one's focus on goals and one's personal characteristics and past experiences.

## 2.8.2 Strategies for resolving conflict

According to Moorhead and Griffin (1989:306) the following are goal-based strategies for managing group interaction: avoidance, accommodation, competition, collaboration and compromise.

- **Avoidance**  
It happens when the interaction is not very important to the group's goals and when group's goals are incompatible.
- **Accommodation**  
In this case, the two groups are compatible but the interactions are not considered to be very important as overall goal-attachment.
- **Collaboration**  
Here, the interaction is very important to group goal attainment and the goals of the group are compatible.
- **Competition**  
Goals of the interacting groups are incompatible and the interactions are important to the attainment of goals of each group.
- **Compromise**  
Groups compromise and interact with other groups striving to achieve goals but the group may not aggressively pursue attachment in either a competitive or collaborative manner because interactions are not so important.

Decker (1997:100) adds that there are four areas that contribute to resolutions of conflicts namely:

- The people involved understand that the underlying needs must be addressed and that in doing this, everyone's interests are going to be explored.
- Positions individuals take are distinguishable from the interests they have.
- Their interests are defined and not assumed so that the interests, rather than positions, are the focus for discussion.

- Conflicting interests are seen as both a shared problems to be solved and cultural differences that should be recognized and understood.

## 2.9 CONCLUSION

This literature study attempted to relate concepts which assure the essence of governance in public schools, the relationship between governance and professional management in public schools, the dynamics of perceptions of both educators and governing bodies on the role played by the governing bodies in the management of educators and finally the dynamics of unprofessional behaviour of educators.

It cannot be denied that every school leader anticipates and visualises a situation where, continuous improvement of teaching, learning, growth and development exists. These anticipations and visions are determined by what the stakeholders in the school agree on and believe in. The culture of working together, building each other and facing challenges and fears of uncertainty can always be created.

In chapter three the methodology and the strategies of the research will be discussed. Interview guides will play a decisive role in the research. The reliability of the research relies on the multiple source of evidence and the method of triangulation will be used.

## **CHAPTER THREE**

### **RESEARCH STRATEGY AND RESEARCH METHODS**

#### **3.1 INTRODUCTION**

The essence of this research was earlier set out in chapter one as to explore the roles of the school governing body in the management of educators. In chapter two the literature review formed the framework for the empirical research.

This chapter is devoted to the strategy and methodology used in developing the research. The roles, powers and duties, which the governing bodies of public schools have with regard to the management of educators, will be examined using the selected research strategy. The research strategy, methods of data collection and data processing techniques are described. Validity, reliability, credibility and ethical considerations of the research inquiry will be addressed.

#### **3.2 RESEARCH STRATEGY**



A research strategy is defined by Mouton (1996:107) as a set of guidelines and instructions to be followed in addressing the research problem. This encompasses the aim of the research, the choice of particular method and the design of participants and considerations of reliability and validity.

From a methodological perspective (Thompson, 1994:141), qualitative research is a loosely defined collection of approaches to inquiry, all of which rely on verbal, visual, tactile, auditory, olfactory and gustatory data. These data are preserved in descriptive narratives like field notes, recordings or other transcriptions from audio and videotapes; other written records; and pictures or films.

Creswell (1994:61) cites Thompson in affirming that the qualitative research paradigm is largely an investigative process, where research gradually makes sense of social

phenomena by comparing, contrasting, cataloguing and classifying the object of study. It is also important to mention that a qualitative strategy intends to understand a particular social situation, event, role group or interaction.

According to Mouton and Marais (1991:43-51) qualitative research is an in-depth analysis of a phenomenon in which a researcher collects and interprets the data and reports the findings in a descriptive manner. Qualitative research focuses on discovery, insight and understanding from the perspectives of those being investigated. Vockell and Asher (1995:203) contend that a valuable aspect of qualitative research is that it allows you to develop variables and an understanding of patterns of behaviours in social groups over a large number of naturally occurring events.

This research is phenomenological because it focuses on the respondents construction of meaning as confirmed by Leedy (1997:161) when he posits that phenomenology is a person's construction of meaning of a phenomenon. In this research we try to unearth the meaning of the experience for the people involved.

The phenomenon under investigation, in this research, is the role played by the school governing body in the management of educators.

### 3.3 RESEARCH METHODOLOGY

The four phases of qualitative research methodology proposed by Kirk and Miller are cited by Vockell and Asher (1995:207-209) as:

- Intervention or preparation, which implies reviewing the literature about the problem; developing the aspects of the context and social group that might be of particular interest; gaining access to and becoming accepted by the social group and developing social networks.
- Discovery, in which specific times and places to make observations, conduct interviews and collect other types of data, are identified.

- Interpretation, which constitutes an ongoing analysis of the field data and its overall meaning.
- Explanation, in which a message is produced to communicate the data, findings and board, deep understanding of the social and personal relationships of the field site.

The following research methods were used to collect the data: A literature study discussed in chapter two, field identification and focus interviews.

### 3.3.1 Literature review

The main purpose of the review of the literature is to put the hypothesis to be examined in the research report into proper perspective by supplying a theoretical foundation for the research and not to overwhelm readers with a large number of impressive citations (Vockel and Asher, 1995:435). The literature review facilitates the formulation of the problem statement and design of questions. The literature survey given in chapter two formed the conceptual framework for the brainstorming in paragraph 3.3.3.

### 3.3.2 Field identification

It was earlier mentioned in chapter one that the schools targeted for investigation are poorly performing schools, education action zone schools and ex-model C schools. For the purpose of this research, three groups of school governing bodies, each out of the afore-mentioned categories of schools will be drawn from the schools District N4 of the Gauteng Province. Six schools, two for each category above were identified to the researcher by the GDE Report on schools' Performance of 1999, Schools District N4. The public schools were identified as follows:

School 1 – Education Action Zone

School 2 – Poorly performing

School 3 – Ex-model C

### 3.3.3 Focus group interviews

Focus group interviews were conducted, independently at each of the above-mentioned schools and, where feasible, follow-up interviews were used to complete the interview process.

An interview is a joint product of what interviewees and interviewers talk about together and how they talk with each other (Maykut and Morehouse, 1994:78). According to De Vos (1998:314) “focus” implies that the discussion that takes place in the group will be limited to the specific theme under investigation. A focus group interview is conducted as an open conversation on a specific topic in which each participant makes comments, asks questions of other participants or responds to comments by other, including the moderator (De Vos, 1998:314). Maykut and Morehouse (1994:103) contend that the purpose of conducting a group interview is to understand what people experience and perceive about the focus of inquiry, through a process that is open and emergent.

Each focus group comprised the principal as an ex-officio member, one or two parents, one or two learners and one educator component. De Vos (1998:314) suggests that the ideal size of a focus group is between six and nine participants. However, Maykut and Morehouse (1994:103) argue that there is no single best number of people who should be in a group interview, but the outside limits appear to be no fewer than four and generally no more than twelve. De Vos (1998:191) states that the major reason for sampling is feasibility. Huysamen (1993:50-51) affirms that the size of the sample will be influenced by the relative homogeneity or heterogeneity of the population and the desired degree of reliability for the purpose of the investigation.

Schurink (1996:314) points out that the focus group interviews provide the researcher with an opportunity to:

- develop inductively the concepts, generalisations and theories that are grounded to reflect the knowledge of focus group interview participants;

- know more about the opinions and experiences of people with regard to the implication of educational law and policy at ground level; and to
- investigate the potential implications of new legislation on public schools.

Maykut and Morehouse (1994:98) cite Patton (1990:348) when he mentions that an audio-tape is valued as an indispensable equipment of the qualitative interviewer. Tape recording is very essential if one plans to use interviews as the main source of data.

Krueger (1998 (b) :12) adds that the following be adhered to in connection with the use of tape recorder:

- pens and paper to take field notes;
- the room must be comfortably arranged and privacy ensured; and
- refreshments be made available if possible.

#### 3.3.3.1 Selection of participants

The official members of the governing body of each of the following schools were requested via the principal of the school, by virtue of the knowledge of public school governance, which they are thought to be possessing: one poorly performing school, one education action zone school and one ex-model C school.

#### 3.3.3.2 Focus group interview schedule

An interview guide or schedule is a relatively brief series of topics or questions which the researcher uses to guide the group's conversation (Maykut and Morehouse, 1994:107).

Researchers agree that it is important to have at least two broadly stated topics or questions, with possible subtopics and probes ready (Maykut and Morehouse, 1994:107).

Morgan (1993:76) argues that there is no focus group interview without questions and in fact, the nature and sequence of questions may be the most distinctive feature of these interviews, thus quality focus groups depend on quality questions.



In this research five broad questions were used each with probes (See Annexure A).

Figure 1 on page 23 of the Annexure gives an overview of the general procedure used for developing an interview guide or an interview schedule by Maykut and Morehouse (1994:82).

The focus group interviews were audiotaped and then transcribed verbatim for data analysis (See Annexure B).

### 3.4 DATA ANALYSIS

Maykut and Morehouse (1994:26) point out that an approach to data analysis is to understand more about the phenomenon being investigated and to describe what is learned with a minimum of interpretation. Propositions and statements developed thereof, are derived from a rigorous and systematic analysis of data. In arriving at these propositions the researcher wants to stay close to the research participants' feelings, thoughts and actions as they broadly relate to the focus of the research (Maykut and Morehouse, 1994:126).

The collection and analysis of data are activities that occur simultaneously (Meriam, 1988:11a; Cresswell; 1994:153). The process is an interactive one that is concerned primarily with selecting and integrating data. According to Meriam (1988:120) the researcher is concerned with producing believable and trustworthy findings.

Maykut and Morehouse (1994:134) suggest that the following be materials for inductive category coding using the constant comparative method of Glaser and Strauss (1967): Unitised index cards, research journal, focus of inquiry sheet and an initial discovery sheet of recurring words, concepts and themes. This chapter employs the constant comparative method of data analysis.

Figure 3.1 below gives an overview of the process of analysing data. It combines inductive category coding with a simultaneous comparison of all units of meaning obtained from the transcripts of the interview responses on Annexure B.

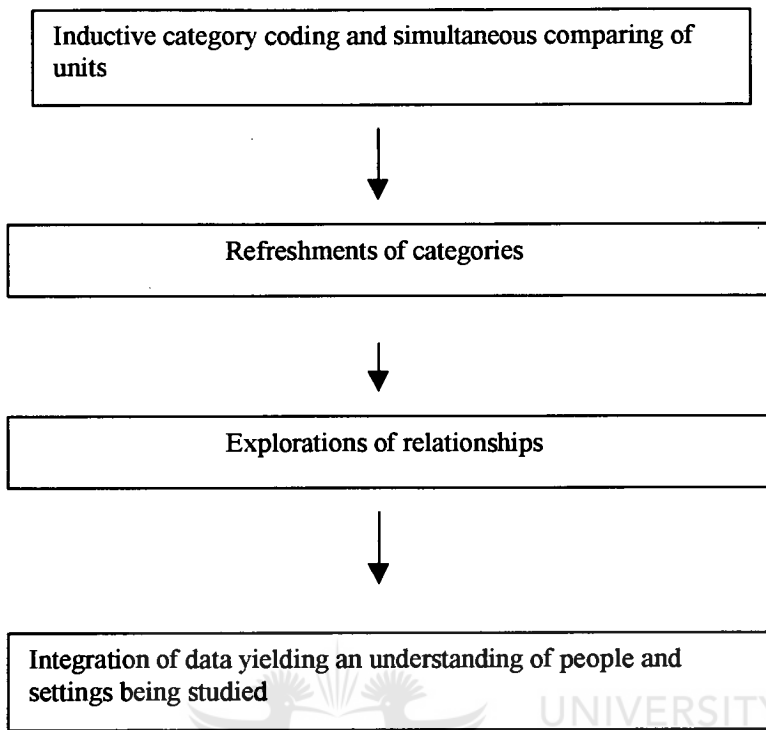


Figure 3.2: The Constant comparative method  
(From Maykut and Morehouse, 1994:135)

### 3.4.1 The process of data analysis

Large volumes of information are reduced to themes or patterns and later to categories. This is done by means of “reduction” and interpretation as suggested by Cresswell (1994:154). Maykut and Morehouse (1994:134) concur by utilising a comparative method of data analysis.

#### 3.4.1.1 Preparation of data for analysis

The responses from the focus group interviews were transcribed verbatim from the audiotape. According to Maykut and Morehouse (1994:127), the audiotape receives credit for facilitating both the collection and analysis of data. The raw data from the interview responses are then labelled accordingly and this may be done as follows:

- Coding data pages to their source.

In maintaining an easy way of identifying these various sources, we need to code all data pages from the interview transcripts, field notes and documents (Maykut and Morehouse, 1994:127). The development of insights about categories concepts, social structures and meanings is one of the principal aims of qualitative research and this process is called “coding” (Vockell and Asher, 1995:203). The codings should also summarise the methodological techniques used during the period of data collection.

The table on page 49, labelled Table 3.1 contains codes, which were used to code the data pages. For example the principal (P) of transcript (T) of the first (1) school visited, which is education action zone school on page two (-2).

Maykut and Morehouse (1994:128) cite Marshall (1981) when they mention that a spreadsheet should be used to divide the coded data pages into “chunks of meaning” for analysis. However, care must be taken when coding each meaning to its source.

**TABLE 3.1: DATA CODES**

<b>CODE</b>	<b>DESCRIPTION</b>
T	Transcript for interview responses
1 – 3	School as identified and categorised in paragraph 3.3.2
1 – 21	Page numbers
P	Verbatim quotes by the principal
PR	Verbatim quotes by the parent
E	Verbatim quotes by educator
L	Verbatim quotes by learner

- **Category coding**

The importance of using the constant comparative method of Maykut and Morehouse (1995:126-129) cannot be over emphasised. The method is used to analyse qualitative data by using codes in the form of numbers, letters or even colours. Various ways are used to code data pages to their sources. A code for the type of data is included at the upper right-hand corner of each page of data (Maykut and Morehouse, 1994:127). The coding has to be done on all the transcripts in order to identify the categories.

Coding is followed by the development of a spreadsheet, which displays the verbatim quotes from the focus group interview responses. The interpretation of the data is thus simplified in this manner.

The verbatim excerpts of the participants are coded as follows (See table 3.2):

P = Principal of a public school

PR = Parent component of the school governing body

E = Educator component of the school governing body

L = Learner component of the school governing body

An example of the spreadsheet, which illustrates the process of recording data is given in Table 3.2 below.

**TABLE 3.2: CATEGORY**

**PROVISION OF SUPPORT AND ADVICE**

<b>CODE</b>	<b>VERBATIM QUOTES FROM TRANSCRIPTS</b>
ET1-5	" The school governing body should play a role through the principal of a school, where they advise the principal on how to go about it."
PRT1-5	"The – role of the governing body can be to arrange some sort of presents and other things in attempt to appraise the teacher."
PT1- 11	"But – umm – not directly as I said, - their role is more supportive to school, than really running the school as it is, or managing the school."
PRT2-13	"The parents are there to support, and advice educators, and, of course positively – and – umm – constructively."
PRT3-19	"The school governing body can be involved in appraisal system if the issues of support are identified e.g. providing financial support. That support can be done by the governing bodies in the form of upgrading the facilities of the school so that it is easier for teachers to perform their duties."
PT3-20	"The whole school governing body can play a supportive role, and not necessarily being involved in the development process, but the supportive role to the development of an educator."
LT1-3	"The school governing body provides security to the learners to do acceptable things."

### 3.5 TRUSTWORTHINESS OF THE RESEARCH

De Vos (1998:83) points out that a valid measuring instrument has been described by many authors as doing what it is intended to do, as measuring what it is supposed to measure and as yielding scores whose differences reflect the true differences of the variable being measured rather than random or constant errors. Anderson (1990:163) adds that validity is a constant derived from a given case but which also has potential generalisability to other situations.

Many authors define reliability as the accuracy or precision of the instrument. De Vos (1998:85) defines reliability as the extent to which independent administrations of the same instrument yield the same results under comparable conditions and it is synonymous to dependability, stability, consistency, predictability, accuracy, reproducibility, repeatability and generalisability.

On this subject, De Vos (1998:303-305) cites Lincoln and Guba (1985) when stating that Guba's model of trustworthiness identifies four criteria namely, truth-value, applicability, consistency and neutrality. These criteria are described thus:

- Truth value

The truth-value asks whether the researcher has established confidence in the truth of the findings for the subjects and the context in which the research was undertaken (De Vos, 1998:331). The truth value is ensured by the strategy of creditability (Krefting, 1990:214-215).

- Applicability

It refers to the degree to which the findings can be applied to other contexts and settings or with other groups and it is the ability to generalise from the findings to the

larger populations (De Vos, 1995:331). It refers to whether something is fitting or transferable.

- Consistency

De Vos (1995:331) argues that this criterion considers the consistency of the data. It determines whether the findings would be consistent if the inquiry were replicated with the same subjects or in similar context.

- Neutrality

It refers to the degree to which the findings are a function of the informants and conditions of the research are not of the biases, motivations and perspectives (De Vos, 1995:331). Confirmability (Krefting, 1990:216-217) is the strategy to ensure neutrality.

The external validity of this research is not only to generalise findings, but also to form a specific interpretation of the roles played by the governing bodies in the management of educators. To ensure the content validity, the interview schedule items were designed using functions of governing bodies as prescribed in the South African Schools Act 84 of 1996 and the duties of educators as described in the ELRC Resolution 8 of 1998.

Reliability in this research, lies on the focus given to focus group interviews, different constituencies of the governing body, exposure to the same questions and probes, and finally a sample out of each of the three categories of the schools identified by the GDE School District N4.

### 3.5 CONCLUSION

This chapter addressed the research strategy and methods in which the participants were identified. The data collection and data analysis methods were also discussed. Guba's model of trustworthiness was elaborated on.

In the next chapter, the presentation and interpretation of the collected data will be discussed. The chapter will conclude with summary of the important findings and critical comments regarding the roles of the governing body in the management of educators.





## **CHAPTER 4**

### **PRESENTATION AND INTERPRETATION OF DATA**

#### **4.1 INTRODUCTION**

The new dispensation in the education system demands the existence of democratic school governance, which results in effective decision-making in schools and ultimately the democratisation of the education system. This chapter provides an analysis and critique of the roles of the governing body in the management of educators; the implications of the legislation on the roles of the governing body and finally the line of demarcation between governance and professional management.

This chapter carries a detailed discussion of the perceptions, which both governing bodies and educators have on the roles of the governing bodies in the management of educators. It is these roles that form the focus of this research. The data obtained from the focus group interviews' responses will be used to emphasise the meanings ascribed to the phenomenon by the respondents of the research. The findings of the research will be presented and discussed in this chapter.

#### **4.2 THE CONTEXT OF THE STUDY**

This research used focus group interviews, audiotapes and other documents as methods of data collection. The research participants were the members of the governing bodies of the categories of schools mentioned in paragraph 3.3.2 and these included the principal, parents component, educator component and learner component.

#### **4.3 FINDINGS**

In all the responses (see Annexure B) from the interviews held with the aforementioned categories of schools in paragraph 3.3.2, it becomes obvious that most of the educators

acknowledge the existence of the governing bodies in public schools as contemplated in the South African Schools Act 84 of 1996, section 16 (1).

A sense of participatory management is acknowledged and anticipated by both the governing body members and the educators. Participatory management calls for collaboration. This collaboration according to Paisey (1992:141) involves total sharing of responsibilities, which include the right to succeed and to fail and, unless responsibility and power are shared amongst the members, the organisation will lack creativity.

From the analysis of the data, five pairs of broad categories emerged, namely:

- Representation and facilitation
- Policy matters and suggestions
- Provision of support and advice
- Motivation and encouragement
- Intervention and interference

#### 4.3.1 Representation and facilitation



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According to David (1995:6) governance is a political reform initiated to broaden the decision-making base in schools, an administrative reform to make management more efficient by decentralising and deregulating, and finally an educational reform to enhance student learning.

According to the South African Schools Act of 1996 (section 23 (1)), the membership of the governing body comprises the elected members, the principal in his official capacity and co-opted members, that is, two parents, one non-educator, one educator staff member, and one learner representative. Subsection two thereof, states that elected members of the governing body shall comprise a member or members of each of the following categories: parents of learners at the school; educators at the school; members

of the staff at the school who are not educators; and learners in the eighth grade or higher at the school (see section 2.2).

Spackman (1991:36) contends that the reform of governing bodies in schools is to enhance community involvement and to change the balance of power wielded by the groups represented.

Hudson (1995:42) adds that governance is about ensuring that the organisation has a clear mission and strategy but not necessarily about developing it and governance ensures that the organisation is well managed, that is, it facilitates the smooth running of the school.

From the above paragraphs, the following issues emerge:

- The issue of representation raises up many questions which result in latent negative attitudes of educators towards governing body members. The following are the manifestations of the negative attitudes:
  - Which consistency should receive larger representation and why?
  - Does it mean that decision-making is mainly influenced by the aforementioned constituency?
  - Does it mean that the representatives of the other constituencies are incompetent?
  - Are there implications of superiority in decision-making?

The answers to the above questions declare the composition of the SGB open to criticism and debates.

- The issue of selection of governing body members also raises questions such as:
  - Who must be selected as members of the governing body?
  - Why specifically these people?

- How are these people selected?
- When are these people selected?
- Who must choose the governors?

The above-mentioned issues are possible initiators of conflicts at a later stage. The conflicts emerge as a result of the members of the governing body who doubt the competencies of one another.

An element of ignorance is also implicit in the above causes of conflict especially when the competencies are doubted. There are thus negative attitudes towards the composition of the SGB, the causes of which are manifested primarily in the initial selection process of the SGB members.

The following quotes from the focus group interviews support the findings:

**“From the educational point of view, umm - - they (SGB) represent the interests of the parents, and, therefore, they have a major role to play in representing the interests of parents, so that they serve as the ears and eyes of the parents in as far as educational matters are concerned”.**

**-- “the school governing body represents the interests of the parents, which should be implemented at the school by the educators”.**

**“The governing bodies are the eyes and the ears that collect and disseminate information across the educators and parents, and hence, they are facilitators, supporters, advisors and consultants who approve the running of the school”.**

**“- - - the composition of the governing body is determined by the enrolment of the learners at the school - - umm, enrolment of learners that exceeds 1000, therefore - - - we need to have nine parents, we need to have three educators, we need to have three learners, and one non-teaching staff serving in the SGB, moreover we still**

**have the principal as an ex-officio, hence all the stakeholders have been represented according to numbers - -”.**

#### 4.3.2 Policy matters and suggestions

A policy provides guidelines for behaviour and a framework against which the behaviour can be judged. A policy is an instrument of decision-making for organisations.

Policy documents outline the principles underlying the new education systems, its requirements and guidelines for implementation (Kapp, 1998:61). Kapp further points out that school reform is driven by policy, and the school governing body is mandated with the task of policy implementation at the level of the client.

According to Hudson (1995:39), governing bodies fulfil many different functions, of which, the formulation of the policy is one. Table 2.1 on page 29, gives the Hudson model of responsibilities of governors and managers.

Nathan (1996:169) suggests that the governors should focus on where they can add most value, that is, helping to decide the school's strategy for improvement and they should also help to keep the broad framework within which the principal and the staff should run the school.

The South African Schools Act 84 of 1996 (section 20 (1)) has empowered and capacitated the governing bodies with legislation so that they should, inter alia, adopt a conduct for the learners. This matter relates to policy determination, approval and accountability to implementation.

Nathan (1996:169) further states that the governors should act as “a critical friend” in order to provide the principal and staff with support, advice and information, drawing on its members' knowledge and information. The aspect of collaboration and mutual trust

are implicated in the above paragraphs for the enhancement of effective policy determination and implementation.

Collaboration is a necessity for achievement of common interests and objectives of the school, which are envisaged by all stakeholders. Collaboration involves total sharing of responsibilities, which includes the right to succeed and to fail (Paisey, 1992:141). Jenks (1990:15) describes collaboration as an affirmation of attitude. Bailey, et al (1996:125) adds that collaboration means that people's attitudes, values, behaviours and beliefs have to be changed to obtain cooperation.

The perception of the principal is that of a person who has a plethora of duties and responsibilities to all in the school as well as to those administratively above him/her, all of which require time, patience, fortitude and a high level of sensitive diplomacy.

Educators, welcome a level of involvement of parent governors, which is based on genuine interest and cooperation. The presence of governors is thus regarded as supportive to management.



The following quotes from the focus group interviews support the findings:

**“The school governing body should state the duration of tuition in schools, more especially, the reporting time of teachers and learners, including the knocking off time.”**

**“The management has to inform the governing body about the job description of the educators.”**

**“The parents are there to approve the implementation of professional matters ---.”**

**“If they encounter any problem, which is beyond their control, is then that, they could inform the governing body so that the governing body could take a decision.”**

From the above quotes, a relationship between policy formulation and policy implementation and accountability emerges. It becomes clear that governors approve policies; which have been formulated by the educators in relation to the existing legislation. This is likely to raise an issue of dissatisfaction if governors disapprove educators' policies. The accountability for the implementation is another issue that causes tensions. However, this accountability for implementation of policies is a definite justification for approval of policies.

From the legislation point of view, the determination and approval of policies is a legitimate role of the school governing body. The accountability for the implementation will thus rest with the governing body.

#### 4.3.3 Providing support and advice

The governing body as one of the stakeholders in education has a role of maintaining the mission and vision of the public school. This implies a constant and steady support through constructive advice.

The South African schools Act (1996: Section 20 (1)) mentions that some of the functions of the governing body are to support the principal, educators and other staff of the school in the performance of their professional functions; and to encourage parents, learners, educators and staff at the school to render voluntary services to school.

Nathan (1996:169) points out that the governors should give support in monitoring and evaluating the school's effectiveness and press for improvements. They should also provide support in promoting the school's interests.

The South African Schools Act (1996: 20 (1)) prescribes that the governing body gives advice to management of school. In the light of the above, "giving support and advice to management of the school" is a legitimate role of the governing body.

The following quotes from the focus group interviews responses provide support and evidence on this issue:

**“The school governing body should play a role through the principal of a school, where they advice the principal - - -.”**

**“The role of SGB can be to arrange some sort of presents and other things in an attempt to appraise the teacher.”**

**“But – umm – not directly as I said, - - - their role is more supportive to school, than really running the school.”**

**“The parents are there to support and advice the educators, of course positively and, umm – constructively.”**

**“The SGB can be involved in appraisal system if the issues of support are identified, for instance, providing financial support.”**

**“The SGB provides security to the learners - - - coach learners to do acceptable things.”**

From the above quotes, it again becomes evident that, supporting and advising are functions of mutual trust, cooperation and collaboration. It is also implicated in the responses that the governing bodies accept ownerships of the function, which was allocated to them by the Act as “supporting the school staff in the performance of their professional duties”. It is also evident that the educators perceive the governors role as a supportive one rather than an interruptive one. It is also implicated that the support from the governing bodies helps the education community to confer a meaning to their existence in life.



#### 4.3.4 Motivation and encouragement

A motive is an inner state that energizes, or moves and directs behaviour towards goals. Motivation is an element of encouragement.

The Schools Act 84 (1996: 20 (1)) states that the roles of governing bodies are to encourage parents, learners, educators and staff at school to render voluntary services. The white paper II (D.E. 1996) contents that, developing local services for children and participating in services and community partnerships related to social, health, recreational and national programmes by governors will motivate learners and educators.

From the above paragraphs, it emerges that people with common interests can motivate and encourage one another. It is also established that role-playing within a context of common vision foster a spirit of mutual relationship of trust. It has been realized that voluntary involvement of governors in extramural activities motivate learners and educators and thus creates a sense of collaboration and commitment.

Support to the above views is provided by the following focus group interviews' quotes:

**“The SGB is there to build and to work together with other stakeholders towards the interests of the learners”.**

**“Well, this - - - if it emerges as a request from educators in sense that we want to encourage learners to learn very hard and participate in lessons”.**

**“ - - in general the parents should come to the teachers and practically encourage them”.**

It is implicit in the above quotes that participation enhances encouragement and motivation. It also implies that participation ensures commitment. It spells an orientation

towards the anticipated goals. In the light of the above, motivation is an important aspect of governance.

#### 4.3.5 Intervention and interference

##### 4.3.5.1 Intervention

The Concise Oxford Dictionary gives the meaning of intervention as a process of coming between others in time, especially between disputing people. Intervention of the governing body will thus imply participation, involvement, collaboration, cooperation and commitment to all aspects of school, where feasible. This also implies that effective communication between governors and educators is an imperative aspect of facilitating constant intervention by governing bodies.

Intervention of governors is facilitated through policy matters, support, advice, motivation, encouragement and suggestions. Hudson (1995:39) states that the following are the functions of interventions executed by the governing bodies:

- Formulation of policy and strategy
- Performing a representative function
- Providing accountability for the organisation
- Resolving tensions and conflicts between different stakeholders and
- Giving advice to management

From the above paragraphs, it emerges that governing bodies intervene by creating and supporting a direction for the course of action; playing a role representative of the education community on behalf of the school; being arbitrators between other stakeholders and supporting the school management team.

The following quotes from the focus group interviews' responses provide support to the findings:

**“If the educators encounter any problem, which is beyond their control, it’s then that they could inform the governing body, so that the SGB could take a decision”.**

**“The school governing body can be informed after some measures have been taken by the management - - - realized that all they are saying is falling on deaf ears”.**

**“It only come to the school governing body after all the avenues have been exhausted and the problem is still continuing”.**

**“The governing body will be invited to a hearing of a teacher’s case after the management has failed”.**

#### 4.3.5.2 Interference

According to the Concise Oxford Dictionary the word “interference” means to break upon other persons affairs without the right or invitation.

The South African Schools Act of 1996 (Section 16:1) distinguishes between governance and professional management assigning the former to the governing body and the latter to the principal of a public school. The principal of the school is clearly required to implement the departmental policy in a public school and it may be assumed that where the policy of the Department clashes with the views of the governing body, conflict may be expected (Davies, 1999:60).

The management of a public school vests with the principal under the authority of the Executive Director of provincial education (Oosthuizen, et al, 1992:171). The principal is therefore a leader of professional educators.

Professional duties of an educator incorporate duties performed by an educator who received special education and training, for example, school administrative duties,

teaching, extra and curricular duties, research and development in education (see section 1.8).

Introduction of new governors at school is very important. Nathan (1996:180) mentions that, for partnership to work, the governors need an opportunity to see the school at work and the door should be open to them, but equally, they should come with an open mind or their visits will be seen as interference.

From the above paragraphs, it can be seen that tensions and conflicts will exist, as long as the two stakeholders cannot agree on the roles. The two stakeholders must realise a line of demarcation between their roles.

A clear distinction between governance and professional management should be established in terms of roles. Hudson (1995:40) points out that the roles of governors and principals are clearly differentiated and the points of intersection of these roles is “leadership” (see Table 2.1, page 29).

There are two mandates from the legislation, namely, the mandate that “governance” is assigned to governing bodies and the mandate that “professional management” is assigned to the principal of a public school. The connotations of power struggles become implicit and sandwiched between the two mandates. This will result in tensions and conflicts with regard to distinction of competencies.

Principals become arrogant and uncooperative, at the slightest provocations, when for example, a governing body member requests information concerning classroom activities. A sense of ownership of superior powers is implicated in statements such as “The governors are accountable for the implementation of policies”. These statements distort collaboration and cooperation between members of governing bodies and principals.

The following quotes from the focus group interview responses serve to provide support for the findings:

**“Yes, totally not the responsibility of the SGB. It must be the HOD’s, according to the departments - - - not parents or SGB members visiting the classes”.**

**“I cannot see how they can monitor - - - umm you can monitor a person if you really, umm – have knowledge on what he should do ---”.**

**“The bottom line of the story here is umm – that the SGB do not know the job description of the principal - - - I don’t see the likelihood of the parents monitoring the principal when they don’t know his or her job description”.**

**“Yes, that is totally wrong, because actually that is the work of the principal. The principal must know why the teacher must come late”.**

**“Umm – school governing bodies have no room for the job descriptions of the educators”.**

**“Hey! You know what? There is no room for the SGB in the appraisal document from the Department”.**

#### 4.4 CONCLUSION

The data have been interpreted and the conclusions have been drawn about the perceptions, which both the governing bodies and educators have on the roles of governors in the management of educators.

The relationship between governors and educators in terms of collaboration has also been established. The line of demarcation between governors and educators in terms of competencies has also been established.

The following five major groups of themes emerged:

- Representation and facilitation
- Policy matters and suggestions
- Provision of support and advice
- Motivation and encouragement
- Intervention and interference.

Davies (1999:60) mentions that SASA (section 16 (1)) assigns governance to the governing body and professional management to the principal of a public school. The principal is required to implement departmental policy and assumptions may be made that conflict may crop up if the departmental policy clashes with the views of the governing bodies. This conflict may not necessarily and only be attributed to power dynamics or power struggles between the governors and principals but should also be ascribed to the way the two parties perceive the line of demarcation between their competencies. It has been established that the nature and extent of mutual trust between the two parties can affect relationship between governors and educators positively or negatively. The effect of the degree of commitment of governors on their relationship with educators has been established.

Chapter four dealt with the interpretation of the analysed research data. The ensuing chapter five will embark on the recommendations as possible solutions to the anticipated conflicts between professional managers and governing bodies regarding the roles of governing bodies in the management of educators.

## **CHAPTER FIVE**

### **SUMMARY AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This research project endeavoured to investigate the roles of governing bodies in the management of educators, the perceptions of both governing bodies and educators on these roles and possible areas of conflict between principals and members of the governing body due to the uncertain line of demarcation between their roles.

The literature in chapter two and the legislation have both emphasized that governance is an indispensable part of education in public schools. Both the empirical data and the literature indicated that the line of demarcation between the roles of the principals and those of the governing body is an inherently complex problem. The research also provided an analysis and critique of school legislation with regard to the roles of governing bodies. The research focused on the mandates from the Department of Education given to principals and governing bodies with respect to their roles.

This is the final chapter in which the researcher aims to recapitulate the salient points of this project by summarising the research topic, making recommendations and conclude with suggestions for further research.

#### **5.2 SUMMARY OF THE RESEARCH TOPIC**

The broader aim of this research project focuses on the roles of the governing body in the management of educators, with the purpose of elucidating, deciphering and documenting the implications, which these roles have for school governance. These implications will also be related to the relationships created between the governance and stakeholders.

Chapter one introduced and provided a general overview of the research, which is geared towards the investigation of the roles of the governing body in the management of

educators and how these roles can result in misunderstandings between principals and governors if not correctly perceived by the stakeholders. The statement of a problem yielded one related general question. Research methods were explained and the literature review outlined to provide a theoretical frame of reference.

In chapter two the researcher examined the concepts of governance and management as perceived by governors and educators. The roles of governing bodies, unprofessional aspects of educators and conflict management also came under scrutiny. The conceptual framework was developed from the literature survey in order to examine the applicability in the selected schools.

Chapter three described the methodology of the research project. Interview questions and interview schedules played a role in this process. The procedures for sampling and samples were discussed. The methods for the analysis of data were also discussed in this chapter. The issue of validity and reliability with respect to the structuring of interview questions were also addressed at length.

Chapter four was dedicated to the presentation of the findings. The main themes derived from the findings of the research were discussed at length. The important findings from the research were as follows:

## 5.3 IMPORTANT FINDINGS

### 5.3.1 Representation

The issue of representation has not yet been well addressed by the legislation with regard to the following:



### 5.3.1.1 Number of representatives per component

This number has not been prescribed and enforced by the legislation, hence the reason why different governing bodies have different constituencies. There are no clear reasons, why, for example constituency A has a greater representative number than constituency B. The context for determining the representative numbers is also not well defined by the legislation. This becomes a situation of “survival of the fittest” where strong members of society will always force to be represented in bigger numbers necessary to influence decisions. Section 28 (1) of SASA points out that the formula for the calculation of the number of members of the governing body shall be determined by the schools depending on the prevailing circumstances. This is vague and confusing.

Section 23(9) of SASA contains a provision that a parent component should have one more parent than the combined total of other members of a governing body who have voting rights. Legislators seem to be of the opinion that parental views and inputs are more important than those of other stakeholders with regard to the governance of the school. From this background it emerges that parents are viewed as superior to other stakeholders. By being in the majority, parents end up unduly influencing decision-making.

### 5.3.1.2 Level of literacy

The level of literacy also plays an important role in affecting the degree of involvement in governance. In most cases where the governing body has members with lower level of literacy a sense of passiveness emerged and that aspect weakened participation in deliberations in the focus group interviews. Such members were not willing to express themselves in front of the principal and the principal, too, gave a number of excuses, necessary to avoid them.

It has also emerged that knowledgeable people decline their nominations during the selection process of the members of the governing body. This results in the governing body being constituted by parents with a lower level of literacy.

The general perception of most parents on the role of governing bodies is that of solving schools' problems now and then. This is most likely an unpleasant experience, thus the reason why knowledgeable people reject the involvement and commitment in governance. Most people fear the anticipated tensions and conflicts that often result from disagreements amongst members of governing bodies.

The conclusion drawn here is that the one group influences decisions more than the other one. The level of literacy has an effect on governance. Some people become miserable about their status. This affects participation and commitment.

#### 5.3.1.3 The selection of representatives

This aspect appears to be the major contributing factor to the resultant attitudes that exist amongst members of the governing body. The legislation does not prescribe the criteria for the selection of governors. The qualifications and qualities of the persons to be selected should be considered in relation to the needs' analysis of the public school in question.

The context may again be deliberately manipulated to favour certain individuals. As long as there are no clearly defined selection criteria in terms of legislation, there will always exist misunderstandings. If the selection of governing body members is not done clearly with reasonable transparency, problems are invited which, ultimately, will give rise to tensions and conflicts among the members of the governing body.

### 5.3.2 Policy matters

From legislation, policy determination at school levels is the duty of governors whereas policy implementation is the duty of the educators. However, the accountability for policy implementation vests with the governors. Governors in most cases deny this accountability arguing that the implementation of policy is under the auspices of the principal, hence, the principal should always be accountable for the school's performance.

In the light of the above, any form of intervention by the governors into professional activities, is regarded by educators as interference. At the slightest provocation, the principals turn arrogant to other members of the governing body.

A form of power struggle seems to be sandwiched between policy determination and accountability for policy implementation. These two areas still need to be defined in order to improve the existing power dynamics.

### 5.3.3 Support and advice

Support and advice are some of the positive aspects of intervention. Policies approved by governors are there to provide support and guidance towards attaining the goals of the school. It has been mentioned earlier that intervention by governors is acceptable to educators on conditions that the governors have been invited by the educators, hence if not invited, governors are interfering. Interference has a negative impact on the relationships between governors and educators.

In the light of the above the nature and extent of intervention by governors are the determinants of the type of relationships that will exist between governors and educators. This will ultimately determine the extent to which the role of governors will be acceptable in the process of managing educators.

#### 5.3.4 Authority matters

The two mandates from the state, namely, that governance is assigned to governing bodies of schools whereas professional management is assigned to principals (SASA, section 16), create two lines of authority, that is, one from the Head of Department to principals and another one from the Head of Department to governors. These two lines of authority generate and activate the dynamics of power struggles between principals and governors.

The Head of Department of Education holds meetings with the other members of the school governing bodies in the absence of the principal of the same school. The results of such meetings are seldom disseminated to the principal in question. In most cases the other members of the governing body often impose decisions, from such meetings, on the principal in the form of instructions. This leaves a room for power struggles between the principal and the other members of the governing body.

It is imperative to bear in mind that the principal is also a member of the governing body. There is thus no reason why the principal may be shelved away from other meetings of the governing body in which he serves.

Interference by governors leads to an intense situation, which may ultimately turn the educators unprofessional. The school may change direction and become corrupt.

The educators in general should however also receive training to acquire knowledge about the dynamics of governance. This will enable them to understand the roles and duties of governing bodies in the management process of educators.

## 5.4 RECOMMENDATIONS

The aim of the research was to uncover the deep seated perceptions of both the governors and educators on the roles of the governing body in the management of educators. From this research the following recommendations are made in order to allay the fears and perceptions obtained in this empirical study:

### 5.4.1 Nominations of SGB members

It is recommended that, prior to the nominations, the interested people should submit their short curriculum vitae to the chosen committee. The committee will scan the applications according to the criteria, which are related to and match the interests and expectations of the education community.

It is again recommended that, where feasible, the knowledgeable members of the community such as professional engineers, lawyers, medical doctors, accountants and social workers, to mention but some, be co-opted in the selection of members of governing bodies. This will most likely solve a problem of meeting the expectations of the school and education community at large.

### 5.4.2 Representation of constituencies

A legal framework should be established which will provide guidance that pertains to the number factor of members representative of each constituency and reasons to substantiate on the number should be furnished. This will minimize debates against representation. People need transparency for their satisfaction. Representation implies decision-making on behalf of those who align themselves with your interests.

#### 5.4.3 Preliminary training and guidance

The applicants, being interested in governance, should receive an intensive training and guidance, prior to the selection process. They should be examined through both oral and written tests at the expense of the Department of Education. The dedicated members will persevere and complete the training prior to the selection process. The law should enforce this.

#### 5.4.4 Training after selection

It is imperative that governors be regularly trained so that they can improve their level of literacy. The training should be designed to make them aware of the dynamics of governance and professional management. They should be trained to distinguish between intervention and interference. Legislation exists, pertaining to this issue; hence a follow-up should be done on this issue.

#### 5.4.5 Authority issues

The legal framework should be established with regard to the two lines of authority mentioned in paragraph 5.3.4 above in order to clarify the paradox, which is hanging between the two lines of authority. There should be a point of intersection of the two lines of authority from which guidelines, direction and approval should be based. This will eliminate possible conflicts between the two stakeholders.

The Department of Education should avoid meetings with governing bodies, which exclude the principals of such schools. A forum that comprises principals and chairpersons of school governing bodies may be formed, which will represent schools in a particular district. This forum will then hold meetings with the Head of Department of Education to address issues pertaining to school governance. The forum will then report to the governors of the schools concerned.

#### 5.4.6 Guidelines for proper management of educators

The governors should realise the following aspects with regard to their roles in the management of educators:

- They should be competent enough to differentiate between positive intervention and negative intervention
- They should be competent enough to realise aspects of interference and withdraw from such
- They should collaborate and cooperate with the educators
- Their intervention through support, advice and suggestions should be an invited one
- They should be ready to accept inputs from educators
- They should admit their mistakes at times
- They should be eager and ready to learn from in-service training provided by the Department
- They should be competent to identify areas of tensions and conflicts
- They should be flexible enough to can handle and resolve conflicts
- They should be able to recognise the dynamics of power struggles
- They should, at all costs, respect areas of classroom activities to avoid interference
- They should learn to govern through positive intervention by avoiding interference
- They should be competent enough to minimise unprofessionalism of educators by motivating educators, making follow ups and be able to handle the following factors that affect behaviour of people at work:
  - The organisation context, which includes cultures, values, climate, structure and management style, especially, in the latter case, the effectiveness with which leadership is exercised

- The attitudes of the educators towards one another, that is, the influence of the group on individual behaviour
- The educators' needs, goals and drives, that is, their motivation to work
- The educators' commitment to the organisation and its values
- How, in the light of these factors, everyone adjusts to his roles in the organisation.

#### 5.4 FURTHER RESEARCH

The limits set for this research warrant the conclusion of this research, however a further research can be done with respect to the extent to which the intervention of the school governing body in classroom activities can be modified to match the expectations of the educators.

The nominations for representation in the school governing body have certain implications for governance. These implications should be investigated for further research.

Researchers are again faced with a task of carrying out further investigations into suitable and invitational mechanisms necessary to cultivate, in knowledgeable people, the interest to become committed and dedicated members of school governing bodies in Black schools.

#### 5.5 CONCLUSION

The objectives of this research, as previously set, have been met. The aims of the research have been identified and related to the roles of the governing bodies in the management of the educators as prescribed by the South African Schools Act 84 of 1996. It has been suggested how relationships of collaboration can be established to allay power tensions and struggles.



The recommendations and guidelines have been provided to improve the relationships created by the roles of governing bodies in the management of educators. It is assumed that the present and future generations will utilise the above recommendations and guidelines for the successful running of their schools.



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# **ANNEXURES**



**ANNEXURE A**

## Interview schedule

- Welcome:
- Individual approval for audiotaping the interview will be requested.
- Permission to record the interview on tape will be requested.
- Confirmation of confidentiality, agreement, participants understand that their names will not be used in any way, nor will information be shared that reveals their identity in any way.
- Participants are informed that any time during the interview the tape recorder can be turned off.
- Introduction of topic.

## Questions and probes

## 1. What role should the SGB play in the educator's job description?

- To what extent do you agree with the statement that the governing bodies must draw up the job description at school?
- In your opinion what is the difference between professional management and governance?
- What is the relationship between two, that is, how do the two meet in terms of roles?
- What is your comment on the statement "supportive school staff in the performance of their professional duties, is a function of the governing body"?

## 2. What role should the SGB play in educator appraisal?

How can you comment on the following statements?

- The governing bodies must undertake class visits
- The principal should allow the governing bodies to assist him in the appraisal of educators

- The school governing bodies must draw up criteria for measuring performance of educators at the school

3. What is your comment on the statement that the SGB must receive regular reports on educator performance from the principal or educator representative?

What are your perceptions on the following statement?

- The governing body must receive regular reports from the principal on the performance of educators
- The governing bodies must be informed if an educator does not prepare for a lesson
- The principal must report regularly to the governing body on the professional performance of the educators
- All written complaints about educators must be submitted to the governing body

4. To what extent will the SGB be involved in the educator development process?

What will be your comment on the following statements?

- The governing body must monitor the performance of the principal
- The governing body must provide a programme for the training and development of educators at the school

5. What role should the SGB play in educator discipline and union involvement?

How would you react to the following statements?

- The governing bodies must fire educators who come late on regular basis
- The governing bodies will monitor educators in administering corporal punishment
- The governing body should decide on which union should educators join for membership

**ANNEXURE B****FIELD INTERVIEWS AND RESPONSES****TRANSCRIPT 1 (EDUCATION ACTION ZONE SCHOOL)**

**Q: Question**

**ET1: Educator in transcript 1**

**L1T1: First learner in transcript 1**

**L2T1: Second learner in transcript 1**

**PRT1: Parent in transcript 1**

**PT1: Principal in transcript 1**

**Q: What role should the SGB play in the educators' job descriptions?**

**ET1: Well, umm, it is the power of the SGB to state, umm – the duration of tuition in schools, more especially the reporting time of teachers and learners and the knocking off time – that's were now, the SGB gets involved in the job description of teachers.**

**PRT1: To add to that, it is to monitor. To monitor the teachers, more especially in the case of absenteeism, playing truant as the SGB, at least they should help in this case.**

**L1T1: As I see it, the SGB has the security so that they can coach learners so that they cannot do the things that are not available (acceptable) at the school like crime – so many times they can help.**

**PRT1: (Keeps on nodding)**

**Probe: To what extent do you agree with the statement that the governing body must draw up the descriptions at the school?**

ET1: Umm – we do agree, but the job description is a professional matter, which should be handled by the management. Umm – it might have problems if it has to be drawn by the SGB, because some parents may not be well informed about the umm – the information which is found in the South African Schools Act. So if they can be allowed to draw the job descriptions of teachers it might create a problem where now you find they assign irrelevant duties to the teachers.

PRT1: To add to that, the job description is done by the principal or the management of the school therefore, the management has to inform the governing body about the job description and theirs is just to endorse them (governing body).

Probe: What is your comment in the statement “supportive school staff in the performance of their professional duties, is a function of the governing body”? To rephrase, one of the governing body’s duties is - - -.

ET1: To make sure that the teachers are performing their professional duties? But - umm – I disagree with that statement because, in fact the duties of the SGB is governance in general, but not specifically, you see, being, monitoring the teachers always. I see the responsibility of seeing to it that teachers are performing their professional duties as the responsibility of the management which is there day by day with the teachers as you know that the SGB members cannot always be at the, at the school level.

PRT1: Jaa, tend to disagree with it. To add on it, umm – the monitoring of teachers’ professionalism should be done by the principal or management of the school. Thereafter if they encounter any problem which is beyond their control, is then that they could inform the governing body, so that the governing body could take a decision, but as far as the monitoring is concerned, it is solely done by the principal or HOD’s of different faculties at the school.

Q: What role should the SGB play in educator appraisal?

ET1: I think they should play a role through the principal of a school, where they advise the principal on how to go about it, but not the SGB being involved therein.

PRT1: In other words I can say that, yes, they can play a role more especially in appraising the teachers, more especially if a certain teacher has performed very well, they can arrange some sort of presents, you see, things that will appraise the teacher himself and will develop other teachers.

How can you comment on the following statement?

Probe: The governing bodies must undertake class visits?

ET1: Yes, totally not the responsibility of the SGB. It must be done by the HOD's, according to the departments or the appraisal team, which may be elected by the whole staff, say, we have appraisal team doing this, not parents or SGB members visiting the classes.

PRT1: Jaa, to add on that, paying a class visit is probably a professional matter, which has to be done by professionals. Then I think the HOD's are the ones who are legible to attend those class visits, unlike the parents. They know less about how to plan a lesson; what is expected from the teacher; what is expected from the whole thing and so forth.

Q: What is your comment on the statement that the SGB must receive regular reports on educator performance from the principal or educator performance from the principal or educator representative.

ET1: Yes, as the SGB, they should be informed about matters – umm – relating to educators on a regular basis. They will be informed in the form of results of the learners, but not about the individual performance of the teachers, which means by so doing minimise the situation where, now, you find people pointing fingers at a certain teacher, saying he is not performing well, - but – umm – they get the general perspective of what

is going on at the school, how teachers are performing in general, not singling a certain teacher saying that he s no performing, others are performing, because that one might lead to people pointing fingers at one another.

L1T1: Yes, we must be informed as the learners and as representative on SGB, so that we must know the duties of the learners, and in order that we must know what to do and what not to do in the school, so to perform well in the school things, and not to – umm – the principal must not – we must avoid that the principal must always come to us, saying, don't do this, do this, you must do this and that. So in my command I say it is great thing to be concerned.

L2T1: (Has no comment)

Probe: What are your perceptions on the following statement?

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

ET1: There is no way, umm – the SGB can be informed unless some measures have been taken by the management and thy have seen that all what they are saying is falling on deaf ears, is then that they can call such a teacher in fact to hearing, when now, the SGB will take part. After trying to sort out between the management and the teacher himself as professionals. That where now maybe if they see that the issue is getting out of hand, is then that they will resent with the SGB, but not always giving reports to the SGB, saying that this is what is happening at the school. There are some things that are professional and without involving parents or SGB.

PRT1: Just to add, being professional matter, it must be dealt with by the management of the school. It only – only be proper for the management to sorting out, if they fail to, then they could call the SGB.

L1T1: Yes, to add to that, the SGB must be mainly informed by the principal by attending the task to call the two in order to solve that problem they have, umm - the schoolteachers.

Q: To what extent will the SGB be involved in the educator development process?

PRT1: Firstly, the SGB should, as they come in, it should provide funds, so as to help those teachers, and the resources.

ET1: To add on that I can say, they are mostly, umm – involved in development process in the support of teachers, because they are the ones who, when, we have, when as soon as we are having some posts, the SGB is the body which contributes to interview the people, and they are the ones to – to – opt for a successful candidate and umm they might have a serious impact on the developing the teacher. They are the ones to decide as to whether they are promoting from within or they are taking a new candidate all together. It's umm – their decision

Probe: What will be your comment on the following statement/s:

The governing body must monitor the performance of the principal.

ET1: I cannot see how they can monitor, because you see monitoring, umm – so much – maybe you can monitor a person if you really umm – have knowledge on what he should do and what he should not do, but umm – in as far as parents are concerned, they may not know what the responsibilities of the principal, what he is supposed to do and what he is not supposed to do.

PRT1: Well, as, as the governing body, they should not monitor the principal. Instead umm - - - I - - -

L1T1: Yes, the governing body must not monitor the principal, because the – the teachers, they are seeing the work of the principal, they can report to the SGB's.



ET1: In fact, the bottom line of the story here is umm, that the SGB do not know the job description of the principal, you see, you cannot monitor a person who you don't know what he is supposed to do or what is not supposed to do. But if they are acquainted with the job description, yes – they can monitor but I don't see the likelihood of the parents monitoring the principal when they don't know his or her job description.

Q: What role should the SGB play in educator discipline and union involvement?

PRT1: Like I said before the SGB shouldn't be directly involved. It must be the duty of the management of the school. It only comes to the SGB after all the avenues have been done (exhausted) and the problem is still continuing, then they could include the SGB.

ET1: No – on the side of the union, I don't think the SGB has got a role to play, as we know that. It's every person's democratic right to join whatever union is of his interest or her interest. On the part of discipline, yes, they can be involved, but as my colleague has already said, after all, all that is supposed to be done by the management has been done and has failed it's then that the SGB can be invited to the hearing, and then, there now, the matter can be given to them so that they can see how to decide on which disciplinary measures can be taken against such a teacher.

L2T1: Yes, the SGB, must be informed, if ever, the teacher they tried to discipline the member has not disciplined so that thy must inform the SGB to assist that problem.

Probe: How could you react to the following statements?

The governing body must fire the educators who come late on regular basis.

ET1: Firing, umm – I don't think the SGB has powers to fire a teacher, as much as they have not the power to hire. The SGB must get the knowledge that they are the governing body but not the employer - that is why they cannot have the powers to fire an educator. They can only call him to a disciplinary hearing, and then from there, write a report to the

employer, and the employer is the one who is supposed to take action – rather than parents firing a teacher.

PRT1: Yes, it is wrong for SGB to fire – or -. Theirs is to recommend to the employer that such and such a person is not committed – we recommend that - - - lie they should recommend, not fire.

LT1: Yes that is totally wrong, because actually that is the work of the principal. The principal must know why the teacher must come late and she must know anything about the teacher.

Probe: The governing body will monitor educators in administering corporal punishment.

ET1: They will – not monitor the educators as I have already mentioned, reason being that they cannot be in the school premises everyday. And – umm – in that part the principal in the management is the one to monitor the teachers. Again this is a professional matter.

PRT1: Jaa – the principal is the one who should monitor the teachers and not the governing body, and advise the teacher if he sees there is a problem – he must advise them.

- FOLLOW UP INDIVIDUAL INTERVIEW

Motivation for follow up interview: The principal adjoined the interview because of a visitor from the head office, hence special interview with him was re-scheduled for the following day. The researcher decided to restructure the interview questions. However, the information required is still the same.

## PRINCIPAL IN TRANSCRIPT 1 PT1-EA

## Question (Q)

Q: How do you perceive governance in your school?

PT1: Umm – I think that a governing body is a vital component of education. There is no way; one can really, umm – umm rule it out. From the educational point of view, umm – they include, to begin with, parents; they represent the “sgb”; they represent the interests of the parents, and therefore, they have a major role to play in representing the interest of parents, so that they serve as the ears and the eyes of the parents in as far as educational matters are concerned.

Q: Are you happy about the composition of the governing body in your school?

PT1: Umm! Very much happy, because, you see, the component of the governing body is determined by the enrolment of learners at the school. Like in our case for an example, we, umm – have an enrolment of learners that exceeds 1000, therefore our “sgb” is made as follows: we need to have nine parents; we need to have three educators; we need to have three learners; and one non-teaching staff serving in the “sgb”; therefore, we still have the principal as the ex-officio hence, all – the – stakeholders have been represented and according to numbers parents have the target of more numbers. If you look at the enrolment, we have more learners; therefore, I am very happy, I don't think there is any problem with that.

Q: How do you perceive the role, which the governors play in the management of educators?

PT1: I think their major role in the management of educators should be supportive, more than anything else, umm – they need to play a very supportive role, umm, we would like to be able to lead, and lead effectively, we need to have people backing us up, supporting

us. Umm, if we talk about supporting, we talk about uniform. Umm – for us to convince parents, we need to put on uniform, we need the support of the “sgb”. There are contributions that we need to meet. The parents as members of the “sgb”, represent the parents should also play a supportive role. Parents themselves as individual parents of learners to ensure that students do their work at home, also participate through the “sgb” “parents therefore they have a very active role to play in the management of the school. But – umm – not directly as I said, their role is more supportive to school, than really running the school as it is or managing school.

Q: What is your view about the fact that power of the “sgb” and the principal are concurrent?

PT1: Jaa! - you will always have, umm – you see, even though we have different acts, and the line of demarcation will always be very thin, but we need to be very careful not to have a situation where umm, the line of demarcation does not exist at all. You see, umm – as you indicated that there is professional work that needs to be done, the administration of the school, the academic part of the work that, needs to be let to the educators as such, but the governing body will come in here, in the sense that when you look at the contributions that must be made, it is the governing body that must decide as to the amount, if you look at the development of the school which we cannot do without funds, funds itself is in the hands of the governing bodies, therefore there is that line of demarcation and I don't think really one needs to conclude that because they act concurrently. There is a contradiction between the two. There is no contradiction. The other one is governance: the environmental development of the school, we may be talking about umm- umm – staff development, the funding is from the “sgb”. They are the people who have got powers. But umm - when it comes to the teaching in class, the allocation of subjects you know, that is left to the professional people. That means to me, the management of the school.

Q: How do you feel, if you have to exercise professional discretion in the presence and involvement of governing body?

PT1: Well, it depend, umm – if I have to exercise that professional, umm give instruction that is professional in the presence of the “sgb”, to it will depend on what is the nature or type of instruction you are giving or perhaps in the meeting obviously if it’s positive one can do it regardless the presence of the “sgb”, but umm – one needs to be very careful, that if it is something that is going to have a negative impact, therefore it must be reserved and be handled in a situation or office where parents are not present - - less it sort of influences parents in a negative way, so definitely it depends on the nature of whoever is doing it, whether it warrants the presence of the “sgb” or whether it doesn’t warrant their presence.

Q: What do you think is the relationship between your roles as the principal and their roles as the governing body?

PT1: As an ex-officio and a professional person, I think it’s for me to inform the “sgb” about how the management of the school is done, so that they have a clear picture as to what is taking place, with role educators, their expectations, what we expect of them, it’s for me to really try to play that informative role in the part of the “sgb”.

## TRANSCRIPT 2 (POORLY PERFORMING SCHOOL)

Q: Question

ET2: Educator in transcript 2

L1T2: First learner in transcript 2

L2T2: Second learner in transcript 2

PT2: Principal in transcript 2

PRT2: Parent in transcript 2

Q: What role should the SGB play in the educator’s job description?

ET2: Umm - school governing bodies have no room for the job descriptions of the educators. The job descriptions of the teachers is a professional matter to be decided by the umm – SMT (School Management Team). Parents cannot determine what teachers should do professionally.

PRT2: Yes, of course parents are not there to decide on professional matters but are there to approve implementation of professional matters – how the implementation is done is a duty of the principal and his delegated people.

PT2: It is quite straightforward that the “sgb” represent the interests of the parents, which should be implemented at the school by the educators. How they should be implemented on a day-to-day basis, that’s left for the principal’s discretion and that is professional. The parents cannot be at the school to monitor the manner in which the educators do the work. One cannot, obviously, describe the duty, which he cannot oversee or monitor. One cannot monitor what he or she doesn’t know.

L1T2: Jaa, it is truth, “sgb” can’t tell the teacher what to do and how to do it.

L2T2: No comment.

Probe: What is your comment on the statement “supportive school staff in the performance of their professional duties, is a function of the governing body”?

PRT2: This is exactly what the SGB is there for. The parents are there to, support and advice educators, of course positively, and umm – constructively. We are there to build, and – umm to work together towards the interest of one person, the learner. Parents are not instructive, prescriptive and – so on, you know, you can name them.

PT2: The governing bodies support us in the leading process. They are the eyes and ears of the many parents that are at home. They are also our eyes and ears that collect and disseminate information across the educators and parents. They facilitate communication

between the two extremities; hence they are facilitators, - umm – supporters, advisors and consultants to approve the running of the school.

L2T2: (Had no response)

L1T2: (Nodded her head)

Q: What role should the SGB play in educator appraisal?

PT2: Hey! You know what, there is no room for the SGB in appraisal document from the department. Umm -, and, unless, if educators can agree to include members of the SGB in the appraisal team, one can think of SGB taking part. Reason being that they are not there in everyday running of the school, in fact it is a professional matter to be handled by professionals.

PRT2: Obviously, parents are not to a greater extent interested in the performance of individual teachers. The interest is, fairly speaking, on the collective reasonable production by the educators, which is basically umm – so to say – umm - it works towards the interests of the teachers.

ET2: The SGB, to start with do not know the criteria used to appraise teacher, for sure, and – umm – I don't fully know, the prescriptions from the department that surround the process of appraisal, but one think, which is not disputable, is that, it is really a professional issue.

LT2: (Uncertain) I am not sure, what means appraisal, but if – umm – it mean to praise and give presents to teachers, I will then say that teachers can be appraised by who employed the teachers.

L1T2: Yes, it is true. I see it same thing.

Probe: How can you comment on the following statement or statements?

The governing body must undertake class visits.

PT2: Well, this is not a problem if it emerges as a request from the educators in the sense that we want to encourage learners to learn very hard and to participate in lessons. By visiting classes parents would probably convey a message of “I want to see my child participating in classes – and - umm – if learners are aware of this, they will be involved in active participation. More than this, a parent or “sgb” member cannot just decide to do a class visit, the purpose of which has been discussed with professional people. In short, this is a professional issue, handled by HOD’s or SMT.

ET2: Yes, of course, in a school situation, we have senior educators – umm – supervising and advising junior educators, developing them on the interim through class visits because they know what the junior teachers are doing. HOD’s or senior teachers if the latter are absent. In the light of what I have said it is without telling that the SGB’s do not fit in this professional matter.

PRT2: No comment



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L1T2: No comment

L2T2: No comment

- FOLLOW-UP INTERVIEW (Poorly performing school)

Q: Question

PT2: Principal in transcript 2



Motivation for follow-up interview:

The principal seemed to have been scared to answer questions in a company of the other members, hence a follow-up interview was arranged for the following day. All the data provided by him was collected and consolidated.

Q: What role should the SGB play in the educator's job description?

PT2: Umm- the role that has to be played, is that the SGB, firstly design the curriculum together with the staff, and that, being the case, is that the "sgb" also, when it comes to job descriptions they will have to look, at umm – the jobs that one can do, to satisfy, their curriculum needs.

Q: What role should the "sgb" play in the educator's appraisal?

PT2: Umm – in educator's appraisal, up to now, I would say that, umm – at our school, the educator is not playing a role.

Probe: What is your opinion on the following statement?

The governing body must undertake class visits.

PT2: Well – umm – we actually don't allow them to do that, because their role is governance – and professional matters, is a matter which rests with the principal and staff.

Probe: What is your comment on the following statement? The governing bodies must appraise the performance of educators at the school.

PT2: Well, still we are saying that – umm – appraisal of educators, mostly and not entirely, rests with classroom activities, and those are professional matters, where we don't allow the "sgb" to enter into.

Q: What is your comment on the statement that the SGB must receive regular reports on the educator performance from the principal or educator representative.

PT2: Well, that one, we – we – can accommodate it, for the fact that the SGB represents the parent body here at school, and as much as the parents must get feedback on the side of the learners, we see it fitting that, they should also get the feedback on the performance of the teachers, and of course that's my understanding of the SGB.

Probe: What is your perception of the following statement?

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

PT2: Umm – that one goes back to the professional side that we were saying; but the basic rests on what I have said. If a teacher does not prepare, it means that teacher does not do his or her work properly, and the “sgb” being one of the stakeholders of the school and mainly being an internal government I should think umm – it can be proper if we inform the “sgb” that the teacher does not do the work properly.

Q: To what extent will the SGB be involved in the educator development process?

PT2: Well, again, I will go back to what I have said, that umm – the development process of an educator is mainly placed in the classroom activities, and which is a professional matter.

Q: What role should the SGB play in the educator discipline and union involvement?

PT2: Umm – I should think umm – in educator discipline, the “sgb” might be involved, because umm – as an institution, we've got to have a code of conduct for educators. And that code of conduct, must be drawn in conjunction with the “sgb” because the “sgb” have some expectations out of the educators.

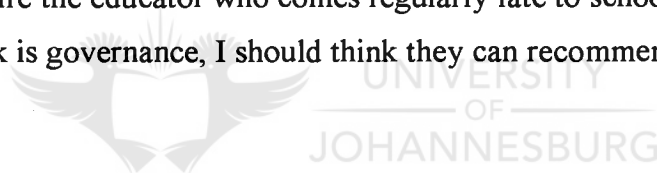
Probe: What are your comments on the following statements?

The governing body must monitor the performance of the principal.

PT2: I don't think they are qualified to do so. Again – umm – the performance of the principal is on the professional side of the school activities, and perhaps, they can be involved in other aspects like, parent involvement, sporting activities e.t.c.

Probe: The governing body must fire educators who come late on regular basis.

PT2: Must – mmm! (Laughing), jaa that's a difficult question, because – umm – well, before I can answer that specifically, - is that umm – we have got – umm – systems in place, when it comes to firing educators and the like. Umm – we have, systems, like when the educator might be charged with misconducts. And that must be due process and thereafter the head of the institution can only suggest to the authorities that the educator be fired. Now, I see no role where the “sgb” can fire a teacher. They can only recommend that the teacher fired. But to come specifically to the question, because the question said the “sgb” should fire the educator who comes regularly late to school, in this case because their work is governance, I should think they can recommend that the teacher be fired.



### TRANSCRIPT 3 (EX-MODEL C SCHOOLS)

Q: Question

ET3: Educator in transcript 3

LT3: Learner in transcript 3

PT3: Principal in transcript 3

PRT3: Parent in transcript 3

Q: What role should the SGB play in the educator's job description?

LT3: Umm, I think according to the way I know, “sgb” should see to it that, the parents must pay school fund. And they must see to it that teachers work with order and even the

parents are involved in schools. There must be parent involvement when it comes to education.

ET3: (Still thinking)

PRT3: OK! I can see you are still thinking. Umm -! Because of this issue between educators and the parents in education is basically umm – being – what can I say? It can be, umm. My personal view is that it is the department that must make the laws clear to the parents even to the teachers, to make them clear about the line of demarcation on the works of the parents, what they should expect from the teachers, or even the teachers for that matter, what they should expect from parents. Number one; it is very much, at the present moment, it is very much certain, that one shouldn't expect from the parents. And essentially it is still unclear to the parents of what they are going to do at the school. One other thing is that parents should first be involved in the making of the curriculum of the school. My worry is on the curriculum level. We don't have a clear direction.

PT3: Umm -! What I think is that the SGB should know what the jobs of the educators are, to avoid conflict. Because if they don't know what the roles of the educators are we will await conflict at the school. Now, the role they can play – I think umm – by mere contributing for the kids who are being taught, are their own kids. So they can be only given a hearing when the job descriptions are to be trusted.

Q: What role should the SGB play in educator appraisal?

ET3: [Not willing to talk aloud] The idea was that, because the principal and the educator component are part of the SGB they can still work together and decide with other teachers.

PT3: Jaa -, in the process of educator appraisal, the SGB's can only play the supportive role, not necessarily being involved in the appraisal itself. But, if umm - issues of support

are being identified, this issues with the educators, then you can involve the SGB by providing support in financial, we need their appraisal.

PRT3: Right – umm, at the same time, “appraisal” means making man to develop i.e. to develop teachers. It is part of motivating teachers. So in it by supporting the SGB and the teachers who are involved in children’s school. There are various ways that they can use. Firstly, is to try to upgrade the facilities of the schools, so that it should be easier for the teachers to perform their duties and to show their potentials – and again, that is in general, and again in particular, the parents should come to the teachers and practically encourage them.

LT3: [Has no comment]

Q: What is your comment on the statement that the SGB must receive regular reports on educator performance from the principal or educator representative?

LT3: I think, this can be the work of the teachers, the teachers can try by all means to teach children in classrooms, so that they know that, if they want to – the - - the – the – they think bad information to the SGB. So they will try by all means to do good things at school, to improve their names.

ET3: I think both of them, they are here at school, but, they are at school, they see each other at school everything that takes place at school, so they can inform the SGB. And they are also part of SGB i.e. the principal and the teacher component. They can just inform the parents in the meetings.

PRT3: So – umm – in short that is a good idea, that the SGB should get information of teachers, always from the school, which helps them to know more about the school and to know more about the duties of the teachers i.e. in education as a whole, so wherever there is a problem, they will come and address the problem. Another one is that whenever we

have the shortage of staff or the other things which might cause the under performance of the teachers, they will be able to – to – to work with us.

PT3: Umm – I think, the SGB as part or as a body, which governs the school, should get the – umm – constant report and know what is happening in the school. So I think, it's proper that they must get those reports.

Q: To what extent will the SGB be involved in the educator development process?

PRT3: Number one, umm – our department is always complaining about the umm – financial constraints, so – and – at the same time, it is determined to upgrade the teachers, so it is the who should try to remunerate whatever costs might be in connection with teacher development that must be in coming from the department or the SGB. So basically they should help us with the resources in the appraisal process.

ET3: [Quiet]

LT3: [Quiet]



PT3: Just like that question of educator appraisal, I think educators are professional people. Now, you will find that, in the SGB itself, you have people who are not professional. Now, I believe that, the whole SGB can play supportive, and not necessarily being involved in the development itself but the supportive role to the development of an educator.

Q: What role should the SGB play in educator discipline and union involvement?

PT3: In connection with educators' discipline? I think educators still are professional people who should be disciplined professionally. Now, I don't think the SGB is competent enough to can deal with professional matters.

PRT3: As they called us is a very important component of the stakeholders of the school, need to discipline. Firstly I will say, from the side of the learners, it is very much imperative that they should educate the parents about the importance of discipline at schools, so that children should be punctual, should be well-behaved in order to promote our culture of learning. On the side of educators, they should bear the responsibility of watchdogs to see that the children are not being disadvantaged.

Probe: How would you react to the following statement/s?

The governing body must fire educators who come late on regular basis.

PRT3: Umm – In that case, it is negative, and totally negative – umm – why? Because, we are inviting useless nepotisms, and even witchcraft. I think professional matters should be directed to - umm – that is the department's responsibility. Otherwise, the parents will be now doing the job of the, of the, department.

PT3: Yes I believe the duty of a governing body, as I have said, is not a professional one. I believe they are not – in the first place, how will they see that the teacher is coming regularly late at school, will be the ones who monitor the teacher. And I believe that it is the responsibility of that professional, to give out appropriate disciplinary actions, to the teacher who comes to school regularly late so them again, it will be second-hand information. I don't think they can be better placed, to can perform such a task.

**Figure 1: General Procedure for developing an interview guide or an interview schedule**

