School governance capacity building: implications for effective school management

by

Alexander Makadikwe Mashile

THESIS

submitted in fulfilment of the requirements for the degree

DOCTOR EDUCATIONIS in

EDUCATIONAL MANAGEMENT

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

Promoter: Prof BR Grobler

November 2000
DEDICATION

This education management research is dedicated to both my late parents: Johannes Chishi Mashile and Boreadi Annah Motsoto Mashile (Ngwana Mminele), my late father-in-law Richard Bob Nkosi, my mother-in-law Miemie Mali Nkosi (na-Mahlangu), my late grand parents Hosea Makata Mashile, Johanna Mpheto Mashile (Ngwana Mashego) Phillip Letladi Mminele and Debora Mahlako Mminele (Ngwana Mawela) for the educational inspiration they bestowed in me.

It is for their honour that this research was pursued.

"Alex, do not try to change people, change their attitudes" (Hosea Makata Mashile: 1995).

"Alex, please, do not die silent!" (Hosea Makata Mashile: 1997).

On their behalf I will praise my Creator for the health and courage and I'll go on saying: "God make me an instrument of thy peace!"
ACKNOWLEDGEMENT AND GRATITUDES

I, Alexander Makadikwe Mashile, would like to offer my gratitude and acknowledgement to the following people who made this research possible and enjoyable:

- Professor BR Grobler for his untiring encouragement, guidance and support throughout my studies and research. He ultimately enabled me to successfully complete this mammoth task with pride.

- My wife Mary-Jane S’phenge for her love, understanding and moral support.

- My children: Khutso, Mpho, Boreadi, Tebogo.

- My grand children: Khomotso, Tshegofatso, Thabo, Katlego, Alex, Lebogang and Palesa for their encouragement and understanding.

- Mrs Ansie Botha for the typing done.

- Last and not least the Witbank District Head Miss DD Mashego, circuit managers Merssrs SW Sithole, A M Mampane, AM Dube, P Sindane, PM Hlatshwayo, I M Matsobane, principals, educators, non-educators, parents and learners for making this research possible.
MESSAGE TO THE READERS OF THIS THESIS:

God, you have made me an eagle and I will break the shackles of fear and ignorance which have bound my wings. With the freedom of truth I will soar above the mountains and clouds to see the wonders of earth and the great wealth and happiness you have made available to man.

I will be inspired by the vastness of the universe to live in its magnificent greatness and glory, and having done so, I will be worthy of myself and my place in the sun.

Free me, and I will work to free myself of the burdens of mystical dogmas and social formulas bred of fear, greed and ignorance.

I will seek and find the sunlight of truth,

I will knock and the doors of knowledge will open.

I have asked, and because I am willing to pay, whatever the price, it shall be given to me.

“NEAC”

The pledge of the:

National Environmental Awareness Council
SUMMARY

The objective of this thesis was to investigate, both qualitatively and quantitatively the school governance capacity building of school governing bodies in the Witbank district, Mpumalanga province, for the effective management of schools.

A literature survey was undertaken and it is evident that, against the background of effective school governance, there is a definite need for more specific and up to date capacity building for school governing bodies. Furthermore, the importance of capacity building as an aspect of school governance capacity building and its implications for effective school management as a process, is emphasized.

An empirical study was undertaken. In this research a questionnaire and focus group interviews were used. The research design is discussed in chapter four. In chapter five the analysis and interpretation of both the questionnaire and the focus group interview has been discussed.

The literature study undertaken in chapter two discusses the problems regarding school governance capacity building tried in other countries. The two instruments were used to gauge the opinions of the school governing bodies’ capacity in respect of school governance. Their responses to the questionnaire were analysed by means of multivariate and univariate statistical tests.

From the sixty two questions, twenty were selected for the purpose of further qualitative analysis. The sixty two questions were then reduced to three factors using two consecutive factor analytic procedures:

- Factor 1- competent school governance.
- Factor 2- accountable collaborative school governance; and
• Factor 3- selection criteria.

The competent school governance factor consists of 39 questions with a Cronbach - Alpha reliability coefficient of 0,9412. The accountable collaborative school governance factor consists of 20 questions with a Cronbach-Alpha reliability coefficient of 0,8684. Selection criteria consist of three questions with a Cronbach-Alpha reliability coefficient of 0,559.

Multivariate and univariate statistical analyses were used to test the various hypotheses regarding school governance capacity building. Significant statistical differences between the mean score of two independent groups were investigated using Hotelling’s $T^2$ test and the Student t-test. Three or more independent groups were first tested at the multivariate level using MANOVA (multivariate analysis of variance). Any differences found at this level were further investigated using the ANOVA (analysis of variance) test at the univariate level. Pair-wise differences were investigated using the Dunette T3 or Scheffé test.

Focus group interviews were also conducted because of the poor response to the questionnaires. Ten questions were developed around school governance capacity building which were used during the focus group interviews. The analysis of the data obtained from the focus group interviews clearly indicated a lack of capacity on the part of the three main components of the school governing body namely – parents, non-educators and learners.

The following important recommendations emanated from this research:

- School governance capacity building is a crucial necessity.
- According to the findings of the research, respondents exposed a lack of capacity in their governance. Respondents also believe that they would have been better SGB’s if they had the necessary training workshops.
• It is therefore necessary that the SGB’s are empowered, developed and that they have the expertise and skills to perform their essential functions.

• To comply with the South African Schools Act, Act no. 84 of 1996, chapter 19 (1), it is the duty of the HOD to see to it that the SGB’s are capacitated.
OPSOMMING

Die oogmerk van hierdie proefskrif was om op 'n kwalitatiewe en kwantitatiewe wyse ondersoek in te stel na die kapasiteitsversterking van skole se beheerliggame met die oog op doeltreffende skoolbestuur, in die Witbankdistrik Mpumalangaprosinsie.

'n Literatuuronderzoek is onderneem en dit het duidelijk geword dat daar, teen die agtergrond van doeltreffende skoolbeheer, 'n definitiewe behoefte aan meer spesifieke en toepaslike kapasiteitsversterking vir skoolbeheerliggame bestaan. Verder het die belangrikheid van kapasiteitsversterking as 'n aspek van skoolbeheer en die implikasies daarvan vir doeltreffende skoolbestuurs' sterk na vore gekom.

'n Empiriese studie is onderneem. In hierdie navorsing is daar van'n vraelys en van fokusgroepponderhoude gebruik gemaak. Die navorsingsontwerp is in hoofstuk vier bespreek. Hoofstuk vyf bevat die analise en interpretasie van die vraelys en die fokusgroepponderhoude.

'n Literatuurstudie is in hoofstuk twee onderneem waarin die probleme wat ten opsigte van die kapasiteitsversterking vir skoolbeheer wat in ander lande toepas is, behandel word. Twee instrumente is gebruik om die menings van skoolbeheerliggame ten opsigte van die kapasiteitsversterking van skoolbeheer te bepaal. Hulle response is met behulp van enkel en meervoudige statistiese toetse ontleed.

Vir die doel van verdere kwalitatiewe analise is 20 uit die 62 vrae gekies. Die 62 vrae is verder deur middel van twee opeenvolgende faktoranalitiese prosedures tot drie faktore gereduseer:

Faktor 1: Bekwame skoolbestuur bestaande uit 39 vrae wat 'n Cronbach-Alpha betroubaarheidskoëffisiënt van 0,9412 gehad het.

VII
Faktor 2: Verantwoordbare, samewerkende skoolbestuur met 20 vrae en 'n Cronbach-Alpha betroubaarheidskoëffisiënt van 0,8684; en

Faktor 3: Seleksiecriteria bestaande uit drie vrae met 'n Cronbach-Alpha betroubaarheidskoëffisiënt van 0,559.

Meeveranderlike en enkelveranderlike statistiese analises is gebruik om die verschillende hipoteses aangaande die kapasiteitsversterking van skoolbeheerliggame te toets. Beduidende statistiese verskille tussen die gemiddelde telling van twee onafhanklike groepe is met behulp van Hotelling se T2-toets en die Student t-toets gedoen. Drie of meer onafhanklike groepe is eers op die meerveranderlike vlak aan die hand van MANOVA (meervoudige analyse van -variansie) getoets. Enige verskille wat op hierdie vlak gevind is, is verder ondersoek met behulp van die ANOVA- (analise van variansie) toets op die enkelveranderlike vlak. Paarsgewyse verskille is met die Scheffé- of Dunnett-T3-toetse ontleed.

Vanweë die swak respons op die vraelyste is fokusgroeponderhoude ook gevoer. Tien vrae is ontwikkel met betrekking tot die kapasiteitsversterking van skoolbeheer. Hierdie vrae is tydens die fokusgroeponderhoude gebruik. Die analyse van die data wat uit die fokusgroeponderhoude verkry is, het onteenseglik op 'n gebrek aan kapasiteit ten opsigte van drie drie hoofkomponente van die skoolbeheerliggaam, naamlik die ouers, nie-opvoeders en leerlinge gedui.

Die volgende belangrike aanbevelings het uit die navorsing na vore gekom:

- Kapasiteitsversterking vir skoolbeheer is van die uiterste belang.
- Op grond van die navorsingsbevindinge openbaar die respondentes 'n gebrek aan kapasiteit ten opsigte van skoolbeheer. Respondente glo ook dat hulle
beter skoolbeheerliggame kon gewees het as hulle die nodige opleidingswerkinkels oor skoolbeheer sou bygewoon het.

- Dit is daarom essensieel dat skoolbeheerliggame bemagtig en ontwikkel word, en dat hulle oor die kundigheid en vaardighede beskik om hulle noodsaaklike funksies te verrig.

- In ooreenstemming met die Suid-Afrikaanse Skolewet, Nr 84 van 1996, hoofstuk 19(1), is dit die taak van die Departementshoof om toe te sien dat skoolbeheerliggame die nodige kapasiteitsversterking ontvang.
# TABLE OF CONTENTS

Dedication i
Acknowledgement and gratitude ii
Message to the readers of this thesis iii
Summary iv
Opsomming vii
Table of content x
List of Figures, Tables, Schemes and Appendices xv

## CHAPTER ONE

**SCIENTIFIC FOUNDATION AND COURSE OF RESEARCH**

1.1 ORIENTATION 1
1.2 CONTEXTUALIZATION OF THE PROBLEM 4
1.2.1 Synopsis 8
1.3 STATEMENT OF THE PROBLEM 8
1.4 AIMS OF THE RESEARCH 9
1.5 RESEARCH METHODOLOGY 9
1.6 CLARIFICATION OF CONCEPTS 10
CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL BACKGROUND OF THE RESEARCH

2.1 INTRODUCTION 15

2.2 LITERATURE REVIEW 18

2.2.1 General 18

2.2.2 International perspective 20

2.2.2.1 The United States of America (USA) 21

2.2.2.1.1 The Kentucky initiative – Kentucky Educational Reform Act of 1990 (KERA) 21

2.2.2.2 Great Britain, New Zealand and Canada 22

2.2.2.3 Germany – The German Education Council (DBR) 22

2.2.2.4 England 23
CHAPTER THREE

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

3.2 THE PURPOSE OF QUANTITATIVE RESEARCH

3.2.1 The relationship of the researcher to the subject

3.3 THE STRUCTURED QUESTIONNAIRE AS AN INSTRUMENT OF RESEARCH

3.4 DISCUSSIONS OF QUESTIONS RELEVANT TO SCHOOL GOVERNANCE CAPACITY BUILDING

3.4.1 Summary

3.5 QUESTIONNAIRE DISTRIBUTION

3.5.1 Biographical details

3.6 AN ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA

3.6.1 Reliability and validity

3.7 HYPOTHESES

3.7.1 Comparison of two independent groups
3.7.1.1 Differences between male and female respondents as independent variable

3.7.1.2 Comparison of three or more independent groups

3.7.1.3 Difference between the representation in SGB groups in respect of the two factors

3.8 DISCUSSION OF THE MEAN SCORES OF THE VARIOUS INDEPENDENT GROUPS IN RESPECT OF COMPETENT SCHOOL GOVERNANCE AND ACCOUNTABLE COLLABORATIVE SCHOOL GOVERNANCE

3.8.1 Discussion of the mean scores represented in Table 3.28

3.8.2 Competent school governance

3.8.3 Accountable collaborative school governance

3.8.4 Summary in respect of the three factors that constitute school governance capacity building

3.9 CONCLUSION

CHAPTER FOUR

RESEARCH METHOD AND COLLECTION OF DATA

4.1 INTRODUCTION

4.2 PARAMETERS OF THE RESEARCH

4.2.1. Frame work
4.2.2. Participants 102
4.2.3. Statement of the problem and aims of the research 102
4.2.4. Procedure 102
4.3. THE FOCUS GROUP INTERVIEWS AS A TOOL FOR QUALITATIVE RESEARCH 103
4.4. THE FOCUS GROUP INTERVIEW AS A DATA COLLECTING INSTRUMENT 104
4.4.1. Characteristics of focus groups 104
4.4.2. Advantages of focus group interviews 105
4.4.3. Limitations of focus group interviews 107
4.5. DATA ANALYSIS IN THE QUALITATIVE RESEARCH PARADIGM 108
4.6. PROTOCOL: QUALITATIVE APPROACH AND DATA ANALYSIS 108
4.7. THE RESEARCH PROJECT 109
4.7.1. Selection 110
4.7.2. Participation 110
4.7.3. Group sessions 110
4.7.4. Environment 110
4.7.5. Access and entry 111
CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

5.1 INTRODUCTION

5.2 THEMES AND CATEGORIES IDENTIFIED THROUGH DATA ANALYSIS

5.2.1 A discussion of the themes

5.2.2 Principals’ views about other stakeholders

5.2.3 Parents’ views about other stakeholders

5.2.4 Learners’ views about other stakeholders

5.3 KVALE’S THREE LEVELS OF INTERPRETATIONS

5.4 DIAGRAMATICAL INTERPRETATION OF THE FOCUS GROUP INTERVIEWS

5.4.1 Phase 1: Broad analysis
5.4.2 Phase 2: Refined analysis 126
5.4.3 Phase 3: Final analysis 126
5.5 FACTORS INFLUENCING CAPACITY BUILDING OF SGB’S 126
5.6 CONCLUSION 135

CHAPTER SIX

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION 136
6.2. SUMMARY 138
6.3. FINDINGS 140
6.3.1. Findings from the literature 140
6.3.2. Findings from the structured questionnaire 141
6.4. RECOMMENDATIONS 145
6.5. RECOMMENDATIONS FOR FURTHER RESEARCH 149
6.6. CONCLUSION 149

BIBLIOGRAPHY 151

LIST OF FIGURES, TABLES, SCHEMES AND PROTOCOL

1. FIGURES
   2.1 Getzels and Guba’s model of social behaviour 31
   2.2 Maslow’s hierarchy of needs 32
2.3 Six steps to good school governance

2.4 A development planning cycle

2. TABLES

2.1 Strategies for knowing the school better

3.1 Items associated with school governance

3.2 Distribution of responses for school governance

3.3 Representation in the school governing body

3.4 Ages of respondents

3.5 Gender

3.6 Area in which the school is situated

3.7 Educational qualifications

3.8 Circuit where the school is situated

3.9 Mother tongue

3.10 Employment status

3.11 Type of the school

3.12 Years in school governance

3.13 Gross income

3.14 Learner enrolment

3.15 Attendance

3.16 Image of the school

3.17 Relationship of the SGB and the principal

3.18 (a) Stakeholders

3.18 (b) Stakeholders’ involvement

3.19 Level of support from the District

3.21 Items associated with Factor 1: Competent school2
3.22 Items associated with Factor 2: Accountable collaborative school governance

3.23 Items associated with Factor 3: Selection criteria

3.24 Hypotheses with male and female members respondents as independent variable

3.25 Significant differences between male and female respondents of the SGB’s regarding the following two factors

3.26 Hypotheses with representative groups on the SGB as an independent variable

5.1 Themes and categories

3. SCHEMES

5.1 Factors influencing capacity building of SGB’s

5.2 Final report on factors and their underlying themes that constitute the capacity building of SGB’s
APPENDICES

A. Target schools in the Witbank District 159
B. Focus group interviews 164
C. Protocol- A transcription of the tape recordings 166
D. A memorandum to principals 208
E. A memorandum to the District Head- Witbank 210
F. Research questionnaire 212
G. Research Protocol 214
CHAPTER ONE

SCIENTIFIC FOUNDATION AND COURSE OF RESEARCH

1.1 ORIENTATION

Whether one views education from an economic, social, cultural or civic point of view, the education of the young is critically important in society. No proof is required to show the importance of education in the South African society, or its significance to government. The legitimate, indeed compelling, interest of the state in the education of the young is known and understood by all informed citizens (Jones, 1986:592-594).

For the first time in South Africa's history, a government has the mandate to plan the development of the education and training system for the benefit of the country and its people as a whole. The challenge the government faces is to create a system that will fulfil the vision to "open the doors of learning and culture to all". The paramount task (RSA, 1995(a):17) is to build a just and equitable system which provides good quality education and training to learners, young and old, throughout the country.

Unavoidably, because inequality is so deep-rooted in the South African educational history and dominates the present provision of schooling, a new policy for school provision (RSA, 1995(a):2), must be a policy for increasing access and retention of black learners. This may facilitate the achieving of equity in public funding, eliminate illegal discrimination, create democratic governance, rehabilitate schools and raise the quality of performance (RSA, 1996: 15 and Castetter, 1986:75).

According to the old dispensation, school governance and school management was not an important issue in the majority of schools. This
was shown by the then parent teacher association/parent teacher, student association (PTA/PTSA) system which was put in place. These bodies had no legal powers and were put in place by the Department of Education as watchdogs or rather "toothless dogs". They had no power for decision-making or even power to "hire and fire". They had no ownership of their institutions.

Most of the principals, if not all, had no training concerning school management. They had few basic management skills. They had to manage their schools through the trial and error method, which was at times, very costly to the department, and worse still, wasted a great deal of the learners' time. In respect of capacity-building of the then PTSA no attempts were made to train them but they were expected to organise fund-raising campaigns, help market their schools, improve and maintain school buildings, help educators to improve the quality of education and assist with parental involvement. In addition to this they were expected to improve their own level of education through the "night schools" which were also largely ineffective. It was no wonder to find that school governance in black schools was mostly a "nightmare" as it was almost non-existent (Archer, 1997: 70 and Babbie, 1990:35)

In the Provincial Gazette Extraordinary-Premier's Notices (Vol. 2 Nelspruit, 29 December 1995 - No 111 pp. 14-16), the whole of chapter four is devoted to school governance. This chapter attempts to provide a distinction between governance and management.

According to this document (ibid) people involved in school governance are responsible for guiding or overseeing what is happening in the school - how then could the "blind" PTSA possibly lead an education institution? In addition, they are also expected to:

- Establish the general policy or guidelines according to which the school must function;
- interact (or communicate) with stake-holders that are affected by such a policy; and
- monitor or check that the school remains on the course that was established (Macbeth, 1989:75).

These same people are also expected to know that governance and management do not mean the same thing although they are related. They must realise that the essential difference is that school governance is the responsibility of the governing body which has to accept responsibility for implementing policies within the school as a whole, whilst management, which is also involved with the implementation of school policy, is the responsibility of the school principal and the members of his/her professional staff (Premiers Notice; 1995:14-16).

This distinction, however, appears to be very superficial and the distinction between governance and management needs to be clarified. If these two concepts are not clarified, it could lead to friction between the governing body and the professional teaching staff.

The ineffectiveness of the PTSA's in the old dispensation was partially shown by the poor scholastic results in black schools. There was also the poor and ineffective management of schools which resulted in parents or learners dismissing principals for supposed poor management. In addition, many school buildings were dilapidated or vandalised and maintenance was left in abeyance. This lack of maintenance was often due to weak management skills (Mseleku, 1997:10).

The above-mentioned aspects are but a few areas which were neglected and which show that school governance capacity-building is essential. The poor senior certificate examination results of today (1990-1997), appear to be just the "tip of the iceberg" (Dube, 1997:141).
From the arguments above, and from many other reasons, it is evident that the education ministry has three important issues to address in the total transformation of education in South Africa, namely the:

- review of the structure of the school system;
- governance; and
- funding of the schools.

Of the three issues, this research will concentrate on the aspect of school governance.

The term “School Governing Body” will therefore be used as a general form to describe governance in all categories of schools. This particular research, will however concentrate on governance capacity-building in public schools.

The South African Schools Act (RSA, 1996) maintains that in many areas parents have for generations been denied the opportunity to participate in school level governance and in some communities there is little interest expressed by parents in performing what they perceive to be the “government's role”. In other areas, however, parents and communities have for many years participated in school governance structures and have come to regard it as their right.

There appears to be a paradox in the area of school governance capacity-building which needs clarification.

1.2 CONTEXTUALIZATION OF THE PROBLEM

In this chapter, it is necessary to consider the findings of some recent studies of beginner school governing bodies. The purpose is, amongst
other things, to consider the ways in which this information could lead programmes to focus their efforts on educational leaders. Such information can promote the planning of effective learning programmes for those who have moved into the office of school governance for the first time.

Daresh and Playko (1992:89) indicates that there is a major difference in the needs of educators and school governing bodies. Traditionally, scholars have not spent much time researching the issue of how people become members of school governing bodies.

Instead, research has more typically been directed at what practicing governing bodies do, or are supposed to do on the job. Despite this limitation on the quality of data, some fairly strong statements relating to how people move into school governance in the form of school governing bodies, emerge.

Daresh and Playko, (1992:28) maintain that research concerning initial socialization of school governing bodies, makes it clear that any type of support, such as formalized entry-year programs, would be most welcome. Unfortunately only sporadic activities have been designed to assist new school governing bodies in respect of their governance.

From the above statement, it is clear that problems which first year SGB’s face, will also affect the governance of the school. Amongst some of the investigations have been small scale studies conducted by Nockels (1981), Tunner (1981) and Diederich (1988). A common finding of these investigations, which corroborated a broader study by Duke (1988) and Frase (1993), has been that the SGB’s entry year may be characterized as a time full of anxiety, frustration, and self-doubt (Daresh and Playko, 1992:90).
In the United States of America, a study of beginner school governing bodies in Ohio, conducted by Daresh (1986) found that the concerns of school governing bodies (SGB's) arise in three distinct areas, namely:

- problems with role clarification (understanding who they are now that they are SGB members, and how they are supposed to make use of their authority);
- limitations on technical expertise (how to do the things they are supposed to do, according to their job descriptions); and
- difficulties with socialization in the profession and individual school systems (learning how to do the things in a particular setting - commonly known as learning the ropes!).

In a project sponsored by the Oregon Society Study Council, Anderson (1984), set out to identify some of the most important themes related to induction programs for school governing bodies. He developed the following list of recommended practices for school systems that are interested in establishing research-based entry-year programs for school governing bodies (Frase, 1993:110):

- entry-year programs will be more effective if they are initiated in conjunction with locally developed pre-service preparation activities that are carried out for aspiring SGB's who are identified in the individual school systems;
- local school systems that have sophisticated techniques in place designed to identify and select talented future SGB's should be utilized;
- entry-year programs need to include comprehensive activities designed to orientate the new SGB's to the characteristics of particular school systems; and
- mentor systems designed specifically for the needs of beginner school governing bodies need to be introduced.

In addition to the general areas of concern for beginner SGB's that have
been identified through the research (Daresh and Playko, 1992:92), some additional listing of critical skills are needed for new leaders.

Having considered how difficult the process of educational reform is, the assumption is made that system and policy change in South Africa will take the form of negotiations concerning education and the distribution and extent of control over the key resources of power, wealth and expertise.

The PTSA's with little or no management skills, could hardly be expected to govern the schools. Many principals are similarly ill-equipped with the necessary management skills. It is no wonder that there is a poor culture of teaching and learning in most of these schools.

Since 1976, the focus of power steadily shifted to black communities and effective governance broke down in many areas, particularly in black urban education (Hofmeyer, 1987). It is clear that there were many ambiguities and problems surrounding the governance of South African education structures and between departmental policy and practice.

From the above brief historical exposition of South Africa's educational system, one understands why school governance at our public schools in general, and in Black schools in particular, is poor - there were schools where principals were ordered to leave their schools by either the learners or parents because of ineffective school governance. This research will highlight the prevailing governance problems at schools and it aspires to generate some recommendations on how school governance capacity building could be achieved for effective school management.

In this research a variety of viewpoints and perspectives will be reflected due to various schools of thought and different points of departure. Academic discussion will be stimulated by creating an awareness of
different points of view although there is more consensus than differences. Differences are necessary for the development of scientific thought.

1.2.1 Synopsis

In respect of the historical legacy of apartheid, South Africa has suffered an education system characterised by racial inequality and segregation. This system of racial inequality was also characterised by unequal educator - learner ratio's, unqualified educators and disproportionate expenditure. Furthermore, the segregation resulted in fifteen(15) departments of education, geographically and ethnically based and characterised by vast inequalities. In respect of school governance and funding this resulted in governance of extremely poor quality especially in the rural and farm schools.

The above synopsis leads the researcher to an attempt to state the problem of the research project.

1.3 STATEMENT OF THE PROBLEM

Having contextualised the problem, it is necessary to focus the research problem by means of a number of questions namely:

- what essential features are associated with the concept of capacity building of school governing bodies?
- according to the perceptions of principals, educators, non-educators, parents and learners, in which aspect of governance do governing bodies need training?
- can guidelines be provided to assist governing bodies in respect of capacity building which could promote the effectiveness of school management and governance.
1.4 AIMS OF THE RESEARCH

In order to find solutions to the questions posed above the aims of this research project are to:

- investigate the possibilities of capacity building in respect of governing bodies;
- determine the perceptions of principals, educators, non-educators, parents and learners as to which aspect of governance do governing bodies need the most training on; and
- provide guidelines to assist in the training of governing bodies in order to promote the effectiveness of school management governance.

1.5 RESEARCH METHODOLOGY

The essential aspects which will enhance the capacity building capability of governing bodies will be researched by means of a literature survey. References relevant to public schools will be reviewed. The objective of the literature survey will be to formulate the framework around which the concept of school governance capacity building for governing bodies can be formulated. Government Gazettes, the South African Schools Act, the Mpumalanga Province School Act, Educational White Papers, guidelines emanating from the Mpumalanga Province and the Witbank District Offices of Education and appropriate articles will be utilised.

To supplement the literature survey, an empirical investigation involving the use of questionnaires will be used. The poor response to the questionnaires later necessitated the use of focus group interviews. Different focus groups involving parents, educators, non-educators, learners and co-opted external stakeholders were used in order to gather opinions in order to identify the causes of ineffective school governing bodies and possible guidelines for capacity building for the school
Having stated the research problem, the aims of the research and the methodology to be used a clarification of concepts used regularly in this research will be provided.

1.6 CLARIFICATION OF CONCEPTS

1.6.1 School Governance

School Governance seems to be concerned with the formulation and adoption of policy and management for the day-to-day delivery of education. Generally, stakeholder groupings should be involved where policy matters are decided, while the day-to-day decisions about the administration and organisation, and activities supporting teaching and learning in the school should be the domain of the professional staff, although stakeholders should have the right to comment on, and make suggestions with regard to such decisions (De Marrais and Le Compte, 1995:52; Mouton and Marais, 1994:162-165).

1.6.2 Capacity building.

Capacity building is defined as the power to act. Capacity building is directed to community improvement and entails the development of both the material and human resources (the knowledge, skills and attitudes) necessary for effective governance and management (De Marrais and Le Compte, 1995:97). Aspin (1994:85) defines capacity building as a process of focusing on the needs of the individual and encouraging self-responsibility by altering self-limiting beliefs and perceptions.

The aspects of capacity building will be the following according to the World Book Dictionary (1989) and Oxford Advanced Learners

- COMPETENCY which refers to quality of performance, ability, authority, being competent or properly qualified (see Questions B10, 13, 36, 22, 34, 7).
- EMPOWERMENT which refers to assuming power, commission or to enable one to do something (see Questions B3, 30).
- DEVELOPMENT which refers to growth, result, an outcome or advancement (see Question B 25).
- SKILL which refers to ability gained by practice or knowledge, expertness or proficiency (see Questions B41, 26, 2, 42, 58, 9, 50); and
- TRAINING which refers to learning through practice (see Questions B11, 21, 16, 14, 29).

Concisely capacity building refers to:

- the ability to receive and hold
- ability to stand some force;
- ability to learn or do;
- mental power or fitness;
- the ability to deal with problems;
- the ability to administer work;
- the physical power or ability to produce; and
- the legal power or right, qualification.

It is therefore imperative that people elected to serve in school governing bodies should have the above qualities to be effective in their schools.

1.6.3 Effective

In the context of this thesis, “effective” would be for school governing bodies to do the right things correctly. In an effective educational management practice, the educational leader must manage the right things in the correct manner (Van der Westhuizen, 1991: Preface)
1.6.4 Management

Management is concerned with the day-to-day decisions about the administration, organisation and activities supporting teaching and learning in the school. This is the responsibility of the professional staff, although the stakeholders should have the right to comment and make suggestions regarding such decisions (Street, 1997:20).

Daresh and Playko (1992:91), when referring to capacity building in respect of school governing bodies, maintain that a lesson that needs to be learned early in a person's career, is that, success, as a school governing body, is often founded on the ability to seek support from other people. They further proceed to suggest that people should receive a great deal of hands-on learning in administrative tasks and responsibilities before they ever accept any position in the governing body.

The clarification of the above concepts regarding school governance capacity building further impacts on the significance of this research as would be witnessed below.

1.7 RESEARCH ASSUMPTIONS

For the research to be able to conceptualise the real problem of the research project, the following assumptions in respect of school governance capacity building serve to guide this research:

- effective school governance may be enhanced if the literacy level in a community is sufficiently above grade seven to effect capacity building programmes;
- if all stakeholders share the same vision and mission about education and are committed to promoting it, they will refine elections to
produce suitable people as members of the school governing body;

- school governance capacity building should include all parents because knowledge created in interaction among parents, is of a permanent nature; and

- if people, for example the media, enact school governance in their different situations, they may produce more effective governing bodies.

1.8 POSSIBLE LIMITATIONS OF THE STUDY

"School governance capacity building: implications for effective school management", is a broad topic and as such may not go without possible limitations.

The following are the envisaged possible limitations of the study:

- the size of the Witbank District, that is, its remoteness, may pose a serious limitation to this study;

- the time frame of the study - two years is a limited period of time to research this topic;

- the multicultural and multi-racial stance of the district communities may make data collection difficult, some communities may restrict entrance by making use of the so called Gatekeepers, (Neuman, 1997:460) who control access to data;

- limitations in respect of the biographical information by omission Neuman (1997:437);

- lack of total commitment from the top management may limit the study as management fear exposure;

- some SGB's may refuse the researcher access to their meetings as envisaged by Neuman (1997:460) when he maintains that powerful groups in a society may try to restrict free scientific inquiry;

- members of the SGB may not have the sufficient educational background to answer questions; and
night meetings of the SGB may pose a problem to the researcher and as such limit the authenticity of the study.

1.9 CONCLUSION

In this chapter, the background of the problem, the statement of the problem, the significance of the study, the aims of the study, the definition and clarification of concepts, the assumptions, research methodology and limitations of the study were discussed.

In order to realise the aims and objectives of the research, a qualitative approach will be implemented to explore and describe the experience and capacity of school governing bodies in the Witbank District Department of Education and Training. The aim of the study will be to develop a new insight into the phenomenon “school governance” and to increase their understanding about the experience namely, incapacity. It is believed that such understanding will improve the practice of school governance by developing capacity building programmes which will be developed specifically to meet the needs of school governing bodies in the Mpumalanga Province in General and in the Department of Education and Training - Witbank District, in particular.

The second chapter will deal with the literature review and the conceptual background of this study, namely school governance capacity building.
CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL BACKGROUND OF THE RESEARCH

2.1 INTRODUCTION

In the previous chapter, the nature and scope of the problem under investigation in this research, was highlighted. This chapter will give the essential theoretical background which will serve as a frame of reference throughout the rest of the research project.

This research holds that school governance capacity building is a phenomenon directed towards achieving certain clearly defined goals such as effective management. It is imperative and logical, therefore, if SGB's are to display capacity - skills, knowledge and understanding - in their governance, that they must have well-grounded skills, knowledge and understanding about the destination, that is, the goal to where they are leading their institutions. Emphasising this point, Deem, Brehony and Heath (1995:10) state that when SGB’s have a clear idea of the goal towards which their existential efforts are directed, they will not only come to know the educators with all their possibilities and limitations, ways and means, but they should also be able to plan consciously to enable the entire membership to realise the set aims. A clear profound knowledge and relentless effort by the membership to enable the governing body to achieve the set goals, is important for school governance (Ritzer, 1996:132 and Van der Westhuizen, 1993:101).

This investigation undertakes to establish firstly, the extent to which SGB’s were grounded in overall knowledge of school governance as well as in the underlying principles (philosophical foundations) that underpin school governance and capacity building.
Secondly, the extent to which the officials, (principals, circuit managers and district heads) who are charged with the duties of capacitating SGB’s, were successful in their endeavour.

In the South African context, school governance capacity building means the development of members of the governing bodies in meeting the basic governance needs, that is, empowering them so that they can assume responsibility for their own development.

The South African Schools Act (SASA) (RSA, 1996:14-16) expects the school governing bodies (SGB’s) to perform the following functions:

a. promote the best interest of the school - for quality education (see QB1, 7, 40, 43, 45, 55);

b. adopt a constitution (see QB3, 20, 23, 32, 47, 49, 50);

c. develop a mission statement for the school (see QB13);

d. adopt a code of conduct for learners (see QB28, 30);

e. support the principal and educators (see QB12, 17, 34, 36, 47);

f. determine times for the school (see QB30, 35);

g. administer and control the school property (see QB40, 41, 46);

h. encourage parents, learners, educators and other staff to render voluntary service (see QB 6);

i. recommend to the head of department the appointment of educators at the school (see QB4, 9, 31, 51);

j. recommend to the head of department the appointment of non-educator staff in the school (see QB9, 10, 26, 37);

k. request of the head of department the use of the school for educational programmes not conducted by the school (see QB8, 26, 41, 45);

l. discharge all other functions imposed upon the SGB by or under this Act; (see QB10, 50);

m. discharge other functions consistent with this Act (see QB9, 23, 48,
Section 19(1) of the SASA (RSA, 1996), states that out of funds appropriated for this purpose by the provincial legislature, the Head of Department must establish a programme to:

(a) provide introductory training for newly elected governing bodies to enable them to perform their functions (see QB27,33); and
(b) provide continuing training to governing bodies to promote their effective performance of their functions or to enable them to assume additional functions (see QB11,16).

Further to the above section 18(2) states that the constitution of a public school must provide for:

1. a meeting of the governing body at least once every school term;
2. meeting of the governing body with parents, learners, educators and other staff at the school, respectively at least once a year;
3. recording and keeping of minutes of governing body meetings;
4. making available such minutes for inspection by the Head of Department; and
5. rendering a report on its activities to parents, learners, educators and other staff of the school at least once a year.

From the above functions it should be obvious that effective management of these functions can only be done by governing bodies that have the necessary knowledge, attitude and skills to do so. The researcher was motivated to investigate the capacity building of school governing bodies because of the belief that the members of the SGB's are presently not capacitated to be able to carry out these functions.

For the researcher to have an in depth knowledge about school governance and capacity building for school governing bodies, a well
2.2 LITERATURE REVIEW

The literature review will aim at providing a framework on which the concept of capacity building of the school governing body can be based. To start this process a general background is provided.

2.2.1 General

The research process will aim at gathering, collating and interpreting relevant information about school governance capacity building of SGB's via a literature survey. Relevant primary and secondary references will be reviewed. The objective of the literature survey will be to formulate the framework around the concept - school governance capacity building. Educational magazines, circulars and guidelines emanating from education departmental gazettes, the School's Act and articles will also be used.

Du Preez (1996: 9), in his doctoral thesis “Die doeltreffendheid van ouers van bestuursliggame by staatondersteunde skole” has a good exposition of parental involvement in school governing bodies. He successfully researched the effective functioning of these governing bodies – as opposed to this research on “School governance capacity building: implications for effective school management.”

The crux of his research problem was on greater parental involvement and whether these parents were able to manage the schools under their care properly or not. The crux of this research problem is whether these involved parents have or are well capacitated/empowered to handle the responsibilities or functions given to them effectively in managing their schools. Section 20 of the SASA which was Du Preez's problem and
which is the entire focus of this study that of, as he mentioned, uncertainty about the ability or expertise of some parents to accept responsibility; whether they are equipped with the necessary personal or managerial skills in order to meet the demands of the "ex-state-aided" schools. This researcher is working with public schools the vast majority which come from the previously disadvantaged communities (Tunica, 1995:75).

The question to be asked is: Do these involved parents have the knowledge and skills necessary for their compulsory functions? This includes, for example, skills for drawing up a constitution or formulating a mission statement. Du Preez found that in the ex-state aided schools the governing bodies were mostly able to perform these functions. This research is, however, of the opinion that schools in the previously disadvantaged communities do not have the necessary knowledge, skills and attitudes to enable them to perform these functions. This necessitated an investigation into school governance capacity building as it is important that SGB's of the previously disadvantaged communities be capacitated to perform these functions.

In the next section the way in which other countries experienced this problem is reviewed.

From the research done by Kgobe(1999:35)- a report of case studies presented to the Education 2000 Plus conference in Johannesburg - August 1999, 18 case studies were presented – I would like to cite a few examples of his findings to highlight the seriousness of the lack of capacity in some schools.

Most SGB's have reportedly had only one training session since their establishment – (1999:35).

- Some of the SGB's were not clear about their responsibilities – no
training had been provided thus far by the department – (1999:33).

- Both the teachers and principals expressed dissatisfaction at the lack of interest displayed by the parent component of the SGB, and felt that the school “carries” the SGB (1999:31).
- Teachers reported that the SGB did not know their roles and functions owing to inadequate training (1999:27).
- It appeared that some of the SGB’s responsibilities were carried out by the SMT (1999:25).
- They also charged that the SGB was ineffective (1999:23).
- Parents felt that the roles and functions of the SGB were not well defined and that this resulted in confusion (1999:21).
- It appeared as if the SGB served as a consultative body rather than a body that is central to decision-making at the school, this suggests that the training received by the SGB is inadequate to prepare them to be assertive and responsible leaders (1999:17).
- Generally, stakeholders are ignorant of documents and their implications as for example the norms and standards for school funding (1998) (1999:13).
- A serious problem that was highlighted was that the members of many of the SGB’s had had no training or induction into their position (1999:10).

Having provided a brief background to some of the problems experienced with the implementation of SGB’s in South Africa it is necessary to review some aspects of the international scenario.

2.2.2 International perspective

Internationally learners are referred to as pupils and educators as teachers. For the international perspective the writer will thus speak of pupils and teachers and the discussion will start with the United States of America(USA).
2.2.2.1 The United States of America (USA)

The heart of the reform legislation in the United States of America was the transfer of considerable power and decision-making authority from the central office to the local school council. This local school council consisted of 11 members: the principal, two teachers, six parents and two community members. All members, except the principal, were elected by their peers – there were no student representatives.

The Chicago Principal’s Association challenged the composition of the school bodies on the basis that parents were vested with too much power and authority, which seriously undermined their positions. Despite radical reform legislation and transfer of considerable power to local school councils, there has scarcely been any demonstrable progress on outcome goals. Chicago schools continue to rank very low by national standards (McGregor 1992:75-80).

2.2.2.1.1 The Kentucky initiative – Kentucky Education Reform Act of 1990 (KERA).

In terms of KERA, the establishment of school-based decision-making (SBDM) councils in every public school was made mandatory. The council consisted of the principal, three teacher representatives and two parent representatives, but no student representative and non-teaching staff. Secondary schools, however, often added students as non-voting members.

The fact that there were fewer parents than teachers on the councils, has drawn some criticism though this did not produce any results. This proposal was not supported by the Kentucky education association, the state's largest teachers’ union, who want teachers to maintain a majority
on the council because of their expertise and specialised training (Squelch, in De Groof and Malherbe, 1994:104-105). Thus although there is differing amounts of involvement in the USA it seems as if there is considerable opposition from teachers. Pupils appear to have little say in school governance.

The USA teachers, though they were in the majority, they felt not satisfied and needed more representation in the council. Their representation will be compared to what happened in Great Britain, New Zealand, and Canada.

2.2.2.2 Great Britain, New Zealand and Canada

Over the past several years, Great Britain, New Zealand, some areas of Australia and much of Canada have embraced various degrees of devolution of authority to the school site as a major part of their school reform efforts. This devolution of power to school site compares favourably with what has happened in South Africa the notable difference could be that the members of the SGB’s are not ready to take up the challenge. It is therefore necessary for the building of capacity with the SGB’s to face the challenge. Devolution of power should go hand in hand with capacity building.

The system of Great Britain, New Zealand and Canada will further be compared to Germany to see how their schools were governed.

2.2.2.3 Germany – The German Education Council (DBR)

In Germany, the state of education has become so complex that it was almost impossible to exercise central control over social institutions as complex as the modern school. A democratic society demands that schools should make their own decisions about internal matters.
However, it is essential that teachers are well informed regarding existing legislation in education.

One of the greatest responsibilities of schools is to involve teachers, pupils, parents and other social entities who have an interest in education. It is universally accepted that educational institutions (see Factor 2) should not make decisions without taking into account the opinions of those who are involved in their activities. All schools in Germany have to have a parents' school council with a membership of between three to 20 which is elected for a period of two school years. This council discusses educational matters concerning the entire school (Dekker, and Lemmer 1993:82).

As is the case in most English schools, German pupils can voice their own opinions through pupils representative councils. However, in Germany these councils and their duties are more formally structured. They act in an advisory capacity regarding matters of interest to pupils (see Factor 1). They can also express their opinion on matters of principle or other general educational concerns and negotiate with the minister of education through their chairman (Mōnikes 1991; in Dekker, and Lemmer 1993:83).

It is interesting to see that the German institutions had a council with a good representation of parents, teachers and pupils. All these components were actively involved in the decision making process. In the next country – England, one will try to find out how the three components were involved in the school.

2.2.2.4 England

The legislative developments in England over the past ten decades provide another interesting example of the movement towards co-
operative and self-governance. It was the Taylor report of 1977 (A new partnership for schools) that provided the most recommendations of decision-making powers (see Factor 2). It called for the schools to have their own representative governing body that exercised full authority and decision making about the way the school operates. In terms of representation, the Taylor report favoured a structure which would offer equal representation of different groups (teachers, parents, older students, leaders and community representatives).

The governing body is composed of five parent's governors, one but not more than two teachers, the principal and a number of foundation or first governors. There are no student governors. What England really came up with was the creation and devolution of powers to the governors. This exposition will be compared to what was happening in Canada as far as school governance is concerned.

2.2.2.5 Canada – The shift towards a school council

In most Western industrialized countries, during the 1990's and the latter part of the 1980's, there has been almost universal agreement that education is in crisis and reform was urgently needed. The means of achieving reform has focussed on two initiatives: Firstly, increasing parental involvement, and secondly, implementing school-based decision making (school governance) (see Factor 2). These two initiatives have generally been linked in a new structure, often known as school council. In Canada the concept of shifting authority to the school site and increasing parental and community involvement are receiving increased attention. In an overview of education in Canada, Lemington and Orpwood (1993) maintain that “Across the country, the tide of education reform now runs towards greater local autonomy for schools!” The status of school councils varies across Canada. All provinces embrace the concept of school councils as one facet of the movement to increase
parental and community involvement. The committee must also provide
the principal with opinions on the school's annual budget. Since 1990,
councils have considerable decision-making authority at the school level
and also make recommendations to the school board.

In summary, all Canadian provinces have, or are moving towards, the
establishment of school councils in an effort to increase parental and
community involvement in education. However the majority of these
councils are accorded an advisory status only.

From the international perspective one realises the devolution of power
to the institutions which allowed the councils to take decisions on
matters pertained to their institutions and the structure of the councils
which, in most countries included the learner component. From this
exposition the South African perspective will be looked at and compared
for better composition and capacity building of the school governing
body.

2.2.2.6 India - Local level Governance structure

For the purpose of general administration districts in India are further
divided into sub districts (known as sub-divisions), blocks and
villages. In Rajasthan these officers work for the elected local
authorities which have been delegated responsibility for management
of rural primary schools.

In recent years, governments at the centre and in states have
encouraged and supported the formation of village education
committees (VECs) consisting of representatives of the local
community, especially women and members of disadvantaged
sections, and teachers to improve the infrastructure and functioning
of primary schools. In educationally advanced states, parent-
contribution to better school management (Singh, 1995:4).

2.2.3 The South African perspective

The South African Schools Act (no 84 of 1996) refers to pupils as learners and teachers as educators. From a South African perspective the writer will thus speak of learners and educators. For all practical purposes learners and pupils and educators and teachers will be regarded as synonymous.

2.2.3.1 Introduction

School based management is a world-wide phenomenon and already common practice in the United States, much of Europe and in Australia (Heystek, in De Groof and Malherbe, 1997:145). This contribution focuses on school based management in South Africa – can school based management be effectively implemented here, and what are the reasons for implementing it? Certain problems can be anticipated with the implementation of school-based management as will be indicated and guidelines will also be offered to solve such problems.

It would appear that in most countries the implementation of school-based management occurred in interaction with some kind of changes in these countries. School-based management may be the most significant reform of the decade. It is a potential force for empowering educators and communities – yet no two people agree on what it is, how to do it, or why to do it (Heystek, in De Groof and Malherbe, 1997:145).

Large-scale changes in education have occurred in Australia, New Zealand, Europe, the United States and Canada. These changes have involved the government, the school and the community (in the latter case especially the parents). One of the most significant factors of the change has been the movement towards decentralisation in the
management of schools, in other words the movement towards school-based management, which appear to be a possible solution to the problem (see Factor 2). Other changes include the decentralisation of power to the schools, shared decision-making about resources and personnel, and greater accountability at local schools for the outcome of the education that is offered there (De Groof and Malherbe, 1997:145).

In Great Britain the chief reason for the implementation of school-based management arose from the need for more local control over the school – a need that was experienced by both principals and local communities (Heystek, in De Groof and Malherbe, 1997:145). The needs that they identified concerned the budget, personnel management, and the maintenance of the school and educational aids. The reason for implementing school-based management in the United States was the inability of the central education department to improve the standard of education, despite the huge amount of money that was spent on it.

School governing bodies in South Africa need to learn from other countries such as America and England. For better school governance the SGB’s should take heed of the two important factors found from this research, that is, the competent governance factor which necessitates the skills or competency of implementing the policies as stipulated in the Act and the accountable collaborative governance which is necessary for good leadership (see 3.3 and 3.6.1). Russ (1995) and Thody (1998) remarked on the importance of these two factors in what they referred to as “improving schools” (Russ:1995). Russ (ibid) maintains that schools may improve only when there is collaborative leadership, as well as collaborative staff development. He maintains that it is evident that all progressive schools shared what he has termed “improving schools”. Thody (1998) is of the opinion that in all types of management, shared responsibility is imperative. She maintains that a school principal has to be both a competent business executive and instructional leader,
while governance (SGB's) has to be aware of the needs of both the aspects of schooling in order to give appropriate advice and to monitor whether or not the principal and staff are achieving their targets—all schools are self-managing and the principals and governors are jointly responsible for managing human, financial and physical resources. This includes formulating the school's strategic plan and monitoring it to see that it is implemented (Shingler 1973:35).

Both the above reasons are also applicable to the school situation in South Africa. The cause for educational changes in South Africa, however, differed from that in other countries in the sense that it corresponded mainly with the change of government, which was more drastic than any previous changes in this country - even more than any post-electoral changes anywhere in the Western World (Heystek, in De Groof and Malherbe, 1997:145).

The success of the South African scenario will depend on competent school governance and the use of strategies such as accountable collaborative governance. In order to become competent and accountable one needs to start building capacity in the individual person first and then progress onto the groups within the school. A discussion of the individual and groups within the school as organisation is therefore necessary.

2.2.3.2 The individual and groups in organisations such as schools

Getzels and Guba (in Van der Westhuizen, 1991:87), see a school as a social system with two levels. The first level, is the level of a formal structure (nomothetic dimension). This level refers to the institution/school with different roles and expectations which, when realised, yield observable behaviour, in this case an effective school - the school must be conducive to learning. The second level is the personal
level (idiographic dimension) which consists of the individuals with their different personalities and their own personal expectations and who also should yield observable behaviour such as, for example, good scholastic results. The three questions that remain and which need further clarification will be; who are these individuals, and who are these groups in the idiographic dimension and who is the organisation in the nomothetic dimension?

2.2.3.3 Who are these individuals?

They are parents, educators, learners and non-educators who are either males or females. They are of different races, colour or creed and from diverse socio-economic backgrounds as well as from different affiliations and educational backgrounds found in the school community. They are best referred to as the idiographic dimension. In order for the governing body to function effectively it is necessary to capacitate these individuals with the required knowledge, skills and attitudes.

2.2.3.4 Who are the groups?

Each of the stakeholders forms a group, for example, the learners are the representatives of the Learners Representative Council (LRC); the educators, represent the teacher unions such as the National Professional Teachers' Organisation of South Africa (NAPTOSA), Suid Afrikaanse Onderwysunie (SAOU) South African Democratic Teachers Union (SADTU) and the parents represent the parents in the school community. All these groups have an interest in the school with their different need-dispositions which need optimal gratification (Huseman and Hatfield, 1990:42).

Individuals and groups who are driven by a need to satisfy their dispositions and to optimise their gratification, need the following
performance outcomes:

- a sense of accomplishment;
- a sense of confidence;
- a feeling of personal worth;
- a feeling of achievement; and
- a sense of competence (see for example Factor 1 and Table 3.20).

These individuals and groups, though coming from diverse affiliations, are all interested in their outcomes when serving on a social subsystem such as a school governing body. According to Getzels and Guba’s model, (see Figure 2.1) they would like to do challenging work; make use of their abilities; make important decisions; have responsibilities; and do meaningful work for the school (idiographic dimension) (see for example Factor 2 and Table 3.21). They will need to work together harmoniously and therefore strive to achieve interpersonal outcomes such as:

- the recognition for good work;
- a feeling of belonging;
- appreciation from others; and
- friendship on the job (Goodman et al 1978:57).

(Nomothetic dimension)

Figure 2.1: Getzels and Guba’s model of social behaviour (Van der Westhuizen, 1991:87).

Having gained some clarity on the groups present in the school, it is now necessary to investigate the organisation or the school itself.
2.2.3.5 Who is the organisation?

The institution/school is the organisation with roles and expectations and is referred to as the nomothetic dimension.

The importance of the social systems theory is that the behaviour of an individual is not an isolated aspect, but that human behaviour should always be viewed in conjunction with the organisation - the school. This view will impose certain demands on the leadership task of the principal as manager of the school, so that personal objectives and the organisation's objectives can be correlated so as to realise education and teaching as communal objectives (Van der Westhuizen, 1991:87; Badenhorst, 1992:74; and Calitz, 1987:60).

For individuals and groups to be competent and accountably collaborative in their organisation, motivation is needed. The motivation of individuals and groups will thus be briefly discussed.

2.2.4 Motivation of individuals and groups

The motivation of individuals and groups can be explained by using Maslow's motivation theory (as based on the following assumptions regarding human behaviour)

- there is always something for which someone is striving overtly or covertly, something he would like to have or an ideal he would like to fulfil;
- a need which has been fulfilled is no longer as compelling a factor as when unfulfilled; and
- needs can be arranged in five columns in hierarchical fashion or order of priority (see Figure 2.2).
Refined, “higher” needs: self-realisation  

Fulfilment of potential  
Achievement of ideals which is regarded as highest priority or calling. (see QB 12, 14, 44) 
(Vision and mission)

<table>
<thead>
<tr>
<th>Physiological</th>
<th>Security</th>
<th>Socialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Safety</td>
<td>Feeling of belonging</td>
</tr>
<tr>
<td>Clothing</td>
<td>Protection against: Uncertainty</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Shelter</td>
<td>Loss of income</td>
<td>Friendship (see QB 5, 17, 39, 54, 57, 58)</td>
</tr>
<tr>
<td>Rest peace</td>
<td>Sickness</td>
<td>(accountable collaboration)</td>
</tr>
<tr>
<td>(see QB 1, 7, 41, 45, 46)</td>
<td>Physical dangers (see QB 41, 45, 46)</td>
<td>(safe schools)</td>
</tr>
<tr>
<td>(situation conducive to learning)</td>
<td>Pride</td>
<td>Power</td>
</tr>
<tr>
<td></td>
<td>Socialisation</td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td>Feeling of belonging</td>
<td>Prestige</td>
</tr>
<tr>
<td></td>
<td>Acceptance</td>
<td>Career Status</td>
</tr>
<tr>
<td></td>
<td>Friendship (see QB 5, 17, 39, 54, 57, 58)</td>
<td>Self-confidence</td>
</tr>
<tr>
<td></td>
<td>(accountable collaboration)</td>
<td>Self-respect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(see QB 22, 25, 54, 59)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(competency building)</td>
</tr>
</tbody>
</table>

Figure 2.2: Maslow’s hierarchy of needs (Van der Westhuizen, 1991:196)

According to Maslow’s theory, the longing for acceptance and status only requires a strong motivational value when the lower order needs have been satisfied. It would thus serve little purpose to appoint a person as chairperson of the governing body if he or she does not earn a salary to provide in his/her basic needs. It is thus important to elect appropriately qualified persons onto a governing body as it will be easier for a principal to motivate such persons because their motives are mainly the higher order needs such as status and achievement. It is also easier for the principal to achieve harmony in the school or she can reconcile the various individual needs with the requirements of the school.
Accountable collaborative school governance and the building of competence in people is made easier if the lower order needs are already fulfilled.

Depending upon the individual school's financial position, most of the SGB's may perform their expected functions without remuneration and this may dampen their enthusiasm, resulting in them resigning from the SGB. These individuals, therefore, need to be motivated to "stay on board." It is the duty of the organisation, the school, to try and keep them satisfied at all times. This can be done by, for example, providing some refreshments after meetings, ensuring their safety during their meetings at school, conveying a feeling of acceptance and friendship from the teaching corps, showing an appreciation for career status and prestige and providing a sense of fulfilment when the ideals of the school are achieved. In short, creating the conditions which could ensure a governing body that could effectively govern a school.

The researcher has briefly mentioned Maslow's hierarchy of needs as this research is aimed at the previously disadvantaged communities and knowledge of the needs hierarchy could assist principals in selecting and retaining competent persons to serve on the SGB. It is also highly probable that the members serving on the SGB will be representative of the socio-economic status of the community and thus will facilitate the process of motivation (Du Preez, 1996:197).

For the school principal and his/her school governing body to be able to realise effective school management, a well-developed concept about school governance capacity building will be imperative. Thus a discussion placing this in context will now follow.
2.3 THE DEVELOPMENT OF A CONCEPT OF SCHOOL GOVERNANCE CAPACITY BUILDING (SGCB).

The purpose of discussing this aspect is to critically review the views of various researchers about the concept "school governance capacity building" of school governing bodies (SGB's).

It is important to emphasise at the outset of this investigation that, when the term "school governance capacity building" (SGCB) is used, it invariably refers to the development of individual members of the school governing body.

According to Heller (1993:95) the term "capacity building" invokes different ideas, emotions, and concerns in people. According to Heller (ibid) it simply refers to the process of development and growth which a person goes through. It will eventually enable him/her to take independent decisions and allow him/her to act autonomously with a view of making a contribution towards the development of his/her particular environment, in this case the school. This process is coupled with the development of a positive and democratic climate (Heller, 1993:95). This concept is developed within the framework of the individual who has to perform duties in a given situation and environment - that is, school governance within a certain community.

School governance capacity building, should, therefore, not be perceived as a set of techniques, or the maintenance of the status quo, but rather as a way of constructing an inner understanding of relationships between people within the school governing body. A framework for understanding school governance capacity building in a holistic way, that is, it should be perceived as the development of greater professionalization which enhances the granting of more authority, status and individual growth among members of the SGB. Team work
and acknowledgement of performance by colleagues, forms the backbone of this process. The process begins with “paradigm shift” within the field of education management (Heller, 1993:96).

De Marrais and Le Compte, (1995:97) define capacity building as the “power to act”. School governance capacity building is directed to community development and entails the development of both material and human resources, that is, the knowledge, skills and attitudes necessary for effective governance and management. The provision of a basic physical plan, equipment and materials, together with administrative and professional support, is essential for the development of capacity of these school communities in order to provide learning opportunities of quality.

Daresh and Playko (1992:89) are of the opinion that the entry year of SGB’s may be characterized as a time filled with anxiety, frustration and self-doubt. They further found that the concerns of SGB’s arise in three distinct areas namely:-

- Problems with role clarification - that is, understanding who they are, what they have to do and how they are supposed to do it according to their job descriptions.
- Difficulties with socialization- that is, learning to do the things in a particular setting, better known as "learning the ropes".
- Understanding the nature of their leadership responsibilities.

School governing bodies often experience frustration over the fact that they do not fully comprehend the nature and scope of their leadership responsibilities. It is therefore clear that people should receive a great deal of “hands-on” learning in respect of the capacity building of their administrative tasks and responsibilities before they even accept their first jobs on governing bodies (Daresh and Playko, 1992:91). It is perhaps obvious that, at this stage, a major challenge for all schools is to build
leadership and management capacity throughout the whole school; which involves educators, non-educators, learners, parents and all other stakeholders involved in the life of the school.

School governance capacity building embraces the ability of institutions and individuals to perform effectively and efficiently.

This ability includes the following components:

- The school governance's capacity to participate in decision-making, that is, the individuals and groups must be in a position to make decisions during their SGB-meetings and to honour these decisions for the well-being of the school as organisation,

- Human resource development. The individuals and groups are people with potential - the organisation needs leaders in the different fields, for instance fundraising and budgeting, people with technical skills for school maintenance, people with health and safety skills, and the like, which must be developed to serve the organisation (Ramphele, 1997:8).

- The governing body's capacity to deliver according to certain norms and standards. When drawing up policies, for example, the learners' code of conduct and the school community's norms and standards should be maintained and promoted (Ramusi, 1995:44).

- Infra-structural resources: For developing basic infra-structures, for example, how to draw up a constitution for the school, the school policy, channels for decision-making, the provision of adequate technical and financial support, where possible, through donations and fundraising.

School governance capacity-building initiatives should, therefore, form part of an ongoing development strategy extending from pre-service to in-service school governance activities. There are certain aspects, however, that can be regarded as essential in respect of SGB capacity building and
they will now be illuminated.

2.4 THE ESSENTIAL FEATURES OF SCHOOL GOVERNANCE CAPACITY-BUILDING IN RESPECT TO SCHOOL GOVERNING BODIES

From the South African Schools Act, (RSA, 1996), six essential features of school governance capacity building can be identified. These features are:

- becoming a member;
- working together;
- drafting the constitution;
- working with your school;
- working with your community; and
- evaluating your progress. This process is shown in Figure 2.3.

Figure 2.3: Six steps to good school governance (Department of Education, First Steps: 1997:35).

Each of these six basic steps will now be briefly expanded upon.
2.4.1 Becoming a member

According to the SASA (RSA, 1996), there are three types of people who can become members of a school governing body. These people are:

- the school principal (automatic member);
- members who are elected; and
- members who are co-opted from the community.

Members must thus either be elected or co-opted to act on school governing bodies (RSA, 1996:18). Individual members need to be able to work together.

2.4.2 Working together

A school governing body has different roles and responsibilities. It is therefore imperative that it works together as a team to achieve certain goals. The following are characteristics of a good team (Dofe, 1997:35):

- Members value each other.
- Members look ahead and share their goals, values and principles.
- Members share the work.
- The way of working is agreed on.
- Big tasks are divided and shared.
- The chairperson does his/her work properly.
- All members accept responsibility if things go wrong.
- Members communicate regularly.
- Members support and encourage each other.
- Members are involved.
- Members respect each other (Department of Education, 1997:35). One of the first tasks of the SGB is drafting a constitution.
2.4.3 Drafting the constitution

All governing bodies must write their own constitutions. A constitution is a document that explains how an organisation must be managed. A constitution is like a set of rules and regulations, but it also has to include the values and principles of the organisation. In a school, for example, the governing body's work must be stipulated (Department of Education - First steps, 1997:35). SGB's must, therefore, be capacitated to enable them to do this. Individual members of the SGB each have their own needs and goals but it is essential that individual members should also strive towards achieving the goals of the school.

2.4.4 Working with your school

Members of the governing bodies have to know their school, work with the principal and contribute to the development of the school's vision and mission, policy, development plan and finances (Ramusi, 1995:46).

Different members of the governing body have to get to know the school in different ways. Educators and other staff know things about the school that parents and learners may not. Learners also have different knowledge of the school because of their classroom experiences. It is important that everyone shares their knowledge with their fellow members. One of the easiest and quickest ways of finding out about the school is to ask the principal.

It is important that school-governing bodies be capacitated in the use of ways or strategies for developing a school plan. This will facilitate their knowledge of their school and assist them in governing it more effectively.
A school development plan can, for example, be drafted using the following planning cycle:

1. Review the current state
2. Identify areas of change
3. Prioritise areas of change
4. Plan the change
5. Implement the plan

![Figure 2.4: A development planning cycle](image)

The following table can also be used as a strategy for gaining greater insight into how the school, as social organisation, should be governed (Fullan, 1982:48).

**Table 2.1: STRATEGY FOR KNOWING THE SCHOOL BETTER**

<table>
<thead>
<tr>
<th>1. Where are we going?</th>
<th>Shared vision – This involves defining what you really want to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Why do we want to get there?</td>
<td>Purpose - This defines what you want to contribute to your community.</td>
</tr>
<tr>
<td>3. How do we want to act on the way?</td>
<td>Core values – This involves defining the values that you think should form the foundation for what the school does.</td>
</tr>
<tr>
<td>4. Where are we now?</td>
<td>School strengths and weaknesses - This involves looking at the current situation in the school</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>5. How do we get to where we want to be?</strong></td>
<td><strong>Targets</strong> – This involves setting out targets for improvement and steps for getting to where you want to be. You can identify these by circling the key issues that require immediate attention on your list of strengths and weaknesses.</td>
</tr>
</tbody>
</table>
| **6. What do we need to know?** | **Priorities** – This involves working out which actions are the most important to do over the next three years. The following questions should be considered:  
- Which issues are most urgent?  
- What are the most important issues confronting the school?  
- Why are these issues important?  
- Which issues will create future problems? |
| **7. What do we need?** | **Resources** – This means identifying the human, financial and physical resources needed to implement the plan. |
| **8. Who will do what by when?** | **Action planning** – This involves working out the tasks involved for each priority and allocating responsibility for each of these. |
| **9. How will we know when we've arrived?** | **Evaluation** – This involves identifying exactly what you want to achieve, the standards you expect and the evidence needed to judge whether a target has been successfully implemented. |

The above table summarises how members should work with their school and will be followed by a brief discussion of the next step namely how one could work with your school community.
2.4.5 Working with your community

This feature discusses how the school can develop relationships with the school community and why it needs to do so.

The school is part of a larger community namely the community in which the school is situated. It is important that the governing bodies recognise this, and makes every effort to get the community involved in the school.

The following people form part of the school community, namely the:
- educators;
- learners;
- parents;
- non-teaching staff;
- local business people;
- police; and
- health and welfare services.

The school community needs to be involved in school matters and it would thus be useful to get the school community involved in the functions of the governing body.

The wider community can participate in events such as sports days, school fêtes or by allowing them to use the school facilities for their activities - for example, adult education programmes.

No programmes' success or lack thereof can be determined without appropriate mechanisms of evaluation. The evaluation of goal achievement will thus be briefly discussed.
2.4.6 Evaluating your progress

Evaluation provides ideas about how to see whether the governing body is working well as a team, and whether they are making a difference to the school.

There are two kinds of evaluation that the governing body needs to do, namely to:
- evaluate the relationships and ways of working as a team; and
- evaluate whether the governing body is achieving its main aim - to promote high-quality education in the school.

When all the information has been collected, it should be put in a format that the school community can use. The information can include observations, interpretations and recommendations provided by stakeholders.

Evaluation means looking at the information you have collected and asking the following questions (Guba et. al., 1994:96-120):
- How well did we do that which we said we would do?
- Did we meet our targets?
- What resources (people, things) did we use and did we use them well?
- Was it worth it?
- Did we make progress on the values of the school?
- Did we contribute to the quality of learning?
- Do we need to do something more or something different?
- Do we need to set new objectives?
- Do we need to change our goals?
- Do we need to get more support or raise more money?

Each school governing body may in addition ask itself the following questions in order to test their governance capacity:
- How far have we moved from where we started?
- Did we reach the goals we set for ourselves?
- Have we been true to the vision and mission for our school?
- Where do we need to go now?

Any governing body first needs to implement these six steps in order to see what works and what does not. It is only on implementation that one can see where the problems are and then attempt to solve them. Governing bodies thus need to work through the complete cycle of six steps and only then will they be able to see to what extent they have become capacitated.

2.5 CONCLUSION

School governance capacity building, has been clarified as the total development of the school's governing body. This development has been focused on six important features, namely, becoming a member, working together, drafting the constitution, working with your school, working with your community and evaluating your progress.

Knowledge about the six features should empower the SGB's in the Witbank and other districts to be more effective and efficient in their work.

The SASA (RSA, 1996) puts more power in the hands of the SGB's. Efforts in getting to know their functions on school governance, could render them valuable in delivering a service to their schools and to the community at large. According to the SASA (RSA, 1996), there are still some additional functions which the SGB's can request from the department. Those functions are:-
- determining the admission policy of the school;
- maintaining and improving the school's property;
- determining the extra curricular activities of the school;
- purchasing textbooks or educational equipment;
- inquiring into written complaints about staff members; and
- inquiring into written complaints about any learners.

Russ (1993); and Thody (1995), maintain that SGB’s must, among other things, have a collaborative leadership skills to be effective. They state that “where a collaborative culture of professional development is prominent, SGB’s talk more readily about planning together.”

In chapter three, more attention will be given to one of the data collecting strategies namely a structured questionnaire.
CHAPTER THREE

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The literature study in chapter two formed the basis of the structured questionnaire that was used to probe the perceptions of school governing body members in respect of school governance capacity building.

In this chapter an attempt will be made to outline the methodology the researcher used to collect data. The research design focuses on the following aspects:

- the purpose of quantitative research;
- the design of the questionnaire as research instrument;
- a discussion of the questions used by the researcher which were relevant to school governance capacity building;
- a discussion of some of the respondents used, biographical details requested and the return of the questionnaire;
- the validity and reliability of the questionnaire used;
- the tabulation of the items associated with each of the factors;
- the setting and testing of one hypothesis for two independent groups;
- the setting and testing of one hypothesis for three or more independent groups, and
- a discussion of the mean scores of the various independent groups in respect of the factors obtained.

After the discussion of the above items the purpose of the quantitative research will also be discussed.
3.2 THE PURPOSE OF QUANTITATIVE RESEARCH

Data obtained from respondents will be transcribed in the form of scores that can be tabulated and analysed. The purpose of quantitative research is to make objective descriptions of a limited set of phenomena and also to determine whether the phenomena can be controlled through certain interventions. Thus, initial quantitative studies of a research problem typically involve a precise description of the phenomena and a search for pertinent variables and their interrelationships. Ultimately, a theory is formulated to account for the empirical findings (Borg, Gall and Gall, 1993:195-196).

Deductive reasoning according to Leedy (1997), is fundamental to quantitative research. It assumes that a researcher should be able to move from general kinds of statements to particular ones. These statements are regarded as objective and independent of human experience and it is a means of linking theory with observations made.

According to Borg et.al. (1993:195), and Kvale (1996:180), quantitative researchers have the assumption that they can discover "laws" that lead to reliable prediction and control of educational phenomena. They view their task as the discovery of these laws by searching for irregularities in the behaviour of samples of individuals. This search is aided by statistical analysis, which reveals trends in the sample's behaviour (gage, 1965:110-114). Quantitative researchers believe that such trends or laws are sufficiently strong to have practical value, even though they do not allow for perfect prediction or control. Quantitative researchers use a deductive form of reasoning and begin with hypotheses and move towards proving these. More especially in this research project, use will be made of statistical hypotheses in the quantitative part of the investigation.
A statistical hypothesis usually postulates the opposite of what the researcher predicts or expects. In this form it is known as a null hypothesis and it is usually represented by the symbol Ho. If the researcher thus expects that there will be a statistically significant difference between the mean scores of male and female members of the SGB's with respect to capacity building (research hypothesis) then the hypothesis will be stated in the form of a null hypothesis. It is the null hypothesis that is tested using statistical techniques. In its null form the hypothesis will then read:

- Ho - There is no significant statistical difference between the mean scores of male and female members SGB's with respect to capacity building.

The alternative hypothesis will then take the form of:

- Ha - There is a significant statistical difference between the mean scores of male and female members SGB's with respect to capacity building.

Should it be found that there is a statistically significant difference between the mean scores of male and female members on SGB's with respect to capacity building, then the null hypothesis (Ho) is rejected and the alternative or research hypothesis (Ha) is accepted.

Having briefly discussed the purpose of quantitative research, the relationship of the researcher to the subject, will be briefly clarified.

### 3.2.1 The relationship of the researcher to the subject

In quantitative research, the investigator's goal is objectivity. That is, they seek to keep their personal values, beliefs and biases from influencing the process of data collection and analysis. Thus they typically administer tests that involve minimal personal interaction between them and the research sample. If interaction is necessary, as
when conducting an interview, they try to standardise the interaction process so that it is identical for every individual in the sample.

Conversely, the respondents' role in the research is relatively passive. Their function is to react to the researcher's questions and interventions. They are not asked to interpret the research data or to offer any opinions other than those requested by the measuring instruments (Borg et.al. 1993:195 and Lancy, 1993:86-90)

The structured questionnaire used for this project will now be briefly clarified.

### 3.3 THE STRUCTURED QUESTIONNAIRE AS AN INSTRUMENT OF RESEARCH

The structured questionnaire used by this researcher consisted of 62 (sixty two) closed-ended items. The questions were designed to obtain the perceptions of the members of the school governing bodies in the Witbank district, Mpumalanga Department of Education as to what aspects they believe are involved in school governance capacity building. According to Bogdan et.al. (1992:57), questions were formulated around the aspects of:
- governance;
- management;
- composition or structure;
- functions;
- aspects of educational law concerned with governance;
- knowledge acquisition; and
- knowledge implementation.

The researcher, under the guidance of the promotor, now formulated questions around the above aspects of school governance capacity
building and each question started with the header “to what extent do you agree that your school governing body (SGB) should:”

The respondents had to make a choice according to a six-point scale namely:

1 = Totally disagree
2-5 = Forms equal intervals between 1 and 6
6 = Totally agree.

A possible question could be:
To what extent do you agree that your SGB:
* should undertake class visits

<table>
<thead>
<tr>
<th></th>
<th>(2)</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

Should the respondents disagree but not totally, then he/she should circle (2) on the scale.

As already mentioned this research project deals with governance as an aspect of capacity building and consisted of 62 closed-ended items. The researcher chose 20 items which he believes are pertinent to school governance capacity building, for further discussion and they are indicated by means of an asterisk in Table 3.1. All questions formulated relative to governance are, however, presented in Table 3.1. Those indicated by means of an asterisk will be qualitatively discussed after the table.
TABLE 3.1: **ITEMS ASSOCIATED WITH SCHOOL GOVERNANCE CAPACITY BUILDING AS AN ASPECT OF EFFECTIVE SCHOOL MANAGEMENT.**

<table>
<thead>
<tr>
<th>ITEM NO</th>
<th>Description: To what extent do you agree that your SGB should:</th>
<th>Mean Score</th>
<th>Rank Order</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>B41*</td>
<td>put measures in place to safeguard the school environment for learners?</td>
<td>5.33</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B44</td>
<td>motivate educators to provide quality education to learners?</td>
<td>5.33</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B26*</td>
<td>have a thorough knowledge of the South African Schools' Act, Act number 84 of 1996?</td>
<td>5.32</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>B1*</td>
<td>be knowledgeable about their school's developmental plan?</td>
<td>5.22</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B42*</td>
<td>be knowledgeable about the relationship between the employer and the employee?</td>
<td>5.21</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>B45*</td>
<td>have measures in place to ensure that the grounds and buildings committee function effectively?</td>
<td>5.17</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>B19</td>
<td>have knowledge of the South African Council for Educators' (SACE) code of conduct?</td>
<td>5.14</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>B37*</td>
<td>adhere to stipulations of the South African Schools' Act?</td>
<td>5.13</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>B58*</td>
<td>be knowledgeable about unfair labour practice?</td>
<td>5.13</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>B24*</td>
<td>be knowledgeable about what is meant by indirect discrimination?</td>
<td>5.08</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>B6*</td>
<td>encourage all stakeholders to render voluntary service?</td>
<td>5.07</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Question</td>
<td>No.</td>
<td>Rank</td>
<td>Tier</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>B14* be trained by officials from the Department of Education?</td>
<td>5,05</td>
<td>12</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B9* be knowledgeable about the compulsory functions of governance?</td>
<td>5,03</td>
<td>13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B43* market the school?</td>
<td>4,99</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B3* be empowered to implement the constitution of the school?</td>
<td>4,98</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B12* distinguish between issues of governance and management?</td>
<td>4,98</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B29* attend workshops on the implications of all legal documents?</td>
<td>4,98</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B30* be empowered to enforce the code of conduct for learners?</td>
<td>4,98</td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B7* govern the property of the school?</td>
<td>4,98</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B25* improve their educational level by means of ABET?</td>
<td>4,95</td>
<td>20</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B20 formulate a constitution for the school?</td>
<td>4,94</td>
<td>21</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B22 be awarded with a certificate of competence after undergoing training?</td>
<td>4,92</td>
<td>22</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B32 adhere to the stipulations of the National Education Policy Act?</td>
<td>4,90</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B50 consult parents and other stakeholders regarding the school language policy?</td>
<td>4,90</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B40 elect a financial sub-committee to manage the school fund?</td>
<td>4,87</td>
<td>25</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B8 promote the use of school facilities for other educational programme?</td>
<td>4,84</td>
<td>26</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B28 formulate a code of conduct for learners?</td>
<td>4,84</td>
<td>26</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B13* develop a mission statement?</td>
<td>4,83</td>
<td>28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Score</td>
<td>Rank</td>
<td>Frequency</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>B36*</td>
<td>be knowledgeable about the various forms of direct discrimination?</td>
<td>4.83</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>B34*</td>
<td>be knowledgeable about dispute resolutions in the education sector?</td>
<td>4.81</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>B48</td>
<td>co-opt some community members with suitable expertise to serve on a subcommittee?</td>
<td>4.79</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>B17*</td>
<td>be empowered to support the school principal to perform his/her professional duties?</td>
<td>4.78</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>B18*</td>
<td>be trained by management consultants who specialise in educational duties?</td>
<td>4.77</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>B46</td>
<td>have measures in place to ensure that the grounds and buildings committee function effectively?</td>
<td>4.76</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td>B23</td>
<td>formulate an admission policy for learners?</td>
<td>4.75</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>B39</td>
<td>have measures in place to ensure that their various sub-committees collaborate with one another?</td>
<td>4.75</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>B62</td>
<td>reward educators on the basis of achievement?</td>
<td>4.73</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>B31*</td>
<td>be knowledgeable about promotion in the education sector?</td>
<td>4.70</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>B47</td>
<td>appoint suitable sub-committees to assist in the governance of the school?</td>
<td>4.70</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>B49</td>
<td>formulate school policies?</td>
<td>4.69</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>B59</td>
<td>give preference to the best qualified educator when selecting candidates for permanent teaching posts?</td>
<td>4.69</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>B5*</td>
<td>be knowledgeable about the implications of industrial action in the education sector?</td>
<td>4,60</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
<td>------</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>B4*</td>
<td>be knowledgeable about the level of qualifications of the educators in their schools?</td>
<td>4,58</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>B10</td>
<td>have the expertise to recommend a suitable appointment for non-teaching staff?</td>
<td>4,56</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>B55</td>
<td>monitor the academic performance of the learners?</td>
<td>4,55</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>B11*</td>
<td>be trained by local management consultants?</td>
<td>4,51</td>
<td>46</td>
<td>2</td>
</tr>
<tr>
<td>B51</td>
<td>have access to the necessary documentation regarding promotion in the education sector?</td>
<td>4,51</td>
<td>46</td>
<td>2</td>
</tr>
<tr>
<td>B61</td>
<td>give preference to internal candidates when selecting candidates for permanent teaching posts?</td>
<td>4,46</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>B52*</td>
<td>be empowered to enforce the South African Council of Educators’ (SACE) code of conduct for educators?</td>
<td>4,41</td>
<td>49</td>
<td>2</td>
</tr>
<tr>
<td>B21*</td>
<td>be trained by the District Education Coordinator?</td>
<td>4,37</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>B53</td>
<td>promote educators based on merit?</td>
<td>4,36</td>
<td>51</td>
<td>2</td>
</tr>
<tr>
<td>B54</td>
<td>reward educators on the bases of their productivity?</td>
<td>4,34</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td>B35*</td>
<td>be empowered to determine the starting and finishing times for their school?</td>
<td>4,13</td>
<td>53</td>
<td>1</td>
</tr>
<tr>
<td>B38*</td>
<td>have the power to recommend that an educator found guilty of misconduct be transferred to another post?</td>
<td>4,03</td>
<td>54</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>B15</td>
<td>reward educators on the basis of their educational qualifications?</td>
<td>3.99</td>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td>B57</td>
<td>formulate a policy on religious observance?</td>
<td>3.81</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>B56</td>
<td>give preference to external candidates when selecting candidates for permanent teaching posts?</td>
<td>3.57</td>
<td>57</td>
<td>2</td>
</tr>
<tr>
<td>B60</td>
<td>promote educators based on affirmative action rather than on merit?</td>
<td>3.45</td>
<td>58</td>
<td>3</td>
</tr>
<tr>
<td>B33*</td>
<td>be trained by a group of experienced principals?</td>
<td>3.30</td>
<td>59</td>
<td>2</td>
</tr>
<tr>
<td>B2</td>
<td>take affirmative action into consideration when selecting candidate for permanent positions?</td>
<td>4.26</td>
<td>60</td>
<td>3</td>
</tr>
<tr>
<td>B27*</td>
<td>be trained by the principal?</td>
<td>3.16</td>
<td>61</td>
<td>2</td>
</tr>
<tr>
<td>B16*</td>
<td>be trained by experts from overseas?</td>
<td>3.03</td>
<td>62</td>
<td>2</td>
</tr>
</tbody>
</table>

* Items associated with school governance capacity building as an aspect of effective school management.

Factor 1 = competent school governance  
Factor 2 = accountable collaborative school governance  
Factor 3 = selection criteria

Questions indicated by means of an asterisk will now be briefly discussed.
Table 3.2  Distribution of responses for school governance capacity building.

<table>
<thead>
<tr>
<th>Item No</th>
<th>Frequency of respondents scoring from 1 - 6</th>
<th>Total</th>
<th>% Selecting 5 or 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 41*</td>
<td>3  5  7  24  51  146</td>
<td>236</td>
<td>83,47</td>
</tr>
<tr>
<td>B 44</td>
<td>6  7  9  15  45  157</td>
<td>239</td>
<td>84,51</td>
</tr>
<tr>
<td>B 26*</td>
<td>2  12  6  20  47  151</td>
<td>238</td>
<td>83,19</td>
</tr>
<tr>
<td>B 3*</td>
<td>6  12  14  39  44  122</td>
<td>237</td>
<td>70,04</td>
</tr>
<tr>
<td>B 1*</td>
<td>1  14  13  21  44  144</td>
<td>237</td>
<td>79,32</td>
</tr>
<tr>
<td>B 42*</td>
<td>4  11  10  20  56  138</td>
<td>239</td>
<td>81,17</td>
</tr>
<tr>
<td>B 45</td>
<td>6  11  10  24  46  142</td>
<td>239</td>
<td>78,66</td>
</tr>
<tr>
<td>B 378</td>
<td>2  11  13  30  52  128</td>
<td>236</td>
<td>76,27</td>
</tr>
<tr>
<td>B 58</td>
<td>9  6  17  16  55  134</td>
<td>237</td>
<td>79,74</td>
</tr>
<tr>
<td>B 24*</td>
<td>4  10  13  33  55  124</td>
<td>239</td>
<td>74,89</td>
</tr>
<tr>
<td>B 6*</td>
<td>2  15  7  39  53  123</td>
<td>239</td>
<td>73,64</td>
</tr>
<tr>
<td>B 14*</td>
<td>3  18  14  24  51  129</td>
<td>239</td>
<td>75,31</td>
</tr>
<tr>
<td>B 9*</td>
<td>2  10  21  30  57  118</td>
<td>238</td>
<td>74,85</td>
</tr>
<tr>
<td>B 43*</td>
<td>9  15  12  23  51  125</td>
<td>235</td>
<td>74,89</td>
</tr>
<tr>
<td>B 12*</td>
<td>4  10  15  33  72  105</td>
<td>239</td>
<td>74,05</td>
</tr>
<tr>
<td>B 29*</td>
<td>7  9  18  37  44  123</td>
<td>238</td>
<td>70,16</td>
</tr>
<tr>
<td>B 30</td>
<td>6  17  10  27  58  118</td>
<td>236</td>
<td>74,57</td>
</tr>
<tr>
<td>B 7*</td>
<td>8  16  19  24  39  132</td>
<td>238</td>
<td>71,84</td>
</tr>
<tr>
<td>B 25*</td>
<td>12  15  15  25  36  136</td>
<td>239</td>
<td>71,96</td>
</tr>
<tr>
<td>B 13*</td>
<td>6  18  15  39  53  107</td>
<td>238</td>
<td>67,22</td>
</tr>
</tbody>
</table>

Note-Not all respondents answered all the questions and hence the totals vary.
3.4 DISCUSSIONS OF QUESTIONS RELEVANT TO SCHOOL GOVERNANCE CAPACITY BUILDING

The questions relevant to school governance capacity building as an aspect of effective school management will now be motivated and discussed together with the mean score and the rank order of the questions.

*Question B41: Put measures in place to safeguard the school environment for the learners?

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score: 5.33
- Rank order: 1
- % respondents who selected 5 or 6 = 82.42%

From the above it can be inferred that the vast majority of the respondents agree to strongly agree with the statement. The respondents thus have the perception that school-governing bodies should put measures in place to safeguard the school environment for the learners. One could also infer that they regard this as the SGB's most important function. The respondents thus regard safety as a high priority because they all have the safety of their children at heart and would like to see them safe at their different schools.

*Question B44: Motivate educators to provide quality education to learners?

Table 3.2 reveals the following statistical data in respect of the question above:

- Means score: 5.33
- Rank order: 1
- % respondents who selected 5 or 6 = 84.51%
The results above indicate that the majority of the respondents agree and tend towards strongly agreeing that the SGB’s should motivate educators to provide quality of education to learners. The effectiveness of school governing bodies is dependent on the quality of education provided to the learners. The aim of each school is that of quality education. It is therefore justified to see more of the respondents ranking this high because they are aware that the future of their children is highly dependent on quality education.

*Question B26: Have a thorough knowledge of the South African School’s Act number 84 of 1996?

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score: 5,33
- Rank order: 2
- % respondents who selected 5 or 6 = 83,19%

The results above indicate that the majority of the respondents agree and tend towards strongly agreeing that the SGB’s should have a thorough knowledge of the South African Schools Act, Act No. 84 of 1996 to be able to govern their school effectively.

*Question B3: Be empowered to implement the constitution of the school.

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score 4,98
- Rank order 15
- % respondents who selected 5 or 6 = 69,45 %.

The results above indicate that the majority of the respondents agree
that the SGB's should have a thorough knowledge of their school's constitution and be empowered in order to be able to implement it at all times (see 2.1 p.17).

*Question B1: Be knowledgeable about their schools’ developmental plan.

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score = 5.22
- Rank order = 4
- % respondents who selected 5 or 6 = 78.66%.

From the above it is inferred that the respondents are aware of the importance of a developmental plan. The respondents, therefore, agree that the SGB's should be able to draw such a plan for their school's future development (see 2.4 p.36).

*Question B 42: Be knowledgeable about the relationship between the employer and the employee.

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score = 5.21
- Rank order = 5
- % respondents who selected 5 or 6 = 81.17%.

The employer and employee in a school situation form a coherent unit. Their sound relationship as stakeholders, is very important for the governance of the school. The results above seem to indicate that the majority of the respondents agree that the SGB's should keep this relationship healthy at all times.

*Question B 45: Have measurers in place to ensure that the ground and
building committee function effectively.

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score = 5.17
- Rank order = 6
- % respondents who selected 5 or 6 = 78.66%.

The results above indicate that the majority of the respondents agree that the SGB’s should make sure that there is a committee that will look after the grounds and buildings of the school. This will be to ensure an area that is conducive to learning.

*Question B 37: Adhere to the stipulations of SASA.

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score = 5.13
- Rank order = 8
- % respondents who selected 5 or 6 = 75.31%.

The results above indicate that the majority of the respondents agree that the SGB’s should make sure that they adhere to the stipulations of the South African Schools Act (SASA). This will help them to resolve their problems by referring to the Act when need arises (see 2.1 p. 18).

*Question B 58: Be knowledgeable about unfair labour practice.

Table 3.2 reveals the following statistical data in respect of the question above:

- Mean score = 5.13
- Rank order = 8
- % respondents who selected 5 or 6 = 79.07%.

The results above indicate that the majority of the respondents agree
that the SGB's should be knowledgeable about the implications of the labour relation’s Act, so as to avoid unnecessary unfair labour practices when dealing with their day to day decision making. They must also be knowledgeable about the legal implications of the decisions they will take in resolving such problems.

*Question B 24: Be knowledgeable about what is meant by indirect discrimination.

Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 5.08.
- Rank order = 10
- % respondents who selected 5 or 6 = 74.89%

Personally the researcher thinks that indirect discrimination is culturally motivated. The results above indicate that the majority of the respondents agree that the SGB's seem to practice this type of discrimination when resolving labour relations related issues.

*Question B 6: Encourage all stakeholders to render voluntary service.

Table 3.2 reveals the following statistical data in respect of the question above;
- Mean score = 5.07
- Rank order = 11
- % respondents who selected 5 or 6 = 73.64%.

The results above indicate that the majority of the respondents agree that the SGB's should be workshopped on all the aspects of school governance. This will allow them to have a clear understanding of their obligation towards the education of their children and the need for voluntary service.
*Question B 14: Be trained by officials from the department of education.

Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 5.05
- Rank order = 12
- % respondents who selected 5 or 6 = 75.31%

From the results above it can be inferred that the SGB's agree that their training should be done by officials from the department of education. The reasons being that these officials are well known to the SGB's and that the SGB's can always call them to their school when they experience some problems.

*Question B9: Be knowledgeable about the compulsory functions of governance.

Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 5.03
- Rank order = 13
- % respondents who selected 5 or 6 = 73.52%

The results above indicate that the majority of the respondents agree that there are some compulsory functions which the SGB's are expected to perform. These compulsory functions should be according to the stipulations of the SASA and the SGB's must be knowledgeable about these functions' legal implications.

*Question B 43: Market the school.

Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 4.99
The results above indicate that the majority of the respondents agree that the SGB's should collaboratively and accountably market the school. With a mean score of 4.99 and a rank order of 14, this shows that the SGB's believe that they should market their schools.

*Question B 12: Distinguish between issues of governance and management.
Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 4.98
- Rank order = 16
- % respondents who selected 5 or 6 = 74.05%

The results above indicate that the majority of the respondents agree that school governance is the responsibility of the SGB's whilst the management of the school is the responsibility of the SMT's. This does not, however, indicate that they know the difference between management and governance.

*Question B 29: Attend workshops on the implications of legal documents.
Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 4.98
- Rank order = 16
- % respondents who selected 5 or 6 = 70.16%

The legal aspects of school governance are imperative. The results above indicate that the majority of the respondents agree that the SGB's should
attend workshops so that they may receive the necessary knowledge to capacitate them on the implications of the legal documents.

*Question B30: Be empowered to enforce the code of conduct to learners. 
Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 4,98
- Rank order = 16
- % respondents who selected 5 or 6 = 74,57%.

The results above indicate that the majority of the respondents agree that the SGB’s need to be empowered to enforce the code of conduct on learners as a way of reintroducing the culture of learning, teaching and service (COLTS) in their school.

*Question B7: Govern the property of the school. 
Table 3.2 reveals the following statistical data in respect of the question above:
- Mean score = 4,98
- Rank order = 19
- % respondents who selected 5 or 6 = 71,84 %.

The SGB’s are also aware of the fact that the school property needs to be managed. The results above indicate that the majority of the respondents agree that the property of the school forms part of school governance.

*Question B 25: Improve their educational level by means of adult basic education
Table 3.2 reveals the following statistical data in respect of the question above:
• Mean score = 4.95
• Rank order = 20
• % respondents who selected 5 or 6 = 71.96%

The results above indicate that the majority of the respondents agree that the SGB's need to improve the level of their education through the adult basic education programmes. This denotes that the respondents perceive education as important in their lives as SGB members.

*Question B 13: Develop a mission statement.
Table 3.2 reveals the following statistical data in respect of the question above:
• Mean score = 4.84
• Rank order = 28
• % respondents who selected 5 or 6 = 67.22%

The results above indicate that the majority of the respondents agree that the SGB needs to develop a mission statement for their school.

*Question B 36: Be knowledgeable about the various forms of direct discrimination.
Table 3.2 reveals the following statistical data in respect of the question above:
• Mean score = 4.83
• Rank order = 28
• % respondents who selected 5 or 6 = 68.20%

The results above indicate that the respondents agree that the SGB's should be careful with their selection criteria (see F3). The SGB's should attend workshops on how the various selection mechanisms operate in order to select the best educators for their school.
3.4.1 Summary

It would be possible to group the questions in such a way that they reflect the factors obtained from the factor analysis of the structured questionnaire.

A competent school governing body should:
- Put measures in place to safeguard the school environment for the learners.

Accountable collaborative school governance involves:
- Motivate educators to provide quality education to learners.

Selection criteria should consist of:
- Knowledge about the various forms of direct and indirect discrimination.

The 20 items involved in competent school governance and accountable collaborative school governance have a mean score of 5.10 and the respondents thus agree that these items are important in school governance capacity building. If the government of the day fails to build the capacity of the SGB's, the school should do everything in its power to build the capacity of its SGB's on its own, as they play an important part in the effective management of that school.

Having discussed the 20 items relevant to the capacity building of school governance, it is now necessary to describe the distribution of the questionnaires and some aspects of the biographic information.

3.5 QUESTIONNAIRE DISTRIBUTION

Questionnaires were distributed to members of the school governing bodies (educators, non-educators, learners and parents) at schools sampled randomly in the Witbank district - Mpumalanga Department of Education. Schools were either from rural primary or secondary, urban
and township primary or secondary schools.

Nineteen (19) schools (primary and secondary) from Witbank I Circuit - 170 questionnaires sent out.

Twenty-one (21) schools (primary and secondary) from Witbank II Circuit - 190 questionnaires sent out.

Nineteen (19) schools (primary and secondary) from Witbank III Circuit - 170 questionnaires sent out.

Fifteen (15) schools (primary and secondary) from Middelburg I Circuit - 140 questionnaire sent out.

Sixteen (16) schools (primary and secondary) from Middelburg II Circuit - 150 questionnaires sent out.

Twenty schools (20) (primary and secondary) from Middelburg III Circuit - 180 questionnaires sent out.

A total of 110 schools out of the 218 schools in Witbank District, were used in the research. A total of 1 000 questionnaires were sent out to these schools. Only 290 were returned of which only 237 were usable. This disappointing figure (23,7%) was despite allowing a period of four months – July to October 1999 for the questionnaires to be returned. Although the response rate of 23,7% was low, it was still possible to do a factor analysis in respect of the 237 questionnaires that were useable.

The sample was of a convenient stratified nature and representative of the members of the school governing bodies in the Witbank District - Mpumalanga Province.
A discussion of the questionnaire distribution will be followed by an analysis of the biographical details of the respondents.

### 3.5.1 Biographical details

The following biographical details are represented in the form of tables as it provides a good example of how representative the sample was of the population of the Witbank District – Mpumalanga Province.

**TABLE 3.3: REPRESENTATION IN THE SCHOOL GOVERNING BODY**

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>29</td>
<td>12,1</td>
</tr>
<tr>
<td>Educators</td>
<td>96</td>
<td>40,2</td>
</tr>
<tr>
<td>Parents</td>
<td>64</td>
<td>26,8</td>
</tr>
<tr>
<td>Non – educators /learners/co-opted</td>
<td>35</td>
<td>13,6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>224</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3.4: AGE OF RESPONDENTS**

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 30 years</td>
<td>22</td>
<td>6,6</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>50</td>
<td>20,8</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>61</td>
<td>19,4</td>
</tr>
<tr>
<td>41 - 45 years</td>
<td>49</td>
<td>20,4</td>
</tr>
<tr>
<td>46 + years</td>
<td>49</td>
<td>20,8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>231</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3.5: GENDER**

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>112</td>
<td>46,9</td>
</tr>
<tr>
<td>Female</td>
<td>125</td>
<td>52,3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>237</strong></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 3.6: AREA IN WHICH SCHOOL IS SITUATED

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Township</td>
<td>130</td>
<td>54,4</td>
</tr>
<tr>
<td>Suburban</td>
<td>52</td>
<td>21,8</td>
</tr>
<tr>
<td>Rural/Farm</td>
<td>54</td>
<td>22,9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>236</strong></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 3.7: EDUCATIONAL QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; Grade 9 - Grade 12</td>
<td>82</td>
<td>34,2</td>
</tr>
<tr>
<td>Post school certificate</td>
<td>97</td>
<td>40,6</td>
</tr>
<tr>
<td>Bachelor's degree plus</td>
<td>56</td>
<td>23,5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>235</strong></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 3.8: CIRCUIT WHERE THE SCHOOL IS SITUATED

<table>
<thead>
<tr>
<th>Circuit</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witbank 1</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>Witbank 2</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>Witbank 3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Middelburg 1</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Middelburg 2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Middelburg 3</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>218</strong></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 3.9: MOTHER TONGUE

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>36</td>
<td>15,1</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
<td>4,6</td>
</tr>
<tr>
<td>Nguni</td>
<td>183</td>
<td>64,0</td>
</tr>
<tr>
<td>Sotho</td>
<td>37</td>
<td>15,5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>267</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.10: Employment Status

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>22</td>
<td>9.2</td>
</tr>
<tr>
<td>Government sector</td>
<td>159</td>
<td>66.5</td>
</tr>
<tr>
<td>Private sector</td>
<td>34</td>
<td>14.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>215</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.11: Type of School

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>126</td>
<td>52.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>61</td>
<td>25.5</td>
</tr>
<tr>
<td>Primary and secondary</td>
<td>43</td>
<td>18.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>230</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.12: Years in School Governance

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1 year</td>
<td>32</td>
<td>13.4</td>
</tr>
<tr>
<td>1 - 2 years</td>
<td>82</td>
<td>34.3</td>
</tr>
<tr>
<td>3+ years</td>
<td>102</td>
<td>42.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>216</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.13: Gross Income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - R1000</td>
<td>21</td>
<td>8.8</td>
</tr>
<tr>
<td>1001 - R3000</td>
<td>35</td>
<td>14.7</td>
</tr>
<tr>
<td>3001 - R5000</td>
<td>50</td>
<td>20.9</td>
</tr>
<tr>
<td>&gt;R5000</td>
<td>67</td>
<td>28.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>173</strong></td>
<td></td>
</tr>
</tbody>
</table>

70
###TABLE 3.14: LEARNER ENROLMENT

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 400</td>
<td>49</td>
</tr>
<tr>
<td>401 - 800</td>
<td>75</td>
</tr>
<tr>
<td>801 +</td>
<td>108</td>
</tr>
<tr>
<td>TOTAL</td>
<td>232</td>
</tr>
</tbody>
</table>

###TABLE 3.15: ATTENDANCE

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>75</td>
</tr>
<tr>
<td>Moderate</td>
<td>111</td>
</tr>
<tr>
<td>Poor</td>
<td>43</td>
</tr>
<tr>
<td>TOTAL</td>
<td>229</td>
</tr>
</tbody>
</table>

###TABLE 3.16: IMAGE OF THE SCHOOL

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent/good</td>
<td>156</td>
</tr>
<tr>
<td>Average/poor/very poor.</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
</tr>
</tbody>
</table>

###TABLE 3.17: RELATIONSHIP BETWEEN SGB's AND PRINCIPAL

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>89</td>
</tr>
<tr>
<td>Good</td>
<td>99</td>
</tr>
<tr>
<td>Average/poor/very poor.</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>233</td>
</tr>
</tbody>
</table>
TABLE 3.18(a): STAKEHOLDERS

<table>
<thead>
<tr>
<th>STAKEHOLDERS</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>106</td>
<td>44,4</td>
<td>11</td>
<td>4,6</td>
</tr>
<tr>
<td>Parents</td>
<td>176</td>
<td>73,6</td>
<td>3</td>
<td>1,3</td>
</tr>
<tr>
<td>Unions</td>
<td>71</td>
<td>29,7</td>
<td>24</td>
<td>10,0</td>
</tr>
<tr>
<td>Industry</td>
<td>56</td>
<td>23,4</td>
<td>24</td>
<td>10,0</td>
</tr>
<tr>
<td>District</td>
<td>54</td>
<td>22,6</td>
<td>16</td>
<td>6,7</td>
</tr>
</tbody>
</table>

TABLE 3.18(b): STAKEHOLDERS’ INVOLVEMENT

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Excellent</th>
<th>%</th>
<th>Moderate/Poor</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>20</td>
<td>8,4</td>
<td>85</td>
<td>35,5</td>
</tr>
<tr>
<td>Parents</td>
<td>44</td>
<td>18,4</td>
<td>123</td>
<td>51,5</td>
</tr>
<tr>
<td>Unions</td>
<td>23</td>
<td>9,6</td>
<td>50</td>
<td>20,9</td>
</tr>
<tr>
<td>Industry</td>
<td>25</td>
<td>10,5</td>
<td>40</td>
<td>16,7</td>
</tr>
<tr>
<td>Districts</td>
<td>17</td>
<td>7,1</td>
<td>42</td>
<td>17,6</td>
</tr>
</tbody>
</table>

TABLE 3.19: LEVEL OF SUPPORT FROM THE DISTRICT

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>37</td>
<td>15,5</td>
</tr>
<tr>
<td>Moderate</td>
<td>107</td>
<td>44,8</td>
</tr>
<tr>
<td>Poor</td>
<td>56</td>
<td>23,4</td>
</tr>
<tr>
<td>Do not know</td>
<td>28</td>
<td>11,7</td>
</tr>
</tbody>
</table>

The biographic details of the respondents have been displayed. The statistical analysis of the 237 questionnaires will now be discussed.

3.6 AN ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICA DATA

Despite the poor response rate in respect of the questionnaires it was possible to do a factor analysis on the data and to determine the reliability and validity of the instrument. Reliability and validity will now
be discussed.

3.6.1 Reliability and validity

There are different types of validity, but for the purpose of this research, only content and construct validity will be clarified. A measuring instrument has content validity to the extent that its items represent the content that it is designed to measure (Borg et.al., 1993:120). Content validity is not a statistical property; it is rather a matter of expert judgement. Several lecturers and researchers from the department of education management reviewed the questionnaire to judge the relevancy of each item. The questionnaire was also submitted to the statistical consulting service for further scrutiny and refinement of the items.

An instrument has construct validity to the extent that it can be shown to measure a particular hypothetical construct. Certain concepts such as capacity building, anxiety and creativity are considered hypothetical constructs because they are not directly observable but rather are inferred on the basis of their observable effects on behaviour (Borg et.al., 1993:120). The construct validity of the measuring instrument was investigated by means of two consecutive analytic factor analysis. According to Jaegar (1990:345) factor analysis is used extensively in research. It is a particularly useful tool for examining the validity of tests or the measurement characteristics of attitude scales.

Borg et.al (1993:269) define factor analysis as a correlation technique that examines a large number of items and determines whether they cluster into a smaller number of underlying factors. The principal objective of factor analysis is to construct a smaller number of variables (called factors) that do as good a job of conveying the same information as is present in the larger number of variables.
In this research 62 items were designed to secure information on the perceptions of SGB members at various schools in respect of which aspects are involved in school governance capacity building (see Appendix A). The construct validity of the structured questionnaire was investigated by means of successive first and second order factor analytic procedures. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the SPSS 8,3 programme to identify a number of factors that may facilitate the processing of the statistics. The first order procedure resulted in 15 factors that were used as an input for the second order procedure. This consisted of a principal component analysis (PCA2) with varimax rotation and orthogonal axes followed by a principal factor analysis (PFA2) with direct oblimin (oblique) rotation.

These procedures resulted in the 62 items being reduced to three factors namely;

**Factor 1** consisting of 39 items which was named competent school governance with a Cronbach-alpha-reliability coefficient of 0,9412. The 39 items can thus be regarded as forming one scale with a minimum value of $39 \times 1 = 39$ and a maximum value of $39 \times 6 = 234$.

**Factor 2** consisting of 20 items which was accountable collaborative school governance with a Cronbach-alpha-reliability coefficient of 0,8684. The 20 items thus form one scale with a minimum value of $20 \times 1 = 20$ and a maximum value of $20 \times 6 = 120$.

**Factor 3** consist of three items which was named selection criteria with a reliability coefficient of 0,5595. The 3 items thus form one scale with a minimum value of $3 \times 1 = 3$ and a maximum value of $3 \times 6 = 18$.

The items that constitute competent school governance are indicated in table 3.21, the items belonging to accountable collaborative school governance are shown in 3.22 and the items belonging to the factor selection criteria are indicated in table 3.23.
<table>
<thead>
<tr>
<th>ITEM NO</th>
<th>Description</th>
<th>Mean Score</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>B41</td>
<td>To what extent do you agree that your SGB should: put measures in place to safeguard the school environment for learners?</td>
<td>5.33</td>
<td>1</td>
</tr>
<tr>
<td>B26</td>
<td>have a thorough knowledge of the South African School’s Act, Act number 84 of 1996?</td>
<td>5.32</td>
<td>2</td>
</tr>
<tr>
<td>B1</td>
<td>Be knowledgeable about their school’s developmental plan?</td>
<td>5.22</td>
<td>3</td>
</tr>
<tr>
<td>B42</td>
<td>Be knowledgeable about the relationship between the employer and the employee?</td>
<td>5.21</td>
<td>4</td>
</tr>
<tr>
<td>B45</td>
<td>have measures in place to ensure that the grounds and buildings’ committee function effectively?</td>
<td>5.17</td>
<td>5</td>
</tr>
<tr>
<td>B37</td>
<td>adheres to the stipulations of the South African Schools’ Act?</td>
<td>5.13</td>
<td>6</td>
</tr>
<tr>
<td>B58</td>
<td>be knowledgeable about unfair labour practice?</td>
<td>5.13</td>
<td>6</td>
</tr>
<tr>
<td>B24</td>
<td>be knowledgeable about what is meant by indirect discrimination?</td>
<td>5.08</td>
<td>8</td>
</tr>
<tr>
<td>B6</td>
<td>encourage all stakeholders to render voluntary service?</td>
<td>5.07</td>
<td>9</td>
</tr>
<tr>
<td>B14</td>
<td>be trained by officials from the Department of education?</td>
<td>5.05</td>
<td>10</td>
</tr>
<tr>
<td>B9</td>
<td>be knowledgeable about the compulsory functions of governance?</td>
<td>5.03</td>
<td>11</td>
</tr>
<tr>
<td>B43</td>
<td>market the school?</td>
<td>4.99</td>
<td>12</td>
</tr>
<tr>
<td>B3</td>
<td>be empowered to implement the constitution of the school?</td>
<td>4.98</td>
<td>13</td>
</tr>
<tr>
<td>B12</td>
<td>distinguish between issues of governance and management?</td>
<td>4,98</td>
<td>13</td>
</tr>
<tr>
<td>B29</td>
<td>attend workshops on the implications of all legal documents?</td>
<td>4,98</td>
<td>13</td>
</tr>
<tr>
<td>B30</td>
<td>be empowered to enforce the code of conduct for learners?</td>
<td>4,98</td>
<td>13</td>
</tr>
<tr>
<td>B7</td>
<td>govern the property of the school?</td>
<td>4,96</td>
<td>17</td>
</tr>
<tr>
<td>B25</td>
<td>improve their educational level by means of adult basic education and training (ABET)</td>
<td>4,95</td>
<td>18</td>
</tr>
<tr>
<td>B20</td>
<td>formulate a constitution for the school?</td>
<td>4,94</td>
<td>19</td>
</tr>
<tr>
<td>B22</td>
<td>be awarded with a certificate of competence after undergoing training?</td>
<td>4,92</td>
<td>20</td>
</tr>
<tr>
<td>B32</td>
<td>adhere to the stipulation of the National Education Policy Act?</td>
<td>4,90</td>
<td>21</td>
</tr>
<tr>
<td>B50</td>
<td>consult parents and other stakeholders regarding the school's language policy?</td>
<td>4,90</td>
<td>21</td>
</tr>
<tr>
<td>B40</td>
<td>elect a financial sub-committee to manage the school fund?</td>
<td>4,87</td>
<td>23</td>
</tr>
<tr>
<td>B8</td>
<td>promote the use of school facilities for other educational programmes?</td>
<td>4,84</td>
<td>24</td>
</tr>
<tr>
<td>B28</td>
<td>formulate a code of conduct for learners?</td>
<td>4,84</td>
<td>24</td>
</tr>
<tr>
<td>B13</td>
<td>develop a mission statement?</td>
<td>4,83</td>
<td>26</td>
</tr>
<tr>
<td>B36</td>
<td>be knowledgeable about the various forms of direct discrimination?</td>
<td>4,83</td>
<td>26</td>
</tr>
<tr>
<td>B34</td>
<td>be knowledgeable about dispute resolutions in the education sector?</td>
<td>4,81</td>
<td>28</td>
</tr>
<tr>
<td>B48</td>
<td>co-opt some community members with suitable expertise to serve on a sub committee?</td>
<td>4,79</td>
<td>29</td>
</tr>
<tr>
<td>B46</td>
<td>have measures in place to ensure that the grounds and buildings’ committee function effectively?</td>
<td>4,76</td>
<td>30</td>
</tr>
<tr>
<td>B23</td>
<td>formulate an admission policy for learners?</td>
<td>4,75</td>
<td>31</td>
</tr>
</tbody>
</table>
The above 39 items can thus be regarded as one scale or factor and was named competent school governance. The six-point scale should be understood in terms of a new scale that can be represented as follows:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(x 39)</td>
<td>39</td>
<td>78</td>
<td>117</td>
<td>156</td>
<td>195</td>
<td>234</td>
<td></td>
</tr>
</tbody>
</table>

A score of between 195 and 234 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 156 would represent partial agreement by the respondents whereas a score between 156 and 195 would represent partial agreement to agreement with the factor. A factor mean score of 117 would represent partial disagreement by the respondents concerned.

Having presented the items associated with factor one and discussed the
appropriate scale, factor two will now be discussed.

**TABLE 3.22: ITEMS ASSOCIATED WITH FACTOR 2: ACCOUNTABLE COLLABORATIVE SCHOOL GOVERNANCE**

<table>
<thead>
<tr>
<th>ITEM NO</th>
<th>DESCRIPTION:</th>
<th>MEAN SCORE</th>
<th>RANK order</th>
</tr>
</thead>
<tbody>
<tr>
<td>B44</td>
<td>To what extent do you agree that your SGB should motivate educators to provide quality education to the learners?</td>
<td>5.33</td>
<td>1</td>
</tr>
<tr>
<td>B19</td>
<td>have knowledge of the South African Council for Educators (SACE) code of conduct?</td>
<td>5.14</td>
<td>2</td>
</tr>
<tr>
<td>B17</td>
<td>be empowered to support the school principal to perform his/her professional duties?</td>
<td>4.78</td>
<td>3</td>
</tr>
<tr>
<td>B18</td>
<td>be trained by management consultants who specialise in educational duties?</td>
<td>4.77</td>
<td>4</td>
</tr>
<tr>
<td>B62</td>
<td>reward educators on the basis of their achievement?</td>
<td>4.73</td>
<td>5</td>
</tr>
<tr>
<td>B31</td>
<td>be knowledgeable about promotion in the education sector?</td>
<td>4.70</td>
<td>6</td>
</tr>
<tr>
<td>B59</td>
<td>give preference to the best-qualified educator when selecting candidates for permanent teaching posts?</td>
<td>4.69</td>
<td>7</td>
</tr>
<tr>
<td>B4</td>
<td>be knowledgeable about the level of qualifications of the educators in their schools?</td>
<td>4.58</td>
<td>8</td>
</tr>
<tr>
<td>B55</td>
<td>monitor the performance of the learners?</td>
<td>4.55</td>
<td>9</td>
</tr>
<tr>
<td>B51</td>
<td>have access to the necessary documentation regarding promotions in the education sector?</td>
<td>4.51</td>
<td>10</td>
</tr>
<tr>
<td>B52</td>
<td>be empowered to enforce the South African Council of Educators (SACE) code of conduct for educators?</td>
<td>4.41</td>
<td>11</td>
</tr>
<tr>
<td>B53</td>
<td>promote educators based on merit?</td>
<td>4.36</td>
<td>12</td>
</tr>
<tr>
<td>B54</td>
<td>reward educators on the basis of their productivity?</td>
<td>4.34</td>
<td>13</td>
</tr>
<tr>
<td>B35</td>
<td>be empowered to determine the starting and finishing times for their school?</td>
<td>4.13</td>
<td>14</td>
</tr>
</tbody>
</table>
The 20 items above can thus be regarded as one scale or factor that was named accountable collaborative school governance and the six-point scale should be understood in terms of a new scale that can be represented as follows:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B38</td>
<td>have the power to recommend that an educator found guilty of misconduct be transferred to another post?</td>
<td>4,03</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B15</td>
<td>reward educators on the basis of their educational qualifications?</td>
<td>3,99</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B57</td>
<td>formulate a policy on religious observance?</td>
<td>3,81</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B56</td>
<td>give preference to external candidates when selecting candidates for permanent teaching posts?</td>
<td>3,57</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B33</td>
<td>be trained by a group of experienced principals?</td>
<td>3,30</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B27</td>
<td>be trained by the principal?</td>
<td>3,16</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A score of between 100 and 120 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 80 would represent partial agreement by the respondents whereas a score between 80 and 100 would represent partial agreement to agreement with the factor. A factor mean score of 60 would represent partial disagreement by the respondents concerned.
### TABLE 3.23: ITEMS ASSOCIATED WITH FACTOR 3: SELECTION CRITERIA

<table>
<thead>
<tr>
<th>Item No</th>
<th>Description: To what extent do you agree that your SGB should:</th>
<th>Mean Score</th>
<th>RANK Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>take affirmative action into consideration when selecting candidates for permanent positions.</td>
<td>4.26</td>
<td>1</td>
</tr>
<tr>
<td>B61</td>
<td>give preference to internal candidates when selecting candidates for permanent teaching posts.</td>
<td>4.46</td>
<td>2</td>
</tr>
<tr>
<td>B60</td>
<td>promote educators based on affirmative action rather than on merit?</td>
<td>3.45</td>
<td>3</td>
</tr>
</tbody>
</table>

The above three items can thus be regarded as one scale or factor that was named selection criteria and the six-point scale should be understood in terms of a new scale that can be represented as follows:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(x3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A score between 15 and 18 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 12 would represent partial agreement by the respondents whereas a score between 12 and 15 would represent partial agreement to agreement with the factor. A factor mean score of 9 would represent partial disagreement by the respondents concerned. The third factor had a reliability coefficient that was regarded as being low for further statistical test to be performed.
Having provided a representation of the factors involved in school governance capacity building, it is appropriate to state the hypotheses and discuss the statistical analysis.

3.7 HYPOTHESES

One example of two independent groups will be discussed in detail.

3.7.1 Comparison of two independent groups

At the multivariate level, two independent groups can be compared for possible statistical differences in their vector mean scores using Hotelling's $T^2$ test. This implies that the vector means of the two independent groups are compared in respect of the two factors considered together.

Should a statistically significant difference be found at this multivariate level then the Student $t$-test is used in respect of each of the variables taken separately. The particular independent group chosen is "gender" and the discussion will now turn to possible differences between male and female respondents relative to the two factors.

3.7.1.1 Differences between male and female respondents as independent variable
### Table 3.24: Hypotheses with Male and Female Members of the SGB’s as the Independent Variable

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Symbol</th>
<th>DESCRIPTION</th>
<th>TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-variate level</td>
<td>Gender</td>
<td>HoT</td>
<td>There is no statistically significant difference between the vector mean score of male and female respondents in the SGB’s in respect of the two factors considered together.</td>
<td>Hotelling’s $T^2$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaT</td>
<td>There is a statistically significant difference between the vector mean score of male and female respondents in the SGB’s in respect of the two factors considered together.</td>
<td></td>
</tr>
<tr>
<td>Univariate level</td>
<td>Gender</td>
<td>Hot</td>
<td>There is no statistically significant difference between the mean scores of the male and female respondents in the SGB’s in respect of each factor taken separately namely:</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 1</td>
<td>Competent school governance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 2</td>
<td>Accountable collaborative school governance</td>
<td></td>
</tr>
</tbody>
</table>

82
There is a statistically significant difference between the mean scores of male and female respondents in the SGB's in respect of each factor taken separately namely:

Hat 1 Competent school governance
Hat 2 Accountable collaborative school governance

**TABLE 3.25: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE RESPONDENTS OF THE SGB's REGARDING THE FOLLOWING TWO FACTORS:**

<table>
<thead>
<tr>
<th>Factor Group</th>
<th>Group</th>
<th>Factor mean</th>
<th>Hotellings $T^2$ (p-value)</th>
<th>Student t-test (p-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent School Governance</td>
<td>Male</td>
<td>196,64</td>
<td></td>
<td>0,003</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>184,28</td>
<td>0,012</td>
<td>**</td>
</tr>
<tr>
<td>Accountable Collaborative</td>
<td>Male</td>
<td>88,69</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>Female</td>
<td>84,93</td>
<td></td>
<td>0,125</td>
</tr>
</tbody>
</table>

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

N (Males) = 112
N (Females) = 125

Table 3.25 indicates that there is a statistically significant difference between the vector mean scores of male and female respondents at the multivariate level in respect of the two factors considered together (p = 0,012). HoT is thus rejected and the alternative hypothesis HaT is accepted. At the univariate level male and female respondents differ statistically significantly from one another in respect of only com-petent
school governance. Hot 1 is thus rejected in favour of Hat 1.

Male respondents thus perceive themselves to be more competent in school governance than female respondents perceive themselves to be. A possible explanation could be that it is traditional in most of the South African cultures for males to take the lead in politics and governance. The concept of school governing bodies is new to most school communities in South Africa, and so is the concept of gender equity and it is possible that cultural differences still influence the perception of female governing body respondents to a large extent.

Moloi (1999:276), for example, found that culture still plays a significant role in the African culture and that the “man walks in front with a knobkierie while the woman follows behind with a baby on her back and a bundle on her head.” Perceptions such as these are extremely difficult to change and it is thus comprehensible why women respondents have a lower factor mean score than men in respect of competent school governance. Women in South African society have been socialised by society into believing that they are less competent in the functions of governance than men are. Women need to break away from this perception (Moloi, 1999:276).

In respect of accountable collaborative school governance male and female respondents do not differ statistically significantly in their mean scores. Males do, however, have a higher factor mean score and thus perceive themselves to be more accountably collaborative in school governance than females perceive themselves to be.

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

In respect of three or more independent groups, multivariate differences are investigated by means of MANOVA (multivariate analysis of variance) in respect of the two factors considered together. The vector mean scale scores are compared and should any difference be revealed at this level, then ANOVA (analysis of variance) is used to investigate which of these two factors is responsible for the significant statistical difference. Groups are analysed pair-wise by means of either the Scheffé or the Dunnette T³ test. The difference between the representative groups in school governing bodies (SGB’s) will now be discussed.

3.7.1.3 Difference between the representation in SGB groups in respect of the two factors

**TABLE 3.26: HYPOTHESES WITH REPRESENTATIVE GROUPS ON THE SGB AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi variate</td>
<td>Representative</td>
<td>HoM</td>
<td>There is no statistically significant difference between the vector mean</td>
<td>Manova</td>
</tr>
<tr>
<td>Level</td>
<td>groups</td>
<td></td>
<td>scores of the four SGB representative groups in respect of the two factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>taken together.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaM</td>
<td>There is a statistically significant difference between the vector mean</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scores of the four SGB representative groups in respect of the two factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>taken together.</td>
<td></td>
</tr>
</tbody>
</table>

85
<table>
<thead>
<tr>
<th>Univariate level</th>
<th>HoA</th>
<th>The average scale scores of the four SGB representative groups do no differ in a statistically significant way from one another in respect of following factors taken separately:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HoA 1</td>
<td>Competent school governance</td>
</tr>
<tr>
<td></td>
<td>HoA 2</td>
<td>Accountable collaborative school governance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HoA</th>
<th>The average scale scores of the four SGB representative groups do differ in a statistically significant way from one another in respect of the following factors taken separately:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HoA 1 Competent school governance</td>
</tr>
<tr>
<td></td>
<td>HoA 2 Accountable collaborative school governance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pair-Wise differences</th>
<th>HoS/D</th>
<th>There is no statistically significant differences between the average scale scores of the four representative groups compared pair-wise in respect of the two factors compared separately namely:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HoS 1</td>
<td>Competent school governance</td>
</tr>
<tr>
<td></td>
<td>HoS 2</td>
<td>Accountable collaborative school governance.</td>
</tr>
</tbody>
</table>
There is a statistically significant difference between the average scale scores of the four SGB representative groups compared pair-wise in respect of the two factors considered separately namely:

- **HaS 1** Competent school governance.
- **HaS 2** Accountable collaborative school governance.

### TABLE 3.27: SIGNIFICANCE OF DIFFERENCES BETWEEN THE SGB REPRESENTATIVE GROUPS IN RESPECT OF THE TWO FACTORS:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor Mean</th>
<th>MANOVA (p-value)</th>
<th>ANOVA (p-value)</th>
<th>Scheffé</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent school governance</td>
<td>A</td>
<td>196,04</td>
<td>0,207</td>
<td>0,522</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>191,58</td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>190,60</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>184,16</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>Accountable collaborative school governance</td>
<td>A</td>
<td>88,25</td>
<td>0,236</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>86,07</td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>90,50</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>82,53</td>
<td></td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

** Statistically significant at the 1% level (p < 0,01)
* Statistically significant at the 5% level (p > 0,05 but p < than 0,05)

A = Principals (N = 25)
B = Educators (N = 81)
C = Parents (N = 51)
D = Non-Educators/
Learners/co-opt. (N = 28)

Using the data in Table 3.27 it follows that there is no statistically significant difference between the SGB representative groups at the multivariate level. HoM is thus accepted and HaM rejected. Although there are no statistically significant differences between the various SGB groups it can be seen that school principals agree most strongly with the factor competent school governance. All the groups do, however, agree that competent school governance is an aspect that should be involved with the capacity building of governing bodies.

In respect of accountable collaborative school governance all four SGB groups partially agree that it should form part of the capacity building of a governing body.

Only one example of two independent groups and one example of three or more independent groups have been fully discussed. Due to the poor response rate of the questionnaires the researcher decides to probe the problem further using focus group interviews. However, the responses of the various independent groups is given in table 3.23 followed by a discussion of the two reliable factors.

3.8 DISCUSSION OF THE MEAN SCORES OF THE VARIOUS INDEPENDENT GROUPS IN RESPECT OF COMPETENT SCHOOL GOVERNANCE AND ACCOUNTABLE COLLABORATIVE SCHOOL GOVERNANCE

The mean scores of the various independent groups in respect of the two factors are given in Table 3.28.
TABLE 3.28: MEAN SCORES OF INDEPENDENT GROUPS IN RESPECT OF THE TWO FACTORS INVOLVED IN CAPACITY BUILDING FOR AN EFFECTIVE SCHOOL MANAGEMENT

<table>
<thead>
<tr>
<th>Independent group</th>
<th>Category name</th>
<th>Factor mean scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F1</td>
</tr>
<tr>
<td>Image of school</td>
<td>Excellent/Good</td>
<td>189,16</td>
</tr>
<tr>
<td></td>
<td>Average / poor/ very</td>
<td>192,55</td>
</tr>
<tr>
<td></td>
<td>poor</td>
<td></td>
</tr>
<tr>
<td>Area in which</td>
<td>Township</td>
<td>190,04</td>
</tr>
<tr>
<td>School is situated</td>
<td>Suburban</td>
<td>187,07</td>
</tr>
<tr>
<td></td>
<td>Rural/Farm</td>
<td>195,76</td>
</tr>
<tr>
<td>Age of respondents</td>
<td>14 – 30 years</td>
<td>173,50</td>
</tr>
<tr>
<td>(SGB's)</td>
<td>31 – 35 years</td>
<td>190,26</td>
</tr>
<tr>
<td></td>
<td>36 – 40 years</td>
<td>190,10</td>
</tr>
<tr>
<td></td>
<td>41 – 45 years</td>
<td>195,37</td>
</tr>
<tr>
<td></td>
<td>46+ years</td>
<td>191,82</td>
</tr>
<tr>
<td>Highest educational qualification</td>
<td>Lower grade 9 – grade 12</td>
<td>189,46</td>
</tr>
<tr>
<td></td>
<td>Post school certificate</td>
<td>189,87</td>
</tr>
<tr>
<td></td>
<td>Bachelors degree or higher</td>
<td>192,00</td>
</tr>
<tr>
<td>Circuit where school is situated</td>
<td>A Witbank 1</td>
<td>193,00</td>
</tr>
<tr>
<td></td>
<td>B Witbank 2</td>
<td>186,44</td>
</tr>
<tr>
<td></td>
<td>C Witbank 3</td>
<td>188,18</td>
</tr>
<tr>
<td></td>
<td>D Middelburg 1</td>
<td>178,05</td>
</tr>
<tr>
<td></td>
<td>E Middelburg 2</td>
<td>189,67</td>
</tr>
<tr>
<td></td>
<td>F Middelburg 3</td>
<td>203,43</td>
</tr>
<tr>
<td>Employment status</td>
<td>Unemployed</td>
<td>90,47</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Government sector</td>
<td>86,47</td>
</tr>
<tr>
<td></td>
<td>Private sector</td>
<td>89,24</td>
</tr>
<tr>
<td>Mother tongue</td>
<td>Afrikaans</td>
<td>89,21</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>93,45</td>
</tr>
<tr>
<td></td>
<td>Sotho</td>
<td>84,83</td>
</tr>
<tr>
<td></td>
<td>Nguni</td>
<td>86,41</td>
</tr>
<tr>
<td>Sort of school</td>
<td>Primary</td>
<td>84,46</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>87,53</td>
</tr>
<tr>
<td></td>
<td>Primary &amp; Secondary</td>
<td>92,92</td>
</tr>
<tr>
<td>Years involved in GO (SGB)</td>
<td>0 - 1 years</td>
<td>84,85</td>
</tr>
<tr>
<td></td>
<td>1 - 2 years</td>
<td>85,24</td>
</tr>
<tr>
<td></td>
<td>3+ years</td>
<td>90,17</td>
</tr>
<tr>
<td>Level of support from district</td>
<td>Excellent</td>
<td>88,20</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>86,81</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>89,00</td>
</tr>
<tr>
<td></td>
<td>Do not know</td>
<td>82,43</td>
</tr>
<tr>
<td>Gross income of respondents (SGBs)</td>
<td>R0 - R1000 per month</td>
<td>92,33</td>
</tr>
<tr>
<td></td>
<td>R1001 - R3000 per month</td>
<td>89,06</td>
</tr>
<tr>
<td></td>
<td>R3001 - R5000 per month</td>
<td>85,34</td>
</tr>
<tr>
<td></td>
<td>More than R5000</td>
<td>87,11</td>
</tr>
<tr>
<td>Attendance of SGBs members</td>
<td>Excellent</td>
<td>92,08</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>86,08</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>82,07</td>
</tr>
</tbody>
</table>
## 3.8.1 Discussion of the mean scores represented in Table 3.28

In order to expedite the discussion, the factors will be discussed separately with competent school governance being the first to be examined.

### 3.8.2 Competent school governance

The factor mean scores of the various independent groups in Table 3.28 will now be considered briefly:

- **Image of school** – respondents (SGB's) who perceive their schools to have average/poor/very poor images in their communities had a higher factor mean score than those with a perception that their schools had excellent/good images in their communities. Both groups, however, agree with the items involved in competent school governance. Respondents with the perception that their school has
an average to poor image feel more strongly about competent school governance than respondents who believe their schools have excellent to good images. This is possibly an indication that a competent governing body influences the school image.

- **Area in which the school is situated** – respondents from the rural/farm areas had a higher factor mean score than respondents from township and suburban areas in respect of the factor competent school governance. Although the three groups agree with the items involved in competent school governance it would appear that the situatedness of the school away from the township and suburban place has a greater influence on the perception of competent school governance. It is also possible that the members of the SGB’s in rural areas are less literate than their colleagues in townships and suburban areas and hence feel more strongly that members of the SGB’s should be competent in order to carry out their functions.

- **Age of respondents** – respondents in the age group between 41 – 45 years have the highest factor mean score whilst the group falling between 14 – 30 years of age have the lowest mean score. Learners fall in this latter group and because of their relative inexperience of governance it is expected that they will feel less strongly about competent school governance than the older groups. Although the groups do not differ statistically significantly from one another all age groups do agree that the factor competent school governance is an important aspect of capacity building for effective school management.

- **Highest educational qualifications** – the three educational qualification groups do not differ statistically significantly in their factor mean scores. Respondents with the lowest educational qualification have the lowest factor mean score in respect of
competent school governance. All three groups, however, agree that school governance capacity building will include the items as contained in the factor competent school governance.

- **Circuit where school is situated** – the respondents are from six different circuits. Although the respondent groups had different factor mean scores in respect of competent school governance, the groups do not differ statistically significantly from one another in respect of this factor. All groups agree that the items in the factor competent school governance forms a part of the capacity building of governing bodies.

- **Employment status of respondents** – respondents in the three groups do not differ statistically significantly in their factor mean scores. All three groups agree that competent school governance is an important aspect of school governance capacity building for managing an effective school. It is however, interesting to note that respondents from the private sector feel most strongly about competent school governance. This possibly suggests that they believe members serving on SGB’s should be competent in respect of the various functions which they have to perform.

- **Mother tongue of respondents** – although Afrikaans mother tongue speakers have the lowest factor mean score in respect of competent school governance, none of the mother tongue groups differ statistically significantly from one another in respect of competent school governance. A possible explanation is that Afrikaans mother tongue speakers have had competent school governing bodies for many years prior to 1996 when the SASA was introduced. All four groups agree that competent school governance is an important aspect of effective school management.
- **Type of school** – respondents representing the primary schools have the lowest factor mean score whilst the secondary and combined schools have the highest factor mean scores. The three groups all agree that competent school governance is an important aspect of school governing body capacity building.

- **Years involved in SGB – experience** – the respondents with the lowest years (0 – 1 years) have the lowest factor mean scores in respect of competent school governance. The group with three or more years of experience have the highest mean score. The three groups do not differ statistically significantly from one another in respect of competent school governance and it is expected that the more experienced group will feel most strongly in respect of competent school governance. They probably realise that experience plays an important part in the concept of a competent governing body.

- **Level of support from the district** – it is striking to realise that the respondents who do not know the level of support of the district to their schools have the lowest factor mean score and differ statistically significantly from the group that perceive the level of support to be excellent. This probably indicates that involvement by the district is an important aspect involved in the capacity building of competent SGB’s.

- **Gross income of respondents** – respondents with the lowest income have the lowest factor mean score. The four groups do not differ statistically significantly from one another in respect of competent school governance and all agree that competent school governance is an important aspect of the capacity building of school governing bodies.
- **Attendance of SGB's at meetings** – the three groups all agree that competent school governance is a vital aspect involved in building the capacity to govern a school effectively. Attendance at SGB meetings does appear to effect the perception of SGB members as the group who perceive that the attendance of members is excellent have the highest factor mean score.

This completes the discussion of competent school governance as an aspect of the capacity building of SGB's. The second factor namely accountable collaborative school governance will now be discussed.

### 3.8.3 Accountable collaborative school governance

- **Image of the school** Respondents (SGB's) who perceive their schools to have average/poor/very poor images in their communities have a higher factor mean score than those with excellent/good images of their schools in their communities. Although both groups agree with the items involved in accountable collaborative school governance, respondents with the perception that their school has an average to poor image feel more strongly about accountable collaborative school governance than respondents who believe their schools have excellent to good images. This is an indication that an accountable governing body influences the school's image and that such governing body probably realises the importance of effective governance.

- **Area in which the school is situated** Respondents from the rural/farm areas had a higher factor mean score than respondents from township and suburban areas in respect of the factor accountable collaborative school governance. Although the three groups agree with the items involved, it would appear that the situatedness of the school away from the township and suburban place has a greater influence on the perception of school governance.
It is possible that members of the SGB's in rural areas are less literate than their colleagues in the townships and suburban areas and hence feel more strongly that members of the SGB's should have an accountable collaborative stance in order to carry out their duties.

- **Age of respondents** – Respondents in the age group between 36 – 40 years have the highest factor mean score whilst the group falling between 14 – 30 years of age have the lowest mean score. Learners falling in this group are inexperienced in governance. Although the groups do not differ statistically significantly from one another, all age groups do agree that the factor accountable collaborative school governance is important in the capacity building of SGB's for an effective school management.

- **Highest educational qualification** – the three educational qualification groups do differ statistically significantly in their factor mean scores. Respondents with the lowest educational qualification have the lowest factor mean score in respect of accountable collaborative school governance. All three groups, however, agree that school governance capacity building will include leadership training as an important item for accountable collaborative school governance.

- **Circuit where school is situated** – The respondents are from six different circuits. Although the respondent groups have different factor mean scores in respect of accountable collaborative school governance, the groups do not differ statistically significantly from one another in respect of this factor. All groups agree that the situatedness of the school in the circuit plays a role with regards capacity building on accountable collaborative school governance in the Witbank district.
Employment status of respondents - Respondents in the three groups differ statistically in their factor mean scores. The government sector group agrees that accountable collaborative governance is necessary for an effective school. It is however, interesting to note that respondents from the private sector also feel more strongly about accountable collaborative school governance. This is due to the fact that they are exposed to team-building programmes in their job situation. This suggests that they believe that members serving on SGB's should have a team spirit in respect of the various functions which they have to perform.

Mother tongue of respondents. All four groups agree that accountable collaborative school governance is an important aspect of effective school management.

Type of school Respondents representing the primary schools have the lowest factor mean score whilst the secondary and combined schools have the highest factor mean scores. The three groups all agree that accountable collaborative school governance is an important aspect of school governing body capacity building.

Years involved in SGB – experience The group with three or more years of experience have the highest mean score. The three groups do not differ statistically significantly from one another in respect of accountable collaborative school governance and it is expected that the more experienced group would feel most strongly in respect of this factor. They probably realise that experience plays an important part in the concept of a collaborative governing body in the Witbank district.

Level of support from district It is striking to realise that the respondents who do not know the level of support of the district to
their schools, have the lowest factor mean score and differ statistically from the group that perceive the level of support to be excellent. This probably indicates that involvement by the district is an important aspect involved in the capacity building of accountable school governing bodies.

- **Gross income of respondents** – Respondents with the lowest income have the lowest factor mean score. The four groups do not differ statistically from one another in respect of accountable collaborative school governance and all agree that collaborative school governance is needed for the building of capacity on school governing bodies.

- **Attendance of SGB’s at meetings** – The three groups all agree that accountable collaborative school governance is a vital aspect involved in building the capacity to govern a school effectively. Attendance at SGB meetings does appear to effect the perception of SGB members as the group who perceive that the attendance of members is excellent, have the highest factor mean score.

Now that the factor mean scores of the various independent groups have been discussed, a summary in respect of these three factors will be drawn for further clarification.

### 3.8.4 Summary in respect of the three factors that constitute school governance capacity building

According to the World Book Dictionary (1992:296) the aspects of capacity building are:

- competency;
- empowerment;
- development;
- skills; and
In order to capacitate school-governing bodies in the Witbank district, these aspects should be present. A comparison of the questions in section B of the questionnaire indicates that all the questions can be assigned to the above aspects. These aspects are thus inseparable and would also be present in the three factors identified by means of factor analysis namely:

- competent school governance;
- accountable collaborative school governance; and
- selection criteria.

The aspects of capacity building, as identified from the literature, are thus synonymous with the factors identified in this research project. In order to capacitate school governing bodies in the Witbank district to manage their schools effectively, it is thus necessary that any programme designed to train SGB's should take competent school governance, accountable collaborative school governance and appropriate selection criteria into consideration.

3.9 CONCLUSION

In this chapter the design of the research instrument and the empirical investigation were discussed. The structured questionnaire, its interpretation and analyses formed the greater part of this chapter. Comparison of two independent groups with the differences between male and female respondents as independent variables, was also discussed. The more independent groups, in the form of the representative groups from the governing body, was also examined. Discussion of the mean scores of the various independent groups in respect of competent school governance and accountable collaborative school governance in the Witbank district was subsequently provided.
In chapter four the focus group interview will be discussed in relation to capacity building of SGB’s in the Witbank district.
CHAPTER FOUR

RESEARCH METHOD AND COLLECTION OF DATA

4.1 INTRODUCTION

In this chapter the researcher aims to discuss the qualitative paradigm. The selected paradigm, together with the appropriate method and technique, will therefore be discussed in depth, together with an appropriate data analysis in order to elaborate on the data to a greater extent (Crabtree, et al: 1992:25).

It has already been mentioned that there was a poor response to the questionnaires. This poor response prompted the researcher to make use of a more friendly method of investigation namely focus group interviews.

The parameters within which the focus group interviews took place will now be elaborated.

4.2 PARAMETERS OF THE RESEARCH

The parameters of the qualitative research are demarcated by framework, participants, statement and aims and procedures. Each of these aspects is briefly reviewed.

4.2.1 Framework

School governance capacity building: implications for effective school management
4.2.2 Participants

Schools from the Witbank District, Mpumalanga province, as selected by the researcher.

4.2.3 Statement of the problem and aims of the research

Having contextualized the problem, it is necessary to focus the research problem by means of questions such as:

- What essential features are associated with the concept of capacity building of the school governing body?
- According to the perception of principals, educators, non-educators, parents and learners, in which aspect of capacity building do governing bodies need training?
- Can guidelines be given to assist governing bodies in respect of capacity building which can promote the effectiveness of school management?

4.2.4 Procedure

The following procedure was followed regarding, the further investigation of capacity building of school governance:

- Focus group interviews were conducted with educators, parents and learners.
- These interview sessions were recorded on audiotape and were transcribed as soon as possible after the sessions.
- An in-depth analysis of the audio tape recordings, transcripts and moderator’s notes, were systematically and verifiably completed.
- A qualitative interpretation of the interview data was done after the data-reduction process to ensure the reliability and validity of the
study.

Guidelines were formulated that could be implemented in the school governance capacity building of SGB's in the Witbank district.

The framework of the research has been provided above and the researcher will now explain the process of focus group interviews and how it helped with data collection.

4.3 THE FOCUS GROUP INTERVIEWS AS A TOOL FOR QUALITATIVE RESEARCH

Kingry, Tiedie and Friedman (1990:124) define focus group interviews as "a qualitative approach to learning about population subgroups with respect to conscious, semi-conscious and unconscious psychological and sociological characteristics and processes". On the other hand, Kingry et al. (1990:124) write that a focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Careful planning with respect to participants, the environment, and the questions to be asked are keys to conducting effective focus groups interviews.

As a qualitative technique of collecting data, focus groups consist of tape-recorded group discussions among several participants on a set of topic such as, “school governance capacity building and its implications for effective school management” (Crabtree et al., 1992).

The reason for this is that the community were recalcitrant in returning the questionnaires and it was thought that focus group interviews would be a more suitable technique to provide the necessary non-threatening atmosphere to encourage the respondents to interact with the researcher.
The group interviews will thus now be discussed in greater detail.

4.4 THE FOCUS GROUP INTERVIEWS AS A DATA-GATHERING INSTRUMENT

The focus group interview is a qualitative method of collecting data involving four to ten participants who are selected because they relate to the topics of the focus group (Krueger, 1994:6 and Burgess, 1985:96-100).

Because of the strong empathetic characteristics that the focus group interviews have, the researcher felt comfortable with this technique. These characteristics are now examined.

4.4.1 Characteristics of Focus Groups

- Focus groups usually include four to twelve participants (Basch, 1987; Krueger, 1988) as quoted by Kingry et al., (1990:124).
- Homogeneity is the key principle in forming the focus group. What determines the homogeneity is the purpose of the study. Ideally the participants should be unfamiliar with each other (Kingry et al., 1990:123; Krueger, 1994:17 and Burgess, 1985:96-100).
- Focus groups are conducted in series and the number of groups necessary for a particular study is variable and depends on the research aids or purpose of the study.
- Focus groups should be held in a comfortable, non-threatening setting with a high-quality tape-recorder, strategically placed to capture the dialogue between the moderator and the participants.
- Focus groups are aimed at collecting qualitative data from a focused discussion (Krueger, 1994:20). Carefully structured and sequenced questions, based on the purpose of the study, are necessary to elicit a wide range of responses (Kingry, Tiede and Friedman, 1990:124).
Focus groups are a data collecting procedure (Krueger, 1994:19).

In focus groups, the moderator and researcher are one and the same entity. The task of the moderator includes question development, facilitating the sessions, documentation, analysis and interpretation of results.

All data obtained from the focus group interviews are analysed qualitatively. The analysis process needs to be systematic and verifiable (Kingry et. al., 1990:125).

Focus groups have been found to be useful prior to, during, and after programmes, events or experiences. In this particular research project focus group interviews were used because of the poor response to the structured questionnaires. The poor response was probably due to the large illiteracy rate amongst the respondents. Focus group interviews could overcome this problem as the data could be collected in a more informal manner. Focus groups are valid if they are used carefully for a problem that is suitable for focus group inquiry (Mashele, 1997:18).

Collecting data from a largely illiterate community is such a problem and thus lends itself to focus group inquiry.

All the foregoing information about the focus group offers several advantages in their use and such advantages will now be elaborated upon.

4.4.2 Advantages of focus group interviews

The advantages of focus group interviews are numerous due to the fact that they place people in natural, real-life situations as opposed to controlled experimental situations typical of quantitative studies (Krueger, 1994:34). Focus groups could thus cause the respondents in this research to feel more comfortable about making their particular
contributions.

Focus group interviews also provide a stimulating and secure setting for members to express ideas without fear of criticism. The synergy of the group has the potential to uncover important constructs that may be lost with individually generated data (Kingry, et.al., 1990:125). They also provide the researcher with the opportunity to probe for more information. Group interaction could stimulate new ideas from respondents.

Folch-Lyon and Frost (1981:44) see focus groups as helpful in uncovering "dynamic emotional processes, which determine behaviour to such a large extent". The behaviour and emotions of the respondents will be uncovered.

Focus group interviews can be of relatively low cost and can provide speedy results (Krueger, 1994:35). Another advantage of the focus group interview is that it does not compel the respondents to answer each question. Spontaneous responses will enhance the data obtained in this study.

The focus group interview format is flexible and allows the moderator to probe and therefore enables the researcher to increase the sample size of qualitative studies (Krueger, 1994:36).

Although several advantages have been offered on focus group interviews to intensify the selected qualitative research method for gathering data, focus groups are not without limitations. As has been noted, however, these are not substantial enough to deter the researcher from using this method. These limitations will, however, be briefly illuminated.
4.4.3 Limitations of focus group interviews

All techniques for gathering information have limitations, and focus group interviews are no exception. The following are some of the limitations:

- Focus groups have limitations that affect the quality of the results.
- Focus group interviews afford the researcher less control than individual interviews.
- The technique sometimes produces data that is difficult to analyse, requiring special skills from moderators.
- Focus groups can result in troublesome differences among groups.
- Focus groups are also sometimes difficult to assemble and the interviews must be conducted in an environment conducive to conversation (Krueger, 1994:35).

It is important for the researcher of this study to be aware of these limitations as it is a technique that the researcher has chosen for furthering this particular study. Although there are limitations, the focus group interview works, because it taps into human tendencies. Attitudes and perceptions relating to concepts, products, service or programmes are developed in the party by interaction with other people. It is therefore the intent of the focus group to promote self-disclosure among participants (Krueger, 1994:11).

The data that has been gathered through focus group interview techniques will be carefully and judgementally analysed and interpreted, just like in any other scientific approach. The analysis of the focus group interview data will be driven by the intent of this study (Kingry et.al., 1990:125), in order to establish guidelines for capacity building that may address the needs of the school community through effective school management. Data analysis will now be briefly elucidated.
4.5 DATA ANALYSIS IN THE QUALITATIVE RESEARCH PARADIGM

Data collection and data analysis are tightly interwoven processes, and must occur alternately because analysis directs the sampling of data (Strauss and Corbin, 1990:59).

Meriam (1988) and Marshall and Rossman (1989) as quoted by Cresswell (1994:166) contend that data collection and data analysis must be a simultaneous process in qualitative research. On the other hand Schazman and Strauss (1973), quoted by Creswell (1994:167), claim that qualitative data analysis primarily entails classifying things, persons and events and the properties which characterise them.

According to Morse (1993:25) data analysis is a process that requires astute questioning, a relentless search for answers, active observation and accurate recall. It is a process of piecing together data, of making the invisible obvious by recognising the significant from the insignificant, of linking seemingly unrelated facts logically, of fitting categories one with another and of attributing consequences to antecedents.

Data analysis is a process of conjecture and verification, of correction and modification, of suggestions and defence. It is a creative process of organising data so that the analytic scheme will appear obvious (Morse, 1993:25).

When analysing data, there are steps that should be followed in keeping with a qualitative analysis approach. These steps are now briefly explained.

4.6 PROTOCOL: QUALITATIVE APPROACH AND DATA ANALYSIS

Step 1: Read the transcriptions. Preconceived ideas the researcher may
have must be placed aside and an objective focus on the answers in the transcriptions should be maintained.

Step 2: This step involves data reduction, and this is where the researcher and the decoder must distinguish between the relevant and irrelevant answers to the questions.

Step 3: Reliability from the respondents should be checked by giving them the transcriptions to read and to allow them to add whatever they feel like and be sure that what is written is exactly what they have said.

Step 4: Categories need to be formulated and under each, the researcher will place the ideas and quotes that most appropriately fit and best substantiate the category.

Step 5: The transcriptions should now be taken to the independent decoder to ensure reliability. He/she will be given the protocol and original transcriptions in order to finalise and reach consensus with regard to the interview data.

Step 6: Validity is then checked by comparing the results of the research with similar research in the form of a literature check. Then the research will be completed (Kingry et al., 1990:125).

Having briefly examined the various steps involved in the analysis of the data the further progression of the research project will now be discussed.

4.7 THE RESEARCH PROJECT

For reasons discussed above focus group interviews were decided upon.
Selection of respondents is the first aspect to be examined.

4.7.1 Selection

Only elected school governing bodies were chosen. Principals, non-educators, parents and learners were also interviewed. Due to the time frame of this research, not all the public schools could be included in the interviews. Schools were randomly sampled.

4.7.2 Participation

Seven focus groups were chosen consisting of approximately ten to twelve respondents each. Each group came from a different public school and only one interview was conducted per public school - the former farm, mine public, model C, Coloured, Indian and community schools were included in the sample for interviews.

4.7.3 Group sessions

Focus groups interviews were conducted in series and the number of groups necessary for a particular study depended on the research aims or purpose of this study. There was a re-evaluation after the third interview and interviews in this research were continued until saturation of data was reached (Saturation is when the groups start to give the same responses again and again).

4.7.4 Environment

The focus group interviews were held in a comfortable, non-threatening setting, with a high-quality tape recorder, strategically placed to capture the dialogue between the moderator/researcher and the participants to maximise accuracy and reduce possible misinterpretations. Group
members were given assurance that the recording would be confidential.

4.7.5 Access and entry

Potential participants were contacted in advance, personally and telephonically and through the District Office (Witbank), approximately two weeks before the meeting. Where possible the school invited the researcher when their meetings were due, for example, when discussing the year plan. A central, convenient and accessible situation was chosen as the venue for these focus group interviews.

4.7.6 Time

The focus group interviews were scheduled for a day and time that was convenient to the participants.

The various steps that were followed for the focus group interviews has been discussed and it is perhaps pertinent to again indicate why focus group interviews were found to be necessary.
4.8 WHAT NECESSITATED THE USE OF FOCUS GROUP INTERVIEWS

The poor response rate of the respondents to the structured questionnaire in the Witbank district, troubled the researcher and upon investigation it was suspected that very few schools in fact had functioning school governing bodies. The researcher thus elected to probe the problem further by means of focus group interviews as this would enable him to interact at a personal level with the various role players. It would also enable him to observe the participants at a face-to-face level and to clarify any uncertainties and suspicions that may be present. The schools chosen for the focus group interviews are given in Appendix B. The respondents chosen for the focus groups will now be explicated.

4.9 RESPONDENTS FROM THE TARGET SCHOOLS

The following are the groups that were interviewed in the Witbank District, Mpumalanga Province.

PRINCIPALS

Mr J. Ndlovu
Principal Mkhulu Combined School
Middelburg Circuit III
“They ought to understand their functions, that they promote the culture of learning and teaching (Ndlovu, Oct. 18).

Mrs BP Nkosi
Principal Elukhanyisweni Secondary School
Witbank I
“We need to have people from the community involved in the SGB because they are the eyes and ears of the community in that particular school (Nkosi, Oct. 25).”

PARENT COMPONENT

Mr David Ngobeni and Mrs Emmah Phiri
Parents: Jeremia Mdaka Primary School
Witbank II
“There is a need that we, as parents, should work hand in hand for the progress of the school, because we are elected by them as their eyes and ears at this school (David, Nov. 21).”
Parents meeting

Jeremia Mdaka Primary School
Witbank I
“I personally have a problem with the inclusion of learners in the SGB (David, Nov. 21).”

LEARNER COMPONENT

Lucas Shongwe and Lucky Khoza
Sofunda Secondary School
Middelburg I
“If we are included in the SGB, we can air our views and discuss our problems with the teachers and parents – we also have the right to be heard (Lucky, Nov. 16).”
NON-EDUCATOR COMPONENTS

Mr Hlatshwayo, Mr Mkhwanazi and Mr Sekwane
Mphanama Comprehensive School
Middelburg I
“Children don’t want to take our instructions, they want you to do as they want, which is impossible (Hlatshwayo, Nov. 21).”

PARENTS COMPONENT

Mr Jeremia Sepedi (Chairperson)
Ndela Primary School
Middelburg II
Abel Nkosi and Phumzile
Ndela Primary School
Middelburg II
“SGB members have different ideas, it is very important that they share their ideas for the progress of the school (Phumzile, Nov. 3).”

After briefly indicating who the respondents were it is now perhaps pertinent to indicate what questions were posed to the various focus groups.

4.10 RELEVANT QUESTIONS

In order that the researcher may obtain data relevant to this research, the following questions were asked. They were formulated from a more general topic in order to relax participants, to more specific areas. Ten questions were formulated around the problem, ‘school governance capacity building’ as follows:

- The school’s culture of learning, teaching and service (COLTS) is the responsibility of all stakeholders. How do you understand the impact which can be put by all the stakeholders or SGB components?
- According to your understanding, how do governance and
management complement each other?

- What is your opinion about the inclusion of learners in the school governing bodies?
- How do you understand that all parents should be involved in school development?
- According to your own understanding, how should members of the school governing bodies be inducted?
- The Act (i.e Act no 84 of 1996) speaks of the school as a legal person (juristic person). How do you understand this statement?
- What is your own perception with regard to fundraising in schools?
- How would you react to the statement that a school is just like any other business?
- What do you understand by the school’s financial management, and how do you see the SGb’s role in it?
- SGB members are reluctant to attend meetings. What can be done to improve this situation? (An example is their poor attendance).

4.11 CONCLUSION

In this chapter the aim was outlined, the different paradigms - qualitative and quantitative - were also outlined. The qualitative research method was selected as suitable to probe the problem of the governing body further. The different types of interviews were discussed and focus group interviews were chosen as the method for the further collection of data. Strengths and limitations of the qualitative method were discussed. Data analysis was discussed together with its qualitative procedure. In the next chapter, the research results and interpretation of the focus group interviews will be outlined.
CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF FOUR SELECTED SAMPLE OF EMPIRICAL DATA

5.1 INTRODUCTION

Chapter four amongst other aspects concentrated on an explanation of the questions relevant to school governance capacity building as chosen for discussion by the researcher. The sample as representative of the Witbank district – Mpumalanga province, with its concomitant problems was also discussed. In this fifth chapter the results of the fieldwork will be presented. These results are the product of the analysis of the focus group interviews with parents, non-educators, principals and learner components of the school governing bodies and observations as reflected in the field notes. Analysis was performed according to the content method of Kvale’s three levels: content, intent and theory (Kvale, 1983: 171-196).

In the following section, themes as defined through data analysis (according to rigorous procedures) are summarised. Annexure C has more information about the protocol used. A discussion of the themes identified follows the Table.
## 5.2 Themes and Categories Identified Through Data Analysis

### Table 5.1 Themes and Categories

<table>
<thead>
<tr>
<th>Theme</th>
<th>Categories</th>
<th>P</th>
<th>Ne</th>
<th>L</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to procedures of governance</td>
<td>Environment</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discipline</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision making</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Sharing and networking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Literacy level of members</td>
<td>Immaturity</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language deficiency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>Induction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Internal and external NGO</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Information dissemination</td>
<td>Transparency</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Stakeholder involvement</td>
<td>Educators</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Learners</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Non-educators</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Acceptance of ownership and responsibility</td>
<td>Commitment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Attitude</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Support</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Internal and External Incentives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incentives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language/Body language</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Table 5.1 lists all the aspects pertaining to themes and categories identified through data analysis. From these themes it is evident that all the aspects are interrelated and form the basis of a well founded programme for capacity building of the SGB’s in the Witbank District.

Below follows the discussion of these themes for greater understanding and clarity. The last four columns of the table show the SGB components that were involved in the categories identified.

5.2.1 A discussion of the themes.

- Exposure

The respondents in general displayed a lack of knowledge of SGB’s functions. This lack of knowledge is linked to the exposure of the entire SGB components to workshops and training in the Witbank district.

One principal remarked that learners as well as the parent component...
"ought to understand their functions, so that they help in promoting the culture of learning and teaching in their schools."

The other components of the governing body supported each other stating that some farm public schools are remote and that they will need to network with other urban public schools so that they may learn from each other’s experiences. In the environmental exposure members affected greatly will be the adults (principals, non-educators and the parents). People learn from other people; the more people are exposed environmentally, the more experienced one is, the more disciplined one becomes and the better one can take responsible decisions. If the SGB’s are exposed to managerial skills, they could possibly become competent managers.

• Literature

The concern of all the members of the governing bodies was that literature comes to them in a foreign language and that most, if not all, the workshop facilitators, address them in a language which makes understanding of the subject matter difficult. The literacy level of the farm public school communities also imposes a big problem and was a matter of great concern to the facilitators. The respondents, for example, requested that for adult basic education and training (ABET) classes be introduced in farm public schools.

• Workshops

All respondents were concerned that very few workshops were organised, and at some places no workshops took place at all. This meant that there was no induction done with them – either internally or externally. One of the respondents even said that they were “robbed” by not being inducted into their new work as members of SGB’s.
• **Information**

Most respondents said that information about school governance capacity building did not reach them on time and some said that it did not reach them at all. For instance, manuals were sent to only some of the schools and others had nothing to work from. They were of the opinion that the media – radio, could be used to disseminate important knowledge about school governance.

• **Involvement**

Most respondents would like to see the district involved in their schools. Some of them remarked that since the beginning of the year – 1999, they had no visit from the district officials. They felt that the coming of a district official to their school would impact positively on their involvement in their school. They also remarked that they did not attend a workshop on school governance.

• **Ownership**

Respondents appear to be ready to take ownership of their schools. Their only problem is that ownership goes with responsibility. They should, therefore, first have the capacity to carry out the various functions needed in respect of school governance. They suggested that SGB’s should not start working without being inducted or capacitated so that they will be in a position to take full ownership of their schools.

• **Motivation**

This is another theme that came out strongly in the data. Respondents
came up with the following suggestions:

- One principal said that the SGB’s must be paid for the work rendered.
- Another principal thought that SGB’s can be motivated by receiving certificates at the end of their term of office as incentives.
- One of the parents said that they are motivated if their school is well run and good results are achieved at the end of the year.
- Most of the respondents affirm that they were motivated if they knew what they were doing – they need the knowledge. They are convinced that they were working for their children’s education and for community development.

In the following discussion the views of the various stakeholders of the SGB will be represented.

5.2.2 Principals’ views about other stakeholders

From the interviews conducted, principals viewed stakeholders as follows:

- Non-educators are not involved and lack the capacity of adding value to the SGB. They don’t see themselves as part of the school and therefore need to be capacitated.
- Parents as illiterates who lack commitment and do not take responsibility for their children’s education. They feel that these parents need to be informed about their duties so that they may be good governors of their schools. The point of limitation of power, that is, governance and management needed to be clarified for them so as to avoid unnecessary conflict with the school’s management team (SMT).
5.2.3 Parents' view about other stakeholders

Parents interviewed appeared pleased with the help and guidance given by their principals. They see learners as not yet ready to be incorporated in the SGB. The term “immature” was therefore used to suggest that these learners are not ready. They also see these learners as troublesome people who often make discipline impossible in schools. Parents feel that the non-educator members are not really “pulling with them” – according to them the non-educators do not see themselves as part of the community and therefore are not committed to the governance of the school, more especially, the clerical staff.

5.2.4 Learners' views about other stakeholders

Learners seemed pleased with the guidance they get from their principals. They were concerned about the literacy level of their parents as members of the SGB. They had a feeling that some of their parents were not committed to serving on the SGB. They therefore felt that parents would be better SGB members if they commit themselves before the election of the SGB.

Some learners, though, maintain that they learned a great deal from the other governing body members during their interventions. One learner said “If we are included in the SGB we can air our views and discuss our problems with the teachers and parents – we also have the right to be heard”.

The analysis of the themes above sometimes need to be probed further. It is possible, for example, to probe certain statements more intensely by using a scheme as proposed by Kvale (1983:181). Kvale’s so called three levels of interpretation will now be illuminated by means of concrete examples.
5.3 **KVALE’S THREE LEVELS OF INTERPRETATION**

According to Kvale’s (ibid) phases of interpretation the meaning of a theme can be interpreted on a number of levels or phases.

In the fourth phase, the completed and transcribed interview is interpreted by the researcher alone. One may here distinguish broadly between three levels of interpretation namely:

- content;
- intent; and
- theory;

Considering the question asked to the teaching staff component of the SGB about “what is your opinion about the inclusion of learners in school governing bodies.” This response can be interpreted as follows:

- **Content:** Children cause trouble they don’t want to take instructions. They want to do as they like, which is not possible.

The actual intent of the governing body member, according to Kvale (1983:181) is:

- **Intent** – I am an adult and thus have a problem with the inclusion of learners. They are still immature.

The governing body member can now make use of theory to substantiate this point of view as follows:

- **Theory** - Children are not mature enough to take decisions about the governance of a school. One could, for example, classify learners as belonging to the immature level where they would be unwilling and
Kvale's theory is thus a useful mechanism to interpret the "hidden messages" that are often present in communication between persons.

Having discussed and illuminated the various themes that were identified when analysing the focus group interviews, the researcher will attempt to provide a diagrammatic representation of the process followed.

5.4 DIAGRAMATICAL INTERPRETATION OF THE FOCUS GROUP INTERVIEWS

A more convenient way of representing the different phases is included in scheme 5.1.

The interpretation process followed in the analysing of the focus group interviews may be presented in three phases as follows:

5.4.1 Phase 1: Broad analysis

The focus group interviews were tape-recorded and thereafter the recorded tapes of every focus group interview were transcribed word-by-word. The transcribed document is to be found in Appendix C. The analysis of the document is briefly described beneath.

5.4.2 Phase 2: Refined analysis

All the themes from the transcribed interviews appearing in the document in Appendix C is indicated in scheme 5.1 below the focus groups. Every theme is supported by the precise essence of the emotions, thoughts and views as expressed by the focus group participants.
5.4.3 Phase 3: Final analysis

The various themes that were identified are each composed of categories illuminated by a particular comment made by a respondent. These categories are grouped together to form the theme. In scheme 5.1 the themes are shown in the form of an oval shape and the themes are linked by vertical lines.

An attempt is also made in scheme 5.1 to incorporate the three factors that were found when analysing the respondents' answers to the items in the structured questionnaires.

5.5 FACTORS INFLUENCING CAPACITY BUILDING OF SGB'S

Scheme 5.1: Factors influencing capacity building of SGB's.

- Meetings should be conducted in a language they all understand (Ndlovu, Oct 21) Question 10 line 1.
- SGB members, including the chairperson, are illiterate (Ndlovu, Oct. 21) page 1, question 1, line 4.
- To me, it is premature in South Africa to have learners into the governance of the school (Ndlovu, Oct. 21) page 2, question 3, line 1.
Exposure, environment and experience (See Factor 1)

- Blacks were previously not exposed to learning (Ndlovu, Oct. 21) page 1, question 1 line 7.

Workshops
See Factor 1)

- Workshops on how to react to negative projections at the school (Ndlovu, Oct. 21) page 1, question 1 line 10.
- They still need to be workshopped to know what it is to be in leadership (Ndlovu, Oct. 21).

Motivation and support (See Factor 2)

- Motivation is necessary.

Community involvement
See Factor 2)

- The community should be involved in the SGB (Nkosi, Oct. 25) page 5, question 1 line 22.
- Involvement and cooperation are the best way to promote the culture of learning.

Correct information or knowledge (See Factor 2)

- Correct information about their functions.
- Lack of knowledge and workshops.

Communication and co-operation (See Factor 2)

- Co-operation and communication between teachers and parents are necessary.
- Communication should be proper and on time.

Transparency
See Factor 2)

- Everybody should be informed about the meetings.
- They must be informed well in advanced about meetings.
Management skills and expertise (See Factor 1)
- Old members must share their expertise.
- SGBs lack expertise to do their best for their school.

Discipline (See Factor 2)
- SGBs should know the importance of attending meetings.
- Time should be respected.

Ownership and commitment (See Factor 2)
- Must commit themselves to attend meetings long before the actual elections are held.

Decision-making (See Factor 1)
- Should know what the budget is for the year and how they are going to collect the money.
- They take the responsibility of keeping and spending the fund.

Induction (See Factor 1)
- Inducted in the functions of the SGB.
- Induction necessary to avoid confusion and conflict.

Sharing and network (See Factor 2)
- Trips to visit other SGBs/schools.
Scheme 5.1 is thus an attempt to show the themes that the researcher identified from the focus group interviews and how they in turn go to make up the factors. These themes, according to the researcher, played a role in the present "incapacity" of the SGB's in the Witbank district. In scheme 5.2, a final report on the factors and the themes that act as their building blocks, will follow:

- Themes that support Factor 1 competent school governance;
- Those that support Factor 2 accountable collaboration school governance; and
- Factor 3 selection criteria are provided in scheme 5.2.

Scheme 5.2: **A final report on factors and their underlying themes that constitute the capacity building of SGB's.**

<table>
<thead>
<tr>
<th>FACTOR 1</th>
<th>COMPETENT SCHOOL GOVERNANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
<td>Categories</td>
</tr>
</tbody>
</table>
| Exposure | Environment                 | ... members may share ideas ...  
|          | Experience                  | (Jeremiah, Nov. 3) p. 23 Ques. 5 line 9. |
|          | Discipline                  | ... we definitely need sharing between  
|          | Decision making             | the old and new SGBs (Nkosi, Oct. 25) p. |
|          | Sharing and Networking      | 7, Ques. 5 line 6. |
|          | Literacy                    | Because of the history that blacks were  
|          | Immature                    | not exposed to learning ... (Ndlovu, Oct.  
|          |                              | 18) p. 1 Ques. 1 line 6. |
|          |                              | Parents should help the teachers with  
|          |                              | the discipline in the school (Emmah,  
|          |                              | Nov. 21) p. 12 Ques. 4 line 3. |
|          |                              | Children are not ready to make  
|          |                              | independent decisions ... (Hlatshwayo,  
<p>|          |                              | Nov. 16) p. 20 Ques. 3 line 15. |</p>
<table>
<thead>
<tr>
<th>Functions</th>
<th>Language Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>language they all understand (Ndlovu, Oct. 21) P. 4 Ques. 10 line 1.</td>
</tr>
<tr>
<td>Functions</td>
<td>many of our SGB members including the chairman are illiterate (Ndlovu, Oct. 21) p. 1 Ques. 1 line 5.</td>
</tr>
<tr>
<td>Functions</td>
<td>because they are not right upstairs (Ndlovu, Oct. 18) p. 1 Ques. 3 line 18.</td>
</tr>
<tr>
<td>Functions</td>
<td>they must attend workshops to make sure that they know exactly what they are expected to do as members of the SGB (Lucas, Nov. 16) p. 18 Ques. 10 line 20.</td>
</tr>
<tr>
<td>Workshops</td>
<td>I also think that induction should be done by outside people eg. NGO (Lucky, Nov. 16) p. 16 line 3.</td>
</tr>
<tr>
<td>Workshops</td>
<td>because one has been able to conduct workshops on their duties (Ndlovu, Oct. 21) p. 1 Ques. 1 line 9.</td>
</tr>
<tr>
<td>Workshops</td>
<td>Schools may solicit the help of NGOs ...(Nkosi, Oct. 25) p. 7 Ques. 5 line 9.</td>
</tr>
<tr>
<td>Workshops</td>
<td>to briefly tell them what is expected of them and to give them all the Government gazettes ... (Nkosi, Oct. 25) p. 7 Ques. 5 line 2.</td>
</tr>
<tr>
<td>Workshops</td>
<td>they really need to be empowered (Nkosi, Oct. 25) p. 9 Ques. 9 line 20.</td>
</tr>
<tr>
<td>Information</td>
<td>We also have the right to be heard (Lucky, Nov. 16)p. 15 Ques. 3 line 5.</td>
</tr>
<tr>
<td>Information</td>
<td>Educators are “people on the spot who has the information on what is going on ...” (Nkosi, Oct. 25) p. 5 Ques. 1 line 14.</td>
</tr>
<tr>
<td>Information</td>
<td>Information about the child from the</td>
</tr>
</tbody>
</table>
Co-operation and communication between teachers and parents are necessary (Abel, Nov. 3) p. 22 Ques. 1 line 4.

We really lack knowledge ... we need workshops (Mkhwanaze, Nov. 6) p. 19 Ques. 2 line 2.

**FACTOR 2**

**ACCOUNTABLE COLLABORATIVE SCHOOL GOVERNANCE**

... he does not really have vested interest in the school, but his interest is that the school serves the community and that he is part of the community (Nkosi, Oct. 25) p. 5 Ques. 1 line 27.

I think it is vital to the young people to be involved (Nkosi, Oct. 25) p. 6 Ques. 3 line 1.

This is what makes us strongly believe that the involvement of the parents is very necessary in the development of the school (David, Nov. 21) p. 12 Ques. 4 line 15.
<table>
<thead>
<tr>
<th>Commitment</th>
<th>The school belongs to the parents and they are the representatives of the parents in the school situation (Ndlovu, Oct. 18) p. 1 Ques. 1, line 1. Parents should be there when we take decisions (Lucky, Nov. 16) p. 15 Ques. 4 line 5. The problem is that we don’t see things the same way (Sekwane, Nov. 16) p. 20 Ques. 4 line 7. They need to be alerted by circular ... (Ndlovu, Oct. 18) p. 2 Ques. 4 line 7. ... make sure that they understand the acts that are promulgated and able to apply them correctly ... (Nkosi, Oct. 25) p. 8 Ques. 6 line 8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership</td>
<td>The will of the SGBs also counts, they should be willing horses ... (Ndlovu, Oct. 18) p. 3 Ques. 5 line 4. Certificate to say “we acknowledge and appreciate what you have done” (Nkosi, Oct. 25) p. 10 Ques. 10 line 9. Meetings should be conducted in a language they all understand ... (Ndlovu, Oct. 18) p. 4 Ques. 10 line 1. Members of the SGB must have tea before or after their meetings as token of appreciation (Jeremia, Nov. 3) p. 26 Ques. 10 line 2. ... ask the business people in the community to sponsor such functions ... (Nkosi, Oct. 25) p. 10, Ques 10 line 12.</td>
</tr>
<tr>
<td>Policy</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>Internal and External Language</td>
<td></td>
</tr>
</tbody>
</table>
These parents may be remunerated for rendering the services (David, Nov. 21) p. 13 Ques. 7 line 8.

<table>
<thead>
<tr>
<th>FACTOR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELECTION CRITERIA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social milieu</th>
<th>Farm public schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Township public schools</td>
<td></td>
</tr>
<tr>
<td>Squatter camps public schools</td>
<td></td>
</tr>
<tr>
<td>Urban public schools</td>
<td></td>
</tr>
</tbody>
</table>

... as we are in a squatter camp area, this school was badly vandalized (David, Nov. 21) p. 12 Ques. 4 line 9.

Like us here on the farm, people come from far, they walk long distances to come to the meetings (Abel, Nov. 3) p. 25 Ques. 10 line 5.

Today our school reports are computerised because of the involvement by the parents (Lucas, Nov. 16) p. 16 Ques. 4 line 4.

Our counterparts in towns are far ahead ...

The NGOs can play a vital role in the induction of the SGBs (Ndlovu, Oct. 18) p. 3 Ques. 5 line 7.

The principal, assisted by the circuit managers an those that are non-governmental organisations (Ndlovu, Oct. 21) p. 3 Ques. 5 line 6.

... I think the department has a role to play here to assist the schools to induct their SGBs ...

The school can be sued by the public, it can lay charges to anybody who
5.6 CONCLUSION

In this chapter the focus group interview data was analysed and the results, which confirmed the importance of capacity building was shown schematically. The literature study appearing in chapter four was used to triangulate the results of this research.

The results from the focus group interview as well as the questionnaire analysis in chapter four, indicate that the need for capacity building on SGB’s cannot be over emphasised. The above mentioned data is just but an indication to show that training and empowerment of the school governing bodies remains a crucial necessity in the Witbank district of the Mpumalanga Province.
CHAPTER SIX

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The significance of school governance capacity building for effective school management has been increasingly acknowledged in South African schools during the 1990’s. The trend towards self-managing schools in South Africa as was researched by Padyachee (1999:267) has lead to an enhanced appreciation of the importance of managerial competency for educational leaders and governors’ (SGB’s).

Padayachee (1999:267 and Mdletshe (1999:157) maintains that the control of substantial budgets, promoting teamwork between the different structures in the school, a concern for the welfare of staff and the need to ensure effective teaching and learning, all require high order managerial competencies, skills and understanding. SGB’s need training and development to be competent school governors since there is evidence that the quality of school governance is an important variable in distinguishing between effective and ineffective schools.

The constitution of the Republic of South Africa (RSA, 1996(a)) requires that school education be transformed and democratised in accordance with fundamental values and principles contained in it. The provision of the Department of Education White Paper 1 and 2 (RSA, 1996(b)), the report of the review committee on school organisation, governance and funding, new legislation including the South African Schools Act (SASA) of 1996 (RSA, 1996(c)) as well as provincial legislation and policy direction, point South Africa firmly towards a decentralised school based system of education management and governance with substantial
decision-making authority at the school level.

Major areas of concern in the South African schooling system are poor management of schools, lack of resources, lack of commitment and dedication by school governing body members, the effects of the legacy of apartheid and crisis of legitimacy, uninvolved communities, and a demise of a culture of learning (Padayachee 1999:268).

The major currents of educational change in the present school context demand a specific governance and management response from the school governing bodies. Improving the effectiveness of school governance and management remains one of the fundamental concerns. Developing the SGB’s and providing them with the necessary skills becomes increasingly important as the dynamic and changing educational culture becomes increasingly difficult (Padayachee 1999:268). Therefore, the training and development of SGB’s can be considered as one of the most strategically important processes to transform school governance capacity building of SGB’s in Witbank district successfully.

This research, therefore, was concerned with devising guidelines for a training and development programme for school governing bodies in the Witbank district, to govern and manage schools effectively and efficiently. The task of being an SGB member is demanding, requiring dedication, competency, commitment, collegiality, responsibility, collaborative accountability and many more personal qualities.

In this chapter a summary will be followed by a discussion to determine the findings of the research. Recommendations on each of the findings are provided. In conclusion, this chapter establishes whether the research questions have been answered.
6.2 SUMMARY

The objective of this thesis was to investigate, first quantitatively and then qualitatively the school governance capacity building of school governing bodies in the Witbank district, for effective management of schools. A literature survey was undertaken and it is evident that, against the background of effective school governance, there is a definite need for more specific and up to date capacity building for school governing bodies. Furthermore, the importance of capacity building as an aspect of school governance and it's implications for effective school management in the Witbank district as a process, was emphasised.

The empirical investigation involved two research instruments namely a structured questionnaire and focus group interviews. The research design of the structured questionnaire was discussed in chapter three. In chapter four the focus group interview as research strategy and interpretation was discussed.

The literature study undertaken in chapter two discusses some of the problems regarding school governance as attempted in some countries. The American, British, German and Canadian educational perspectives were reviewed. Two instruments, that is, a structured questionnaire and focus group interviews, were developed to gauge the opinions of the school governing bodies' capacity in respect of school governance. The responses of the SGB's to the questionnaire were analysed by means of multivariate statistical analyses. From the sixty-two questions, twenty were selected for qualitative discussion. The 62 items were also subjected to two consecutive factor analytic procedures resulting in the three following factors:

- Factor 1 – competent school governance with 39 items;
- Factor 2 – accountable collaborative school governance with 20
items; and

- Factor 3 – selection criteria with three items.

Multivariate and univariate statistical analyses were used to test the various hypotheses regarding school governance capacity building.

Significant statistical differences between the mean scores of two independent groups were investigated using Hotelling's $T^2$ test and the Students' t-test. Where three or more independent groups were involved use was made of MANOVA and ANOVA that was followed by the Dunette $T^3$ or Scheffe tests to investigate differences between the various pairs of groups involved.

Although it was possible to do a factor analysis on the data received via the structured questionnaire the researcher was hesitant about the validity of this data because of the poor response rate. In order to circumvent the various reasons for the poor response rate the researcher decided to use focus group interviews. Ten questions were developed around school governance capacity building. Here focus was on the parents, learners and non-educator components. The responses were analysed and use was also made of experts to validate the various themes obtained by the researcher. The analyses clearly indicated a lack of capacity on the part of the three mentioned components of the SGB in the Witbank district.

There is strong evidence from the literature that SGB's should give careful consideration to the governance of the school. SGB's should possess knowledge, skills, attitudes and values that are essential in the governance of their schools. The purpose of this research was to devise guidelines for a training and development programme that will equip SGB's in the Witbank district with the necessary knowledge, skills and attitudes to govern and manage the schools effectively and efficiently.
After this summary of the present research, findings emanating from the research need to be discussed. These are now briefly illuminated and recommendations for effective school governance are made.

6.3 FINDINGS

In the light of the literature review, responses to the questionnaire and focus group interviews the following findings can be made:

6.3.1 Findings from the literature

Finding 1

The three key aspects that are necessary to govern schools effectively and efficiently in the Witbank district are the following: (see 2.4.4; Figure 2.4 and Table 2.1)
- Formulating a vision and a mission for the school;
- Formulating a developmental plan; and
- Setting an evaluation strategy

Finding 2

Vision and mission formulation are key aspects in the governance of an effective school. (see 2.4.4).

Finding 3

Using the developmental planning cycle can facilitate the establishment of an organisational structure that enhances effective school governance. That is, it can enhance the process to produce a school governing body that is competent and accountable. (see Table 2.1).
Finding 4

Evaluating the developmental plan cycle is an important aspect of accountable collaborative school governance (see Table 3.21 and Table 3.22).

6.3.2 Findings from the Structured Questionnaire

Finding 5

According to the respondents a competent SGB function will be by implementing the following aspects: (see Table 3.20).

- Putting measures in place to safeguard the school environment for learners;
- Motivating educators to provide quality education to learners;
- Having a thorough knowledge of the South African Schools’ Act;
- Being knowledgeable about their school’s developmental plan;
- Having measures in place to ensure that the grounds and building’s committee function effectively;
- Being knowledgeable about the relationship between the employer and employee;
- Have a thorough knowledge of the South African Council for Educators (SACE);
- Being knowledgeable about the Labour Relation’s Act;
- Be empowered to implement the constitution of the school;
- Have measures in place to ensure that the grounds and building committee function effectively;
- Adhere to the stipulations of the South African Schools Act;
- Be knowledgeable about what is meant by direct discrimination;
- Encourage all stakeholders to render voluntary service;
- Be trained by officials from the department of education;
- Be knowledgeable about the compulsory functions of governance;
- Market the school;
- Distinguish between issues of governance and management;
- Attend workshops on the implications of legal documents;
- Improve their education level by means of adult basic education; and
- Develop a mission statement for the school.

**Finding 6**

According to the researcher the following items can be seen as pointing towards accountable collaborative school governance (Table 3.21):

- Motivating educators to provide quality education to learners;
- Being empowered to support the school principal to perform his/her professional duties;
- Being trained by a management consultant who specialises in educational duties; and
- Rewarding educators on the basis of their achievement.

**Finding 7**

The perception of the selection criteria should involve aspects such as (see Table 3.21):

- Taking affirmative action into consideration when selecting candidates for permanent position;
- Giving preference to internal candidates when selecting candidates for permanent posts; and
- Promoting educators based on affirmative action rather than on merit.
Finding 8

Statistical analysis of the questionnaire on school governance capacity building.

The foundations of school governance capacity building should be based on:
- competent school governance;
- accountable collaborative governance; and
- selection criteria.

In respect of school governance significant statistical difference were found in the factor mean score between:
- male and female members of the SGB’s with male members having the perception that they are more competent in school governance than female members.
- Level of support from the district with members who have the perception that the district level of support is excellent having the highest factor mean score. This emphasises the importance of support from the district.

In respect of accountable collaborative governance significant statistical differences were found in the factor mean scores of:
- circuits where the school is situated with Witbank 1 scoring the highest factor mean and Middelburg 1 the lowest factor mean.
- Sort of school with combined primary and secondary school scoring the highest factor mean score and thus believing that they have the most accountable collaborative governance.
- Attendance of SGB members with those believing attendance to be excellent having the highest factor mean scores. This seems to emphasise the importance of regular attendance at SGB meetings as this factor accountable collaboration suggests.
- Learner enrolment, with the smallest enrolment having the smallest
mean score. It appears that the larger the school the greater is the need for accountable collaboration. It also appears that the enrolment figure of between 401-800 learners could maximise accountable collaboration.

**Finding 9**

Findings from the focus group interviews

It appears that governance capacity building should be based on the following themes:

- exposure to procedures of governance;
- quantity and quality of workshops;
- information dissemination;
- stakeholder involvement;
- acceptance of ownership and responsibility;
- motivation and incentives;
- context of the social milieu; and
- involvement of agencies with an educational interest in the school;

These themes can be amalgamated into the three factors as follows:

- Competent school governance can be seen to be based on:
  - *exposure to procedures of governance;*
  - *literacy level of members*
  - *quantity and quality of workshops; and*
  - *information dissemination.*

- Accountable collaboration school governance in turn consists of:
  - *stakeholder involvement;*
  - *acceptance of ownership and responsibility; and*
  - *motivation and incentives.*

- The selection criteria are composed of the themes:
  - *context of the social milieu; and*
  - *involvement of agencies with an educational interest in the*
The above findings are the results of an analysis of the data found from the structured questionnaire and the focus group interviews. This is now followed by recommendations.

6.4 RECOMMENDATIONS

The main aim of this research was to investigate into the importance of school governance capacity building as one of the key function of the head of the departments (HOD’s) (South African Schools Act, Act No 84 of 1996).

In order to realise this aim a literature survey was undertaken and this served as the foundation on which the empirical research could be based. The findings of this research are now incorporated in the following recommendations:

Recommendation 1

The literature survey suggests that school governing bodies (SGB’s) should be competent in the following key functions in order for them to manage their schools effectively:

- building a clear vision for the school;
- designing a developmental plan; and
- implementing an evaluation strategy.

It is, therefore, recommended that HOD’s should provide the SGB’s with training and development programmes in these three areas so that schools can be managed effectively.
Recommendation 2

SGB's should be encouraged to develop the capacity to create and communicate a shared vision that induces commitment for improved governance of the schools. SGB's should be provided with the necessary training and development in participative decision-making to enable full and meaningful involvement of all stakeholders in building a powerful vision that drives the entire community towards a common purpose.

Recommendation 3

SGB’s organisational structures, like the finance committee, should be created to enable a higher degree of participation by the other SGB components, like the parents, higher levels of participative decision-making, sharing vision, trust, mutual accountability and tolerance for uncertainty and ambiguity (Mashele 1997:188). It is recommended that SGB’s should direct greater attention to resolving value conflicts and hierarchical tensions through the recognition of organisational structures that encourage devolution of decision-making powers. Such a structure should also satisfy the need for improved efficiency and competitiveness, the demand for more participative styles of governance and greater involvement of other stakeholders.

Recommendation 4

Effective school governance capacity building should include the following underlying factors:

- competent school governance;
- accountable collaborative school governance; and
- selection criteria.
These factors should be composed of the following underlying themes:

- Competent school governance should give attention to exposure to procedures of governance, literacy level of members, quantity and quality of workshops and the effective dissemination of information.
- Accountable collaboration of school governance should pay attention to aspects such as stakeholder involvement, the acceptance of ownership and responsibility and motivation of SGB members.
- Selection criteria need to take cognisance of the context of the social milieu and the involvement of agencies with an educational interest in the school.

Each of the above three factors and their concomitant themes is an aspect of effective school management. School governing bodies should, therefore, be given training and development so that they can manage their schools effectively – through these factors.

**Recommendation 5**

It is recommended that in order for SGB’s to be effective in the governance of their schools, a well developed and worked out development plan cycle be followed (see Table 2.1). This factor should be incorporated in the capacity building strategies for school governing bodies.

**Recommendation 6**

Continuous evaluation should be part and parcel of effective school governance. It is thus recommended that the evaluation of school governance takes place on a continuous basis and that it be formative in nature.
**Recommendation 7**

The analysis of the items in the questionnaire indicated a lack of knowledge of the relevant Acts of the Republic of South Africa pertained to education, by the SGB’s. This includes knowledge of Acts such as the constitution of the Republic of South Africa, (Act No 108 of 1996); the South African schools Act (Government Gazette, Vol. 377, No 17579, Act No 84 of 1996); the Educator’s employment Act proclamation 138 of 1994; the South African qualifications Act, (Act No 58 of 1995) and the South African Council for Educators, established as per government gazette No 16037 of 17 October 1994 (SACE).

It is therefore recommended that workshops are run by the HOD to induct the SGB’s in the effective utilisation of the above Acts as that will enhance their capacity to govern more effectively.

**Recommendation 8**

Analyses of the items involved in the factor on accountable collaborative school governance, indicate a lack of motivation and commitment from some of the SGB members.

It is therefore recommended that the HOD should investigate ways and means of motivating the SGB members. One could, for example, give them certificates as a sort of incentive for attendance and participation in workshops and training.

**Recommendation 9**

Analysis of the items concerned with the factor selection criteria, indicated that the SGB’s selected educators on the basis of affirmative action rather on the basis of merit for permanent positions. It is
therefore recommended that SGB’s should be exposed to selection criteria based on correct and fair selection procedures so that the best candidate could be selected for the correct position.

**Recommendation 10**

Analysis of the significant statistical differences between the various independent groups indicate that specific attention needs to be given to:

- gender equity amongst representatives on the SGB;
- excellent support needs to be provided by the district to the SGB’s;
- attendance at SGB meetings needs to be controlled as excellent attendance fosters accountable collaboration of SGB members; and
- learner enrolment of the school appears to influence accountable collaboration and medium sized school with 401 – 800 learners appears to foster this factor among SGB members.

**6.5 RECOMMENDATION FOR FURTHER RESEARCH**

This study was mainly concerned with the school governance capacity building of school governing bodies in Witbank district of education – Mpumalanga province. Similar studies should be conducted with other districts in other provinces. The researcher would like to further suggest that these studies be conducted through both quantitative as well as qualitative inquiry for a better comparison. Findings from these studies could be collated to develop a comprehensive capacity building strategies for effective South African school governance, regardless of the geographical location.

**6.6 CONCLUSION**

The education environment in South Africa is changing at a rapid pace. Invariably this educational change impacts on school governance. The
school governing body is at the centre of this change and this raises the question whether the SGB is equipped to manage schools effectively and efficiently in a changing dynamic school environment.

This study was successful in identifying two main factors that would promote the capacity building of school governing bodies. These factors were identified as:
Competent school governance, and
accountable collaborative school governance.

This research clearly confirms the premise that school-governing bodies should have the necessary knowledge, skills, attitudes and values to govern their schools effectively. From the literature survey it is evident that SGBs should have competence and accountable collaborative strategies in building a shared vision for improvement/development, implementation and evaluation of their own activities.

Finally, the school governance capacity building, which can be regarded as the core activity, is the most important independent variable that determines the efficiency of a school. Where there is a clear understanding of the purpose and direction of the school and all activities, structures are designed to ensure a collaborative responsibility for the realisation of the common goal of the school, and the chances are great that effective school governance will take place.
BIBLIOGRAPHY


ARCHER, MS 1979: Social origins of educational systems. London: Sage

ASPIN, DN 1994: Creating and managing the democratic school. London: Falmer:


DENZIN, NK & LINCOLN, YS 1994: Handbook of qualitative research.


GAGE, NL 1965: Handbook of research on teaching. Mc Nally.


MASHILE, AM 1996: Encouragement as an aspect of transparent feedback: Implications for the management of teacher competence (M.Ed research essay). Johannesburg: RAU.


VAN DER WESTHUIZEN, PC (ed) 1991: Effective management.
APPENDIX A

TARGET SCHOOLS FOR RESEARCH IN THE WITBANK DISTRICT

WITBANK I 19 schools
WITBANK II 21 schools
WITBANK III 19 schools

MIDDELBURG I 15 schools
MIDDELBURG II 16 schools
MIDDELBURG III 20 schools

TOTAL 110 schools out of 218

WITBANK

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Itireleng</td>
</tr>
<tr>
<td>2.</td>
<td>Khayalethu</td>
</tr>
<tr>
<td>3.</td>
<td>Khonzimfundo</td>
</tr>
<tr>
<td>4.</td>
<td>Kragbron</td>
</tr>
<tr>
<td>5.</td>
<td>Liberty</td>
</tr>
<tr>
<td>6.</td>
<td>Mmagobana</td>
</tr>
<tr>
<td>7.</td>
<td>Mokibe</td>
</tr>
<tr>
<td>8.</td>
<td>Nkonjana</td>
</tr>
<tr>
<td>9.</td>
<td>Panorama</td>
</tr>
<tr>
<td>10.</td>
<td>Robert Carruthers</td>
</tr>
<tr>
<td>11.</td>
<td>W.H. de Klerk</td>
</tr>
<tr>
<td>12.</td>
<td>Witbank</td>
</tr>
<tr>
<td>13.</td>
<td>Bonginsimbi</td>
</tr>
<tr>
<td>14.</td>
<td>Elukhanyisweni</td>
</tr>
<tr>
<td>15.</td>
<td>General Hertzog</td>
</tr>
<tr>
<td></td>
<td>School Name</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
</tr>
<tr>
<td>16.</td>
<td>Kopanang</td>
</tr>
<tr>
<td>17.</td>
<td>Mpumelomuhle</td>
</tr>
<tr>
<td>18.</td>
<td>Pine Ridge</td>
</tr>
<tr>
<td>19.</td>
<td>Witbank High</td>
</tr>
</tbody>
</table>

**WITBANK II**

<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>Balmoral</td>
<td>Primary</td>
</tr>
<tr>
<td>21.</td>
<td>Clewer</td>
<td>Primary</td>
</tr>
<tr>
<td>22.</td>
<td>Dingekayo</td>
<td>Primary</td>
</tr>
<tr>
<td>23.</td>
<td>Edward Matjeka</td>
<td>Primary</td>
</tr>
<tr>
<td>24.</td>
<td>Jeremia Mdaka</td>
<td>Primary</td>
</tr>
<tr>
<td>25.</td>
<td>Klipfontein</td>
<td>Primary</td>
</tr>
<tr>
<td>26.</td>
<td>Kwa Guqa</td>
<td>Primary</td>
</tr>
<tr>
<td>27.</td>
<td>Mapule Sindane</td>
<td>Primary</td>
</tr>
<tr>
<td>28.</td>
<td>Nelson Ngubeni</td>
<td>Primary</td>
</tr>
<tr>
<td>29.</td>
<td>Schoongezighecht</td>
<td>Primary</td>
</tr>
<tr>
<td>30.</td>
<td>Sibongindawo</td>
<td>Primary</td>
</tr>
<tr>
<td>31.</td>
<td>Siphendulwe</td>
<td>Primary</td>
</tr>
<tr>
<td>32.</td>
<td>Telperion</td>
<td>Primary</td>
</tr>
<tr>
<td>33.</td>
<td>Sondagsvlei</td>
<td>Primary</td>
</tr>
<tr>
<td>34.</td>
<td>Thuthukani</td>
<td>Primary</td>
</tr>
<tr>
<td>35.</td>
<td>Zaaaiwater</td>
<td>Primary</td>
</tr>
<tr>
<td>36.</td>
<td>Empucukweni</td>
<td>Secondary</td>
</tr>
<tr>
<td>37.</td>
<td>Mehlwana</td>
<td>Secondary</td>
</tr>
<tr>
<td>38.</td>
<td>Ogies</td>
<td>Combined</td>
</tr>
<tr>
<td>39.</td>
<td>Patriot</td>
<td>Secondary</td>
</tr>
<tr>
<td>40.</td>
<td>Z. Malaza</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

**WITBANK III**

<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.</td>
<td>Lehlaka</td>
<td>Combined</td>
</tr>
<tr>
<td>42.</td>
<td>Bonginhlanhla</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Type</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>43.</td>
<td>Duvha</td>
<td>Primary</td>
</tr>
<tr>
<td>44.</td>
<td>Duvha Park</td>
<td>Primary</td>
</tr>
<tr>
<td>45.</td>
<td>Impilo</td>
<td>Primary</td>
</tr>
<tr>
<td>46.</td>
<td>Kwanala</td>
<td>Primary</td>
</tr>
<tr>
<td>47.</td>
<td>Kriel Park</td>
<td>Primary</td>
</tr>
<tr>
<td>48.</td>
<td>Bongiduvha</td>
<td>Combined</td>
</tr>
<tr>
<td>49.</td>
<td>Landau</td>
<td>Primary</td>
</tr>
<tr>
<td>50.</td>
<td>Makuse</td>
<td>Primary</td>
</tr>
<tr>
<td>51.</td>
<td>Merlin Park</td>
<td>Primary</td>
</tr>
<tr>
<td>52.</td>
<td>Onverwacht</td>
<td>Primary</td>
</tr>
<tr>
<td>53.</td>
<td>Reynorif</td>
<td>Primary</td>
</tr>
<tr>
<td>54.</td>
<td>Allendale</td>
<td>Secondary</td>
</tr>
<tr>
<td>55.</td>
<td>Ardyn Park</td>
<td>Secondary</td>
</tr>
<tr>
<td>56.</td>
<td>Greendale</td>
<td>Secondary</td>
</tr>
<tr>
<td>57.</td>
<td>Kriel High</td>
<td>Secondary</td>
</tr>
<tr>
<td>58.</td>
<td>Ilanga</td>
<td>Secondary</td>
</tr>
<tr>
<td>59.</td>
<td>Sibongamandla</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

**MIDDELBURG I**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.</td>
<td>Blinkpan</td>
<td>Primary</td>
</tr>
<tr>
<td>61.</td>
<td>Elusindisweni</td>
<td>Primary</td>
</tr>
<tr>
<td>62.</td>
<td>Evergreen</td>
<td>Primary</td>
</tr>
<tr>
<td>63.</td>
<td>Imbabala</td>
<td>Primary</td>
</tr>
<tr>
<td>64.</td>
<td>Ipani</td>
<td>Primary</td>
</tr>
<tr>
<td>65.</td>
<td>Middelburg</td>
<td>Primary</td>
</tr>
<tr>
<td>66.</td>
<td>M.M.S.</td>
<td>Combined</td>
</tr>
<tr>
<td>67.</td>
<td>Mthomboeni</td>
<td>Primary</td>
</tr>
<tr>
<td>68.</td>
<td>Omnia</td>
<td>Primary</td>
</tr>
<tr>
<td>69.</td>
<td>Zikhuphule</td>
<td>Primary</td>
</tr>
<tr>
<td>70.</td>
<td>Middelburg High</td>
<td>Secondary</td>
</tr>
<tr>
<td>71.</td>
<td>Mphanama</td>
<td>Secondary</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Type</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>72</td>
<td>Sofunda</td>
<td>Secondary</td>
</tr>
<tr>
<td>73</td>
<td>Sozama</td>
<td>Secondary</td>
</tr>
<tr>
<td>74</td>
<td>Koringfontein</td>
<td>Primary</td>
</tr>
</tbody>
</table>

**MIDDELBURG II**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Arnot</td>
<td>Primary</td>
</tr>
<tr>
<td>76</td>
<td>Bosmankop</td>
<td>Primary</td>
</tr>
<tr>
<td>77</td>
<td>C.R. Swart</td>
<td>Primary</td>
</tr>
<tr>
<td>78</td>
<td>Eikeboom</td>
<td>Primary</td>
</tr>
<tr>
<td>79</td>
<td>Kragveld</td>
<td>Primary</td>
</tr>
<tr>
<td>80</td>
<td>Landela</td>
<td>Primary</td>
</tr>
<tr>
<td>81</td>
<td>Maziya</td>
<td>Primary</td>
</tr>
<tr>
<td>82</td>
<td>Mphephethe</td>
<td>Primary</td>
</tr>
<tr>
<td>83</td>
<td>Rietkuil</td>
<td>Primary</td>
</tr>
<tr>
<td>84</td>
<td>Vulicwadi</td>
<td>Primary</td>
</tr>
<tr>
<td>85</td>
<td>Eastdene</td>
<td>Secondary</td>
</tr>
<tr>
<td>86</td>
<td>Kwazamukuhle</td>
<td>Primary</td>
</tr>
<tr>
<td>87</td>
<td>Tsiki Naledi</td>
<td>Primary</td>
</tr>
<tr>
<td>88</td>
<td>Hendriena</td>
<td>Primary</td>
</tr>
<tr>
<td>89</td>
<td>Middelburg</td>
<td>Secondary</td>
</tr>
<tr>
<td>90</td>
<td>Maqungani</td>
<td>Primary</td>
</tr>
</tbody>
</table>

**MIDDELBURG III**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>Bankfontein</td>
<td>Primary</td>
</tr>
<tr>
<td>92</td>
<td>Dennesig</td>
<td>Primary</td>
</tr>
<tr>
<td>93</td>
<td>Injabulo</td>
<td>Primary</td>
</tr>
<tr>
<td>94</td>
<td>Kanonkop</td>
<td>Primary</td>
</tr>
<tr>
<td>95</td>
<td>Kwamabhoko</td>
<td>Primary</td>
</tr>
<tr>
<td>No.</td>
<td>School Name</td>
<td>Level</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>---------</td>
</tr>
<tr>
<td>96.</td>
<td>Laersdrift</td>
<td>Primary</td>
</tr>
<tr>
<td>97.</td>
<td>Manyano</td>
<td>Primary</td>
</tr>
<tr>
<td>98.</td>
<td>Mapogs</td>
<td>Primary</td>
</tr>
<tr>
<td>99.</td>
<td>Mkhulu</td>
<td>Primary</td>
</tr>
<tr>
<td>100</td>
<td>Ndela</td>
<td>Primary</td>
</tr>
<tr>
<td>101</td>
<td>Ongesiens</td>
<td>Primary</td>
</tr>
<tr>
<td>102</td>
<td>Reatlegile</td>
<td>Primary</td>
</tr>
<tr>
<td>103</td>
<td>Shalom</td>
<td>Primary</td>
</tr>
<tr>
<td>104</td>
<td>Sisabonga</td>
<td>Primary</td>
</tr>
<tr>
<td>105</td>
<td>Thushanang</td>
<td>Primary</td>
</tr>
<tr>
<td>106</td>
<td>Tshwenyane</td>
<td>Primary</td>
</tr>
<tr>
<td>107</td>
<td>Uitkyk</td>
<td>Primary</td>
</tr>
<tr>
<td>108</td>
<td>Kanonkop</td>
<td>Secondary</td>
</tr>
<tr>
<td>109</td>
<td>Steelcrest High</td>
<td>Secondary</td>
</tr>
</tbody>
</table>
FOCUS GROUP INTERVIEWS

RESEARCH PROTOCOL

School governance capacity building:
implications for effective school management

1. TARGET GROUPS
   1.1 school principals:
       two individual interviews

   1.2 non-educators
       one focus group interviews

   1.3 parents
       two focus group interviews (5-7 parents)

   1.4 learners
       one focus group interview : seven (7)

2. TARGET SCHOOLS

   2.1 urban public schools : one
   2.2 public township schools : two
   2.3 former farm/mine schools : two
   2.4 rural public schools : two

   Total target schools : seven (7)
3. NAMES OF THE CHOSEN SCHOOLS IN THE WITBANK DISTRICT
- MPUMALANGA PROVINCE

3.1 PRINCIPALS
3.1.1 WITBANK CIRCUIT I
Elukhanisweni Secondary School
Mrs Bp Nkosi

3.1.2 MIDDELBURG CIRCUIT III
Mkhulu Combined School
Mr J Ndlovu

3.2 NON-EDUCATORS
3.2.1 MIDDELBURG CIRCUIT I
Mphanama Comp School

3.3 PARENTS COMPONENT
3.3.1 WITBANK CIRCUIT II
Jeremia Mdaka Primary (Township SQ Camp)

3.3.2 MIDDELBURG CIRCUIT II
Ndela Primary (Rural Farm)

3.4 LEARNERS COMPONENT
3.4.1 MIDDELBURG CIRCUIT I
Sofunda Secondary School
APPENDIX C

PROTOCOL

A transcription of tape recordings

FOCUS GROUP INTERVIEWS - WITBANK DISTRICT.

School governance capacity building: implications for effective school management.


Interviews with school principals - Ex-officio component of the school governing body.

MKHULU COMBINED SCHOOL - MIDDELBURG 1 CIRCUIT
WITBANK DISTRICT MPUMALANGA PROVINCE
PRINCIPAL: Mr J.M. Ndlovu.

Question 1

The school’s culture of learning, teaching and service (colts) is the responsibility of all stakeholders. How do you understand the impact which the stakeholder can place on the culture of teaching and learning?

Ndlovu: The SGBs play a very vital role in the school governance. The school belongs to the parents and they are the representatives of the parents in the school situation. They ought to understand their function, so that they promote the culture of learning and teaching. In our institution it is unfortunate that many of the SGB members,
including the chairperson, are illiterate. The principal has to try and stretch his muscles to try and educate them all as school governing body members; because of the history that we blacks were not exposed to learning, especially our parents who are serving in that school governing body – at the present moment, however, the task that they have carried out at the present moment, is commendable, because one has been able to conduct workshops on their duties, outlining what it is that they had to do and how to react to negative projections at the school, like – children coming late; children not wearing uniform, and how to call parents meetings.

Question 2

According to your understanding, how do governance and management complement each other?

Ndlovu: Management, from my view as the head of this institution, is to manage the professional behaviour of the teachers, the institution as such that it has to deliver its function of teaching, and the learners learning. When it comes to governance, the total management of the physical resources within the institution, making sure that parent participate in the learning of their children, and the other stakeholders are positively engaged in the process of educating the learners.

Management and governance shall have to complement one another if the institution has been tasked to teach and it is not teaching, it is the school governance that has to come in as the school governing body to see whether the school does its function as a learning institution, and therefore there should be close co-operation between the principal and the school governing body to check on the activities of the institution. Alone the SGB will not know what is happening in the class unless they are told by the principal and all the teachers who serve in the SGB,
therefore there is always that interaction between the two and in a way they complement one another.

Question 3

What is your opinion about the inclusion of learners in the SGB?

Ndlovu: To me it is still premature in South Africa to have learners involved in the governance of the school, because you find that when the learners elect their leader they pick up problems and go to a person who is bully and big and at the end of the day you find that there is conflict between the students representatives and the SGB as well as the members of the staff. They will be demanding whatever they want without sitting down and knowing that actually they are here to learn. I think they need to be trained before they become members of the SGB, say in standard six, seven, they are already taught what it is to be in school governance and then at the high school level, say, standard nine and standard ten, they may be introduced as members who represent their peers in the school governance; but picking up a raw child in standard six just because you have been elected by your class to be a representative council of learners then you come into the school governing body and you have to be represented there and you find that the child is unable to understand those abstractions in education.

The department of education should provide the programs, and the teacher liaison of learner representatives will workshop these learners how to behave. The department should provide these opportunities. One of them may be misled by a group and they may start to toyi-toyi against the teacher they dislike. They will come up without looking into that matter because they are not right upstairs.

Question 4
How do you understand that all parents should be involved in the school development?

Ndlovu: The parents should constantly visit the schools and see all the changes and loopholes which may need attention. If ever there are classes which need to be erected and if there is a teacher shortage; whether there are technical subjects which need to be introduced. They need to be alerted by circular or school report which we always give to them. They will see by the progress of their learners in their reports passing. Of course, that means also doing well in the introduction of an extra teacher, added technical subjects and matriculants passing standard ten will make the school so easily marketable in the outside world.

Question 5

According to your own understanding, how should members of the SGB be inducted?

Ndlovu: I think they should be inducted in the functions of SGB by having everything because if this is done in English or Afrikaans they will need somebody to come and interpret the information to them so that they do not have wrong meanings. The will of the SGB also counts, they should be willing horse, they must be determined to learn – not be members of the SGB for prestigious purposes only. The principal, assisted by the circuit manager and those that are non- governmental organizations. The non-governmental organisations can play a vital role in the induction of the SGBs.

Question 6
The Act (i.e. act no. 84 of 1996) speaks of the school as a legal person. (juristic person). How do you understand this statement?

Ndlovu: The school can sue or be sued by the public. It can lay charges to whoever contravenes with the regulations. This will mean that the SGB should be conversant with this regulation or the stipulations of the SASA. The SGB should be well workshopped.

Question 7

What is your own perception with regard to fund raising in schools?

Ndlovu: It is a very good way of making money for the institution because the institution can not be effective without enough funds. Again the SGB should initiate that these functions which will help the school to raise money for the school, the teachers and the learners are well placed to accelerate the process of fund raising because they have contact at school. The parents can be invited to come and assist in this process.

Question 8

How would you react to the statement that a school is like any other business?

Ndlovu: The school is not like any other business. The school has a specific task – that of teaching and learning. It is an institution where knowledge is to be gained, where knowledge is to be used. A school is not like selling potatoes. The school is not here for financial profit but for mental profit.

Question 9
What do you understand by the school's financial management and how do you see the role of the SGBs in it.

Ndlovu: The financial management of the school is very important because every money that comes into the school must be accounted for. There must be a person who receives this money. There must be a banking account opened. There must be signatories and the SGB must be part of the team. Learners must be part of the team and the financial books also need to be audited.

Question 10

The SGB members are reluctant to attend meetings. What can be done to improve this situation?

Ndlovu: Ja, the meetings should be conducted in a language they all understand, and the venue should be centered where the SGBs can attend. The time issue must be respected. They must be informed about the meeting. The question of communication must be proper and on time. The SGBs must be motivated. They must know the importance of attending meetings. The SGBs have not yet realized the importance of such and thus see no significance of attending such meetings. There must be incentive in a form of a salary since they are using their own spare time to go to school for community work. The department must pay these people because they are doing good work for the school.

Principal - Elukhanyisweni Secondary School - Witbank 1 Circuit
Witbank District - Mpumalanga Province.

Mrs Buyi Nkosi
Question 1

The school’s culture of learning, teaching and service (colts) is the responsibility of all stakeholders. How do you understand the impact which can be put by all the stakeholders or SGB components?

Buyi: I strongly feel and think that parents in SGBs play a vital role in the culture of learning and teaching in the schools, to make sure that this colt is in place and effective. I say so because we know, as educators, what our job is and we know that we have to carry it out. On the other hand we have children and children are human beings who are not fully matured and most of them do not take full responsibility. They need assistance from their parents to make sure that whatever they are given at school they carry out at home. Parents must make sure that, for instance, check the work of the learners, check the books, check whether work has been done. They must make a follow up to say, if John has not done homework for the whole week, what is the problem and make follow up by phoning the principal or the teacher so that they may access the real problem. If John is the problem, they must sit down with him and try to sort it out. If it is not the child, and the child is always at school, that will also appear, then the parents can always contact the principal or the HOD to say my child has always been at school the whole week and nothing has been done, what is going on? The parents will always make sure that the child gets his fair share of the deal. This is as far as parents are concerned. It is not all of it but part of it. As far as teachers are concerned, they can play a vital role too, because they are people on the spot. They are able to feed information and are able to share with the whole SGB and let them know what is going on at the school and how best the SGBs can help them as educators to be able to fulfil their task and help the children. For students it is vital that they must be there because it is their school and they must be fully involved so that they know exactly what is happening
and where their school is being taken to, what is the vision of the school. Once they are aware of the problems they must be part of the solution when they too come to solve the problems of the school, then all three stakeholders are equally important. We must not also lose sight of the community, we need to have people from the community involved in the SGB because they are the eyes and the ears of the community in that particular school and at the same time they must be able to go back to the community to say: “Look there is a particular problem at school or that school has such a need.” If they are involved, they will be able to understand better as I have said that they are people who stand for the community, and who are sort of objective, because if he hasn’t got a child in that school, he does not really have a vested interest in the school but his interest is that the school serves the community and he is part of the community.

Question 2

According to your understanding, how do governance and management complement each other?

Buyi: The two really do complement each other; one without the other, there wouldn’t be any success in the school. When one looks at the SMT, one looks at the roles they have at the school, they can not be able to fully function unless the SGB – the governance, is in order. Take for instance, the rule that in schools there should be security, you ought to have the children in place, and everybody will have to be relaxed in mind because they know that nothing is going to come in from outside to attack them, and classes will be able to run normally because if one gets disturbance from outside elements, then you either get children carrying weapons in the schoolyard because they feel that they are going to be attacked and you will not have normal school under that condition. It is for the governance – the SGB to make sure that there is security in the
school, they must make means either to provide extra security or make means to have meetings with the community to make sure that children and teachers situation is such that normal teaching and learning can take place - so one can see that the two balances each other, one without the other can not really function. It is well and good to have a security in place, but if inside the school the SMT doesn't make sure that lessons carry on, even if the gates can be closed and there could be security in place, there will be chaos inside the schoolyard because children will be outside their classes and they may even start fighting and be out of control. So, the effort of the SGBs to make sure that there is security, and that gates are locked, and that the fence is in good condition, will be futile because the SMT will not have played their role in making sure that everybody who is an educator is at his post at the right time for the children.

Question 3

What is your opinion about the inclusion of learners in the school governing bodies?

Buyi: I think I have alluded to that one earlier on. I think it is vital, especially to the young people - very quickly they jump to conclusions that we don't take them seriously. Whenever there is a project, and they are not part of the planning, or part of whatever is going on, they quickly jump to conclusions or they have their own agenda at the side which runs concurrently with what you have planned and they can easily disrupt what you have planned if they have not been part of the plan. If you have a problem you may come up with a beautiful solution to the problem but if they are not part of it they will make sure that it does not work, because I think they are growing up and they need to feel important, they used to feel that their ideas are grown up and that they need to be taken seriously. If you include them and make sure that
whatever is being discussed is taken back to the students. If they come back to the SGB they have made contact with the students or have consulted them enough, then you are able to have harmony in the school. It is vital that they must be included, you cannot sideline them without repercussions. The inclusion of learners is important, especially at the secondary level.

Question 4

How do you understand that all parents should be involved in the school development?

Buyi: When we talk school development, it is such a wide concept—because it could mean development as far as the academic sector is concerned, it could mean the environment of the school, it could mean the building, it could mean the personnel, the children themselves, the empowerment of the personnel and the children. Parents are different and their interests are different, their level of education is different but I think each parent can play an important part because those that perhaps are or can just read and write have an vital role to play if you have got projects like the environment of the school, some have very good ideas as to how to layout a garden; they have got this expertise. If you have this project they could come up with those ideas and they could implement them. A parent who cannot read or write can feel very important in the development of the school, because when he comes into the school yard, he will be able to say; that is my job, we did that, or that fence was down and we made it a point that it is back in place, because we were busy last time and we made that. Then we have some of the parents who have other expertise, like we have from the medical field; we have got nurses, you can use those parents to come and be part of workshops which are conducted by children or even for the staff. Those parents will feel part of the school and he or she will do it because he or
she knows that his or her child will benefit directly or indirectly from the
directive he or she is rendering, so every parent can be able to take part
in the development of the school. Take a parent who sells fat cakes at
the school; if he or she has a child at the school and you have
fundraising, it is vital to involve that parent because that is what she
knows best, how to bake cakes or fat cakes. If she is involved in
fundraising she will do the best because she knows the best and has
interest in baking cakes, and all this things help in the development of
the school. Many a times parents think that; “ah! I didn’t go to school,
I cannot read or write, how can I help, let so and so do the job”, and you
will find that that so and so whom they say should do the job has
particular gifts and they are limited she cannot do everything, she is not
an all-rounder but they can come and help.

Question 5

According to your own understanding, how should members of the
school governing bodies be inducted?

Buyi: After elections there should be a meeting to introduce them, to
briefly tell them what is expected of them and to give them all the
gazettes, and the laws and rules we are given by the department, but I
also feel that previous members of the SGB must also come in to share
with the new SGB what they have been doing, what problems have they
come across and what successes they had, what are their observations
as far as the whole running of the SGB is concerned. Then I also think
the department has a role to play here to assist the schools to induct
their SGB so that they know exactly what to do to be successful. Then
we also have NGOs, if schools can be in contact with an NGO, and
perhaps they are not going to pay a lot of money for it, they could solicit
the help of an NGO. For instance, in our case we are part of the
Masifunde Project, therefore amongst the workshops that we said are
required a school, we said we needed workshops which will be for the SGBs to make sure what is it that they are supposed to do and which is not. So, we definitely need the workshops, we definitely need sharing between the previous SGB and the new SGB, when they are elected so that there is some consistency in the running of the school. They also need literature for those who can read. In their year program, they need to meet, perhaps once a quarter. The day they are going to sit down as an SGB and go through the literature they have, through the rules they have got in a relaxing manner when they will not be in a statutory meeting, they can sit and relax, they will be able to discuss and see if they have got a common understanding of what those rules really mean in the daily governance of the school.

Question 6

The Act (i.e. act no. 84 of 1996) speaks of the school as a legal person. (juristic person). How do you understand this statement?

Buyi: What I understand here is that a school can be charged, a school can charge, a school can sue and charge whoever individual has contravened whatever rule that the school had, and I think then the school, for the SGB, has to make sure that for the school, you understand all the rules and regulations so that you don’t, as a person, we don’t contravene certain rules and laws that are governing the school because we shall be, or the school shall be charged. The SGB will have to come to the front as people who represent the school and they will be held accountable. So, it is up to the SGB to make sure that they understand the Acts that are promulgated and to be able to apply them correctly, otherwise the school can find itself in problems.

Question 7
What is your own perception with regard to fund raising in schools?

Buyi: I will say, our counterparts in towns are far ahead as far as fundraising in schools and in some of our schools, we are still struggling with that. Many at times in schools, some people come to misunderstand what is meant by fundraising. Some think if we need soccer kits, then the sports committee can fundraise, administer that money and see how best they can do it, but I believe a school has to embark on fundraising. There has to be a fundraising committee and the SGBs should be the people who are controlling the funds. They delegate certain people to do fundraising, but those people are accountable to the SGBs. I think fundraising is vital if we need to survive because the little school fund paid in by the children does not take us far and unless we really stand up and really fundraise many of the projects we plan will never come to fruition because the school fund, as I say, is very little. I think we also need to be empowered on how to fundraise. We need to share with schools that are far ahead as far as that is concerned or need skills on how to fundraise. How to administrate the funds once we have fundraised and how to give continuous feedback to the people- what is it and what we have done with their monies. We need to keep books, financial books. We need to take the people along with us, people who help us fundraise. If we had donations, they need to know exactly where the money has gone to. There needs to be proof of what has happened with the money. There need to be receipts, books need to be kept, there need to be regular meetings with the parents, if the parents, have been involved with the fundraising, it is vital, but we need to have skills, we need to give feedback to the people. What has been done, it needs to be controlled, it needs to be centralized otherwise you will find every little committee fundraising. There will be confusion as there will be so many committees fundraising at the same time and nobody will really know what is being fundraised for. It might brew suspicion that people are raising money for their own pockets whereas that might not be the case
but just a misunderstanding because there is no centralization of the whole function of fundraising and feedback to the people of what exactly has been done with the money. Perhaps people have no skill in how to go about in fundraising, it is vital but we need skills.

Question 8

How would you react to the statement that a school is just like any other business?

Buyi: Without planning, without delegation, and without accountability and feedback, being able to keep the books properly, if you will fundraise but at the end of the day, you will not be able to see the profit, if the money was not used properly. So, it is like any business, your accountability, if that is not there, whoever is supporting you will doubt the credibility of your fundraising.

Question 9

What do you understand by the school’s financial management, and how do you see the SGB’s role in it?

Buyi: SGBs are the main people in managing the funds because they are not there every time, the principal is there with all the educators in the various committees, perhaps or in the various duties they may have been place on; the SGBs those are the people who should manage the funds of the school, they should be knowing exactly what the budget is for the year, and they must exactly know how they are going to get that money. They must, with the help of the educator’s ideas, children’s ideas, parent’s ideas but they are the people who are going to sit and say people how are we going to fundraise. In the final analysis we are going to fundraise for project one, two and three and we need so much for each
The SGBs are the people to say they need the proper banking system and that the books are kept properly, there should be a financial statement at the end of the year. They really need to manage the funds, they are the people who know that we need to paint so many classrooms and that will cost us so much, we need to fix the toilets and that will cost us so much, and if they are not in the know they will not be able to budget properly, and it means the following year should have been budgeted properly for the school to run properly. If the SGBs do not manage properly they may not be able to budget properly, that means that the school may run at the risk of not running their finances properly. The school may start running into the problem of overdraft or not being able to meet some of the basic needs of the school for the duration of the year; so they need to have the skills on how to manage the funds of the school with the help from the principal, the SMT and all the educators. They really need to be empowered.

Question 10

The SGB members are reluctant to attend meetings. What can be done to improve this situation? (their attendance)

Buyi: It is a difficult one because that is what we are also experiencing. There are those that are very keen, but they are very few. The bulk are on and off and don’t attend meetings. We need to concentrate more on the induction. I think we also need to have workshops although we shall need to come with strategies of how to make them come to the workshops. I also think that they need recognition to the fact that they have been serving in governing bodies to have motivation of some kind, like certificates to say so and has been serving in the SGB and say something about his or her contribution in the school, and we have functions where these can be presented to say: “We acknowledge and we appreciate what you have done”, so that those who are coming behind
have something to look forward to. It doesn't matter even if there are so many meetings, but I know that there is something and will be coming. In the community, all schools can come together to honour the SGBs and ask the business people in the community to sponsor such functions because those parents; they give up some of their time, they come back from their work and still have to run to SGB meetings which last up until say eight late at night, when there are problems, they are the first to be called in. If there has been a storm and the roof is down, they are first to be called in, so they do a lot of work but I don't see us really showing appreciation, except to say thank you, I don't think it is enough. Through consultation with teachers and the circuit offices to set-up a day for the SGBs because without them there is little or nothing the school can achieve. These SGBs can also use these certificates when they apply for jobs, if they attend workshops they need to have certificates of attendance which also add to their value, when drawing up CVs, when applying for other work or even promotion in the work place. Other incentives would be to organise some trips to visit some other farm school SGB to share and network with them, some of these things can really motivate our SGBs.

Jeremia Mdaaka Primary School
Parent Component (Two Parents Interviewed)

David Noggin: Chairperson
Emma Phi: Member

Question 1

The school's culture of learning, teaching and service (colts) is the responsibility of all stakeholders. How do you understand the impact, which can be put by all the stakeholders or SGB components?
David: We agree very much with the statement. There will be no learning and teaching without a good learning culture at the school. There is a need that we as parents should work hand in hand for the progress of the school, because we are elected by the parents as their eyes and ears at the school. We must make sure that we frequent the school. We know that when teachers see parents at school they become responsible, this help the principal with school discipline because teachers will not just sit and not work when parents are at school – that improves the school culture of teaching. This also goes to the learners– they also behaves well when their parents are around the school – they want to impress their parents. This is my own opinion.

Emmah: I see this as a good way of involving the parents – There will always be a good co-operation between the teachers and parents in the school situation.

David: We, as parents representatives, we don't take sides. We want people to be happy at their work place. If we, for instance, see a teacher or even the principal unhappy, it is our duty to do a quick intervention and to make sure that there is peace at the school by helping in resolving the problem. Coming to the learners, any problem we see or hear about them we try to come to school to inform the principal, or during our meetings, we attend to such problems first, so that there is always harmony at the school. During the meetings parents are requested to bring their problems to school through the SGB.

Question 2

According to your understanding, how do governance and management complement each other?

David: Governance and management at the school are nearly the same.
We, as SGBs, are not really involved with the management of the school, this is the responsibility of the principal and his staff. Our input here, is where the principal and the staff request for our involvement as the SGB.

Emmah: We, with the co-operation of the school management team (SMT), do discuss some of their requests, and, after weighing them, do give our input. Some of their requests must be taken to the parents for their approval. In governance we look at the general needs of the school such as the building of the school.

Question 3

What is your opinion about the inclusion of learners in the school governing bodies?

David: I personally have a problem with the inclusion of learners in the SGB. I remember one day telling them that we used to attend school from 8am to 2pm and we found nothing wrong with that, but when we sat for the examination, we were not able to get the total mark. -now with them, they want to start school at 9am and be out at 12pm and on Fridays still, end the day at 11am. Does this mean that their syllabus is shorter than ours? I really have some reservations when it comes to the inclusion of learners.

Emmah: I am also agreeing with David the way he explains it - learners are most troublesome at times and make the control of the school very difficult for the principal and the staff - I see no need to have them in our meetings.

David: You know, we sit down with the management team to draw up the needs of the school – among other things, we would agree that the
school fees for the year should be increased to R10. When the learners come to hear about it, they would refuse and say that R10 is too much, and they would go for R5. It is funny because they are not responsible for paying the fee. That is why we feel that learners should not be included in the SGB.

Question 4.

How do you understand that all parents should be involved in the school development?

Emmah: I am in full agreement that the parents should take part and be involved in the school development. It is also their right to participate in the development of the school for their children's progress. Parents should help the teachers with the discipline in the school and with other school needs.

David: In our school, parents did a lot for this very school. In the first place, we tell them that they have elected us, and that we are their representatives and as such, we are only able to work if they too give their support. We also tell them that they didn't elect us because we are better, but as their mouth piece. It is therefore important that they too co-operate with us. Just to give an example, as we are in a squatter camp school, this school was badly vandalized. Parents were called in and it was them who brought some old corrugated iron and restored the vandalized school building as you it. We make our parents realize that this school belongs to them, and that it is their children attending this school. We ask them to take pride of their school. We also address our meetings the same way. We also ask them to help collect school furniture as they see them in the village. This is what make us strongly believe that the involvement of the parents is very necessary in the development of the school.
Question 5

According to your own understanding, how should members of the school governing bodies be inducted?

David: It is very important for the SGBs to be inducted in their new work. A blind person can not lead people; he must first be given the ropes to lead – this is only possible through induction - induction will avoid the confusion and conflict we experience in our governing body.

Emmah: I fully agree with the statement that SGBs should be inducted to be able to do their work well. If I also had the opportunity to be inducted, I think I would be a better person by now. I would be knowing exactly what is expected of me.

Question 6

The Act (i.e. act no. 84 of 1996) speaks of the school as a legal person. How do you understand this statement?

David: I am sorry, I am not very clear about the terminology ‘legal person’ but we as SGBs, we know that, should something go wrong here at school, we are responsible because we are representing the school - We also know that as a school representative body, we can sue anyone who violate the school – that we know.

Question 7

What is your own perception with regard to fund raising in schools?

David: Fundraising is very important at school because this fundraising
help the school and alleviates the burden of paying school fees by the parents. If more money has been raised this year, there will be no need to increase school fund the following year.

Emmah: I also think that fundraising is very, very important for the development of the school.

David: Fundraising is the responsibility of the SGB – teachers are not in a better position to fundraise because they are teaching – A parent may be requested to be responsible for fundraising. This parent may be remunerated for rendering the service.

Question 8

How would you react to the statement that a school is just like any other business?

David: Some of the questions are tricky – a school can be like a business but in business there are some things which are important but this doesn’t mean that one can run a business in a school. There are similarities here and there.

Emmah: I don’t have a full knowledge about this but what I think is that it is true that one can run a school like a business.

Question 9

What do you understand by the school’s financial management, and how do you see the SGB’s role in it?

David and Emmah: We have no idea about this question.
Question 10

The SGB members are reluctant to attend meetings. What can be done to improve this situation? (their attendance)

David: What we do and try to encourage parents to attend meetings is by keeping to the time suggested and to try to keep our meetings as short and up to the point as possible. We care for each other. If a member fails to come to a meeting, we visit him or her to find out what his or her problem is. Problems that we face, is with the female members, where their spouses refuse them the permission to attend meetings - here we make it a point that we speak to the husband to make him understand that his wife was elected by the parents because there is something good they saw in her. We also have realized that evening meetings are not appropriate, so we have started conducting our meetings during the day and we make sure that we keep our meetings as short as possible.

Emmah: Yes, members of the SGBs have a problem with attending meetings; but with us they write letters of apologies. We don’t have incentives for our school governing body members.
Question 1

The school's culture of learning, teaching and service (colts) is the responsibility of all stakeholders. How do you understand the impact which can be put by all the stakeholders or SGB components?

Lucas: I think the school can not run without the stakeholders being united so that children can learn. By stakeholders I am referring to teachers, cleaners, and clerks. They are all important in making our school environment clean.

Lucky: School children also form part of the school governing body. They are, therefore, also stakeholders here at school.

Question 2

According to your understanding, how do governance and management complement each other?

Lucky: I think that management is the principal, the deputy and the teachers and the governance of the school are those people who are responsible for the governance of the school, like the SGBs and the staff. In order to have the two together, the governance and the management should work together to have a healthy school.
Lucas: The school is not manned by the principal alone, but by the school governing body.

Question 3

What is your opinion about the inclusion of learners in the school governing bodies?

Lucky: I think that children must be included in the SGB, because without them it looks as if it is just the parents’ thing. If we are included in the SGB we can also err our views and discuss our problems with the teachers and parents - it causes a healthy relationship between the three – if we are excluded, we are the ones affected – we also have the right to be heard. I think it is great to be part of the SGB.

Lucas: I agree with Lucky because a school is not a school without the children. Children are the ones who are affected. If we have problems we need to speak out. In this school we are accepted in the SGB and our relationship is a good one - meetings could not take place without us, and we are always notified about meetings.

Question 4

How do you understand that all parents should be involved in the school development?

Lucky: I think that all parties must be involved in the development of the school because we are the ones who are able to contribute towards the school’s development. The problem is that we can not do that without the involvement of the parents. In whatever we do, like parents paying school fees, parents will like to contribute towards the finances.
Parents should be there when we take decisions, because they are the ones pushing this things to happen.

Lucas: Parents must help their children to do their home – work and encourage them to do better all the time. Developing our schools is making our school grow and our learning improving. Parents should always be there because without them the school won’t grow. No development without the parents. Today our school reports are computerized because of the involvement of our parents. Parents contributed almost everything towards the development of this school.

Lucky: Parents contribute in a way of finance to our school because they are the ones who pay for the person who clean our school grounds. They also contribute by bringing flowers or seedlings to the school.

Question 5

According to your own understanding, how should members of the school governing bodies be inducted?

Lucky: I think that people, especially the students, must be inducted to be able to perform well in this body. Teachers as well as parents, need to be inducted by those with expertise. I also think that induction should be done by outside people for example, the NGOs.

Lucas: Induction can take place in the school, but the different components must be inducted separately for the sake of the children. Question 6.

The Act (i.e. act no. 84 of 1996) speaks of the school as a legal person. (juristic person). How do you understand this statement?
Lucas: I have no idea of the school as a juristic person. I haven't heard about that term, maybe about a 'legal person'. I think, a legal person, will mean that a school will have to be protected.

Lucky: I think that everything we do here at school must be legal.

Question 7

What is your own perception with regard to fund raising in schools?

Lucas: I think that fund raising is a good thing because there are certain needs that must be purchased from these funds. So, fund raising is very important for our school.

Lucky: I think that fundraising is all about the SGBs taking part when a school want something, we cannot be looking up to the government to supply everything. We have to do some thing out of our own pockets. Fundraising is something great, it improves the relationship of the three stakeholders, because we have special time together during the process of fundraising. With the money, we are able to buy things which are needed by the school.

Lucas: This type of fundraising is called "Masakhane".

Lucky: In the past two years we have been fundraising here at school, we have at one stage fundraised over two thousand five hundred rands. This money was used to buy a photocopier, a fax machine, computers, sportswear such as soccer and netball kits.
Question 8

How would you react to the statement that a school is just like any other business?

Lucky: I don't see the school as a business-how can one make money at the first place? The school is all about learning. I don't see a school as a business, maybe, some people may see it as such. I don't see it as such at all.

Lucas: Eh.... I may say that a school is like a business because there is money involved but we use that money to buy things for the school - the school is not making profit - much profit to its benefit.

Lucky: Yes, of course, the school must keep some records - the financial records. Wait a minute, yes, it is like a business in that sense. At this school, the SGBs and the principal keep all the records, we are told how the money is spent - the school management team is the one that takes the responsibility of keeping and spending the fund. I remember this well because I was once upon a time a member of the finance committee.

Question 9

What do you understand by the school's financial management, and how do you see the SGB's role in it?

Lucas: When we talk about this, we students are not much involved.

Lucky: Yes, the SGB was doing that - keeping records and giving financial report to the parents. Our SGB did their job well and we are happy about their job as well as their financial report.
Question 10

The SGB members are reluctant to attend meetings. What can be done to improve this situation? (their attendance)

Lucas: We had about eighty percent attendance. If a member is absent we were told about his apology.

Lucky: There are people who are often out of our meetings, such people, I think need to be told before they are elected or asked whether they will be able to attend meetings. This person may commit him or herself to attend meetings, that I way I think we will have progress. I also think that when canvassing for this, people need to commit themselves long before the actual election are held. I think the best way of doing this will be like, when we nominated you, you should be able to see it yourself whether you will make it or not, because sometimes we elect people only to find that he is not interested and he or she has to do it as if he or she has been forced. So, everybody should be able to speak and say whether he will be able to make it or not.

Lucas: I think when people are elected, they need to be informed that they are leaders and as a leader, they must try to attend all the meetings as scheduled. I may add by saying that when we elect a person it should be somebody we already know or someone who can take responsibility, it must not be anybody for the sake of electing him. We need somebody who can lead us.

Lucky: A person must canvas before elections, he has to convince us that he can lead us before electing him into the SGB.
must first be interviewed and if elected, they must attend workshops to make sure that they know exactly what they are expected to do as members of the SGB.

Lucky: Electoral workshops are or will be helpful so that these people are well informed about these governing body issues.
THE NON-TEACHING STAFF COMPONENT OF THE SGB.

MPHANAMA COMPREHENSIVE SCHOOL
MIDDELBURG II CIRCUIT MPUMALANGA PROVINCE

Mr Hlatshwayo: Member of the SGB and representative of the workers at Mphanama Comprehensive School.

Mr Mkhwanazi: Member of the SGB

Mr Sekwane: Member of the SGB

Question 1

The school’s culture of learning, teaching and service (colts) is the responsibility of all stakeholders. How do you understand the impact which can be put by all the stakeholders or SGB components?

All: We agree with the statement.

Hlatshwayo: I see this as a good thing. If parents can co-operate and stand together some of the problems we experience here can be solved. We won’t be able to correct or solve the problems at this school without the involvement of the parents. The truth about the student is best found if parents are part of the solving process.

Mkhwanazi: I also the involvement and co-operation of the parents as the best way in the promotion of the culture of the school. The co-operation of the teachers, children and parents is very important of colts.

Sekwane: It is true, it is important for the parents to be involved at the school because children have the tendency of not respecting us as workers in the school but can behave better if the parents are present. We are here at school representing their parents.
Hlatshwayo: If a child is doing something wrong, it is my duty to take him to the principal and together we try to help that child.

Question 2

According to your understanding, how do governance and management complement each other?

(The issue of management and governance is unknown to this component.)

Mkhwanazi: We really lack knowledge about this. The problem is that we are not workshopped about our work as SGB members. I remember situation we were taught about the mine before we would go to our different work, more especially about safety.

Hlatshwayo: I heard about the term governance, even in the papers but explanation about it was not given to us. So, we do not know what these terms really mean.

Question 3

What is your opinion about the inclusion of learners in the school governing bodies?

Sekwane: I agree because these children represent the children at the school in the SGB.

Mkhwanazi: We used to have these children in our meetings but now our problem is that these children are taught and they cannot try and teach us.
Hlatshwayo: I think that it is important that the children must be represented so as to give their problems to their parents about the school. I don't think that it is fair to exclude them because they would like to hear how their problems are resolved by their parents.

Sekwane: I agree to the fact that they should be represented, their only problem is the noise, children are very and most times they do not respect us as their parents. When a problem is on their side, instead of accepting their own mistakes, they start making noise. I therefore agree with my colleagues that they must be there to represent their problems and thereafter they must leave the parents to go on with the meeting.

Hlatshwayo: Children don't want to take instructions, in most cases they want you to do as they want, which is not possible. In most cases there is nothing constructive you can build with the children. They hijack our meetings and things are left hanging and unresolved, most of them are very stubborn, they don't want to listen to us. Children are not ready yet to independent decisions, they still need to be workshoped to know what it is to be in leadership.

Mkhwanazi: At this school, used to have student reps in our meetings but now of late, they don't attend our meetings. I don't remember saying in our meetings that they must stop coming, I really don't know what happened but they are not coming. One thing for sure there was nothing constructive from their side.

Question 4

How do you understand that all parents should be involved in the school development?
Mkhwanazi: We have a problem with our parents. Parents have the right to attend meetings and be involved at the school for progress of their children. The money which we use at the school is from the parents. The problem at times is that what we as SGBs what we see to be good for the school is not taken or viewed that way by them, and this makes our work difficult. I we call them to come and address these issues they normally do not attend the meetings or they will keep quiet.

Sekwane: The problem is that we don’t see things the same way. Our parents not keen in putting hands in the school of their children. It is necessary for parents to contribute something to the school so that our children may gain from this school.

Question 5

According to your own understanding, how should members of the school governing bodies be inducted?

Sekwane: People cannot do their best if they know what to do. I think it is very important that they should be trained in what they are expected to do before they really start to work. We are not workshopped in our work that is why we are still not sure about our work. Learning gives light, so need this light.

Hlatshwayo: Yes, it is very important that we must be trained in the type of work we must do.

Mkhwanazi: I agree with my colleagues, we need to be workshopped before taking our responsibility as SGBs. One must be expert of what one is doing to be able to do it well.

Question 6
The Act (i.e. act no. 84 of 1996) speaks of the school as a legal person (juristic person). How do you understand this statement?

All: We did not meet with this terminology in our meetings, so we don't know what this mean.

Question 7

What is your own perception with regard to fund raising in schools?

Hlatshwayo: The school must raise funds for its own progress. This will be the duty of the SGB to raise the funds.

Sekwane: I think that fundraising can be made through concerts.
Mkhwanazi: Concerts are breaking our windowpanes, other strategies should be worked out to raise funds.
Sekwane: Fund raising needs control and this control must be from the school management as well as the SGB.

Question 8

How would you react to the statement that a school is just like any other business?

Mkhwanazi: The school can be like a business because money is involved here, many things are needed in this school and money is needed to purchase those things.

All: We all agree that the school is like a business.
The school's culture of learning, teaching and service (colts) is the responsibility of all stakeholders. How do you understand the impact which can be put by all the stakeholders or SGB components?

Jeremy: I agree with the statement. The responsibility of the teacher is to teach and that of the child; to learn. Where these two components experience problems the matter will be referred to the SGBs to be solved so that there is progress in the school.

Abel: Teachers and parents need to work hand in hand for the progress of the school. It is important that teachers and parents should always meet to talk about the school and the children.

Phumzile: I also agree that parents and teachers should work together for the progress of the school.
Question 2

According to your understanding, how do governance and management complement each other?

Jeremiah: According to me the two concepts do complement each other. The SGB gets information about governance and pass it onto the staff for implementation, which is the management part of the school. For example; the governance will come up with a job description for the members of the staff. Governance is like the director.

Abel: Governance is from the parents, governance is like controlling.

Question 3

What is your opinion about the inclusion of learners in the school governing bodies?

Phumzile: I think children are important in the SGB. Should there be something or someone causing corruption at the school, the children will be there to report the matter to the principal or to one of the SGB members.

Abel: Children’s oppression can be reported by them to the SGB for their attention.

Jeremiah: I agree with the statement, as a child, there are rules and regulations which need to be told to them. The best way will be for these children to cascade these rules and regulations from the SGB to their colleagues.

Question 4
How do you understand that all parents should be involved in the school development?

Phumzile: SGB members have different things and ideas and it is very important that they share their ideas for the progress of the school.

Abel: Parents are not a problem in the school; they give valuable ideas about the school and what could be done to improve the school.

Jeremiah: During SGB meetings when there are problems, parents, from their previous school experience can help the school with fundraising to help develop the school. A good example will be when, say when a child has decided to stay away from school, parents can help in advising the child, not necessarily the biological parent of the child.

Question 5

According to your own understanding, how should members of the school governing bodies be inducted?

Jeremiah: SGBs do need to be inducted before they start with their work. It is most unfortunate because we are talking about things we do not know because we were not inducted into our positions, but I personally feel that induction is very important to know what they are expected to do. We see this in our work situation that induction is very important. My suggestion that SGB members can be brought together at one common place for a week or two, to be inducted by one of the education officials. Another suggestion could be that two members from different schools can be called to one place and they may alternate. The advantage of having different members from different schools is that members may share ideas and questions unlike when members are from
Abel: Weekend meetings for induction can work so that people be able to attend those meetings.

Phumzile: I prefer group induction which could be held on Saturdays. I will be happy if induction could be done immediately. Say, for instance, if we are chosen or elected this week, induction should be the following week before we even start with our work.

Abel: I agree with Phumzile that a week after elections, will be most appropriate.

Jeremiah: One week after elections so that the SGB can start functioning. If induction takes long, then the progress of the school will suffer and some of the members may lose interest and start to pull out or resign before they even start working.

Question 6

The Act (i.e. act no. 84 of 1996) speaks of the school as a legal person. (Juristic person). How do you understand this statement?

Jeremiah: We have no idea about this question. It would appear to one that we are robbed by not having been inducted into this body and as such, lack the expertise to do our best for our school.

Question 7

What is your own perception with regard to fund raising in schools?

Jeremiah: Fundraising is one important aspect of the school
development. When extra classes are needed, money or more money will be needed to put up those classes and this will involve fundraising for the classes.

Abel: Fundraising can be done through concerts or even selling cakes at school.

Phumzile: The school needs many things, such as soccer and netball balls. These must be bought and therefore money must be raised for these items.

Abel: It will be the duty of the SGB to raise funds for the school. This can be through the help of the teachers and the parents. Fundraising should not be done at the expense of the children at school.

Question 8

How would you react to the statement that a school is just like any other business?

Jeremiah: Financial management will refer to people who will be assigned the duty to look after the money raised during fundraising. This money must be in the name of the school. These people must see to it that money coming into the school fund comes in legally and it is also spent well. This money must be recorded correctly in the correct books and banked. It must be banked in the bank chosen by the school. Members of the SGB must be assigned this task of fundraising and financial management.

Abel: It is the duty of the SGB to see to it that records of the funds raised be well kept.
Phumzile: The principal must work hand in hand with the SGB when it comes to fundraising and the spending of the money.

Question 9

What do you understand by the school’s financial management, and how do you see the SGB’s role in it?

Phumzile: I am agreeing with the statement that a school is just like a business because we have a treasurer who is administering the school finances and also keeping record books.

Abel: I am not very sure but there is money involved here.

Jeremiah: I am not in full agreement here. In a business, one invests concrete things, there is money but that is not the case with the school. Here we are talking about an abstract thing such as education. In a business, there is profit that one finds at the end of the day unlike a school.

Question 10

The SGB members are reluctant to attend meetings. What can be done to improve this situation? (their attendance)

Phumzile: I think that we must encourage people to attend meetings, and that our meetings should start on time and be short and up to the point.

Abel: I am also agreeing with Phumzile that time should be kept, they need to be informed about the meeting well in advance and the meetings must be short so as to allow time to do other things. Like us here on the
farm, people come from far, they walk long distances to come to the meetings. Take for instance, if meetings are held in the evenings, some meetings drag till very late; how do you expect the parents to attend or to contribute during meetings when they think that after the meeting they are going to walk alone at night to their homes, if they are ladies, what will their husbands say? Will they allow them to attend the next meeting? These are the real problems when coming to SGB meetings.

Jeremiah: I think that people should know about the agenda of the meeting before they come to the meeting so that they may participate constructively. There should be three or four agenda items for a meeting and the chairperson must stick to the agenda. Minutes of the last meeting should be read so that the members can keep track of their previous objectives and even to see progress and feedback from the last meeting. This will make them realize that they are taken seriously. A full report of the previous meetings should be given where possible. I also think that members of the SGB should have tea before or after their meetings as token of appreciation. We also have a problem of language in our meetings, some of our members are illiterate and you find that English is used to run such meetings and the books are also in English whilst some of us can't read or rather read English. This is one of the things that discourages our members to attend meetings. They find themselves useless because all the time only those who talk the language contribute in or during our meetings. They appear foolish, no one wants to look foolish during meetings.

I, Alexander Makadikwe Mashile, researcher and interviewer, would like to take this opportunity to heartily thank the Witbank District Head for allowing me to conduct this focus group interview in this district, the principals of the schools the interviews were conducted, the SGB members who were interviewed, namely the parents component, the students, the non-educator components and the principals. Once
more, a big thank you for your valuable contribution to this research.

Date completed: 1999 12 03.
APPENDIX D

MEMORANDUM

TO: The principals
   Witbank District
   Mpumalanga Education Department

FROM: A.M. MASHILE
       RESEARCHER: SCHOOL GOVERNANCE CAPACITY BUILDING
       P.O. BOX 340
       CLEWER
       1036

TEL.: (013) 695 3481 / 082 501 2016

SUBJECT: RESEARCHER QUESTIONNAIRES

Dear Sir/Madam

I am a R.A.U. Doctoral student, busy conducting a research on the problem: School governance capacity building for effective school management.

You are hereby requested to distribute the enclosed questionnaires to your School Governing Bodies for completion. The completed questionnaires should be handed back to you for collection at a latter stage i.e. before the closing of schools, 25.06.1999.

I will be happy to collect them even before the closing. Please call on me when they are ready for collection.

208
My telephone number is: (013) 696 3481 or Cell.082 501 2016
Your help will be highly appreciated by me.

Yours truly

Alexander Mashile
APPENDIX E

MEMORANDUM

To: THE DISTRICT HEAD
   WITBANK DISTRICT
   WITBANK

From: A.M. MASHILE
       P.O. BOX 340
       CLEWER
       1036

DATE: 7 MAY 1999

Dear Sir/Madam

I, Alexander Makadikwe Mashile, Principal at Lehlaka Combined School, am a doctoral student registered with the Rand Afrikaans University.

I am busy researching on school governance and my research topic is: School governance capacity building: implications for effective school management.

I am asking for permission to conduct a research in your district – Witbank. The research will be focusing on SGB’s in the Witbank district. That is Witbank circuit i, ii, iii and Middelburg i ii. iii during the month of May, June and July. I hope that the recommendations from this research will help to highlight some areas that will need attention for capacitating our school governing bodies. A focus group interviews will also be undertaken with some schools at a later stage.
Hoping that my request will meet with your favourable consideration.

Yours faithfully

Alexander M. Mashile.
School governance capacity building: implication for effective school management.

Dear Sir/Madam

The effective functioning of school-governing bodies affect us all in this country. It is vital that we obtain your opinion regarding how to capacitate the school governing bodies to function effectively to ensure effective management of our schools.

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

Do not write your name on the questionnaire. It remains anonymous.

There are no correct or incorrect answers in section B. We merely require your honest opinion.

Your first spontaneous response/reaction is the most valid

Please answer all questions.

This questionnaire should not take more than 15-20 minutes of your time to complete.

Please return this questionnaire to the person from whom it was received within 3 days, after completing it.

Thank you for your assistance.

Prof. BR Grobler

Mr AP Mashile
Section A: Personal information

Circle the appropriate number or write down your response where necessary.

Example (for completing Section A)

Question 1

- Your gender
  (If you are a male encircle 1)

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

Who do you represent on the school governing body? (choose one option only)

Principal .......................................................... 1
Educator ............................................................. 2
Non-educator ...................................................... 3
Learners .............................................................. 4
Parents ............................................................... 5
Co-opted members ............................................... 6

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

  e.g. if you are thirty five 3 5

3. Your gender?

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

4. How would you classify the area in which your school is situated? (choose one option only)

  Township ....................................................... 1
  Suburban .......................................................... 2
  Rural/farm ......................................................... 3
5. Your highest educational qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than grade 9 (Std 7)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 10 or grade 11 (Std 8 or 9)</td>
<td>2</td>
</tr>
<tr>
<td>Grade 12 (Std 10)</td>
<td>3</td>
</tr>
<tr>
<td>Post school certificate/diploma</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor’s degree plus diploma/certificate</td>
<td>6</td>
</tr>
<tr>
<td>Post graduate degree</td>
<td>7</td>
</tr>
</tbody>
</table>

6. In which circuit is your school situated?

<table>
<thead>
<tr>
<th>Circuit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witbank 1</td>
<td>1</td>
</tr>
<tr>
<td>Witbank 2</td>
<td>2</td>
</tr>
<tr>
<td>Witbank 3</td>
<td>3</td>
</tr>
<tr>
<td>Middelburg 1</td>
<td>4</td>
</tr>
<tr>
<td>Middelburg 2</td>
<td>5</td>
</tr>
<tr>
<td>Middelburg 3</td>
<td>6</td>
</tr>
</tbody>
</table>

7. Which is your religious commitment? (choose one option only)

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Christian</td>
<td>2</td>
</tr>
<tr>
<td>Islam</td>
<td>3</td>
</tr>
<tr>
<td>Hindu</td>
<td>4</td>
</tr>
<tr>
<td>Jewish</td>
<td>5</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>6</td>
</tr>
</tbody>
</table>

8. Which language do you regard as your mother tongue? (choose one option only)

<table>
<thead>
<tr>
<th>Language</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Ndebele</td>
<td>3</td>
</tr>
<tr>
<td>North Sotho</td>
<td>4</td>
</tr>
<tr>
<td>South Sotho</td>
<td>5</td>
</tr>
<tr>
<td>Swati</td>
<td>6</td>
</tr>
<tr>
<td>Tsonga</td>
<td>7</td>
</tr>
<tr>
<td>Tswana</td>
<td>8</td>
</tr>
<tr>
<td>Venda</td>
<td>9</td>
</tr>
<tr>
<td>Xhosa</td>
<td>10</td>
</tr>
<tr>
<td>Zulu</td>
<td>11</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>12</td>
</tr>
</tbody>
</table>
9. What, if any, is your employment status?

- Unemployed .................................................. 1
- Government sector ............................................. 2
- Private sector .................................................. 3
- Informal sector .................................................. 4
- Other (e.g. learner) ............................................. 5

10. What sort of school are you mainly involved with? (choose one option only)

- Primary .......................................................... 1
- Secondary ......................................................... 2
- Primary and secondary (combined) .......................... 3

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

- e.g. if two years, write 0 | 2
- If it is less than one year 0 | 0

12. What is your gross income? (If you feel you cannot answer this question leave it out)

- R0 – R500 per month ............................................ 1
- R501 – R1000 per month ....................................... 2
- R1001 – R2000 per month ..................................... 3
- R2001 – R3000 per month ..................................... 4
- R3001 – R5000 per month ..................................... 5
- More than R5000 per month ................................... 6

13. What is the learner enrolment of your school?

- 1 – 200 ............................................................. 1
- 201 – 400 .......................................................... 2
- 401 – 600 .......................................................... 3
- 601 – 800 .......................................................... 4
- 801 – 1000 ......................................................... 5
- More than 1000 .................................................... 6
14. How would you describe the School Governing Body (SGB) meeting attendance in your school?

- Excellent (generally 12 present out of every 15) ...................... 1
- Moderate (10 present out of every 15) ................................. 2
- Poor (7 or less present out of every 15) ............................... 3

15. How would you describe the image of your school in the community?

- Excellent ........................................................................ 1
- Good ............................................................................. 2
- Average .......................................................................... 3
- Poor ............................................................................... 4
- Very poor ....................................................................... 5

16. How would you describe the relationship between the principal of your school and the SGB?

- Excellent ........................................................................ 1
- Good ............................................................................. 2
- Average .......................................................................... 3
- Poor ............................................................................... 4
- Very poor ....................................................................... 5

17. Which one of the following do you consider to be a stakeholder? Should you indicate "yes" to a stakeholder, please indicate their extent of involvement in the appropriate column.

<table>
<thead>
<tr>
<th>Possible stakeholders</th>
<th>Stakeholder?</th>
<th>Extent of Involvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. In your opinion, what is the level of support you get from your district/circuit office?

- Excellent ........................................................................ 1
- Moderate ......................................................................... 2
- Poor ............................................................................... 3
- Do not know ..................................................................... 4
To what extent do you agree that your governing body (SGB) should:

1. be knowledgeable about their school’s development plan?
   
   Strongly disagree [1, 2, 3, 4, 5, 6] Strongly agree

2. take affirmative action into consideration when selecting candidates for permanent positions?
   
   Strongly disagree [1, 2, 3, 4, 5, 6] Strongly agree

3. be empowered to implement the constitution of the school?
   
   Strongly disagree [1, 2, 3, 4, 5, 6] Strongly agree

4. be knowledgeable about the level of academic qualifications of the educators in their school?
   
   Strongly disagree [1, 2, 3, 4, 5, 6] Strongly agree
To what extent do you agree that your governing body (SGB) should:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>be knowledgeable about the implications of industrial action in the education sector?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>encourage all stakeholders to render voluntary service?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>govern the property of the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>promote the use of school facilities for other educational programmes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be knowledgeable about the compulsory functions of governance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have the expertise to recommend a suitable appointment for non-teaching staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be trained by local management consultants?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>distinguish between issues of governance and management?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop a mission statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be trained by officials from the Department of Education?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To what extent do you agree that your governing body (SGB) should:

5. reward educators on the basis of their educational qualifications?
   - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

6. be trained by experts from overseas?
   - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

7. be empowered to support the principal to perform his/her professional duties?
   - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

8. be trained by management consultants who specialise in educational matters?
   - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

9. have knowledge of the South African Council for Educators' (SACE) code of conduct?
   - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

10. formulate a constitution for the school?
    - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

11. be trained by the District Education Co-ordinator?
    - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

12. be awarded with a certificate of competence after undergoing training?
    - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

13. formulate an admission policy for learners?
    - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □

14. be knowledgeable about what is meant by indirect discrimination?
    - Strongly disagree □ □ □ □ □ □ Strongly agree □ □ □ □ □ □
To what extent do you agree that your governing body (SGB) should:

25. improve their educational level by means of adult basic education and training (ABET)?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

26. have a thorough knowledge of the South African Schools’ Act number 84 of 1996?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

27. be trained by the principal?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

28. formulate a code of conduct for learners?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

29. attend workshops on the implications of all legal documents?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

30. be empowered to enforce the code of conduct for learners?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

31. be knowledgeable about promotion in the education sector?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

32. adhere to the stipulations of the National Education Policy Act?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

33. be trained by a group of experienced principals?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree

34. be knowledgeable about dispute resolutions in the education sector?
   |
   | Strongly disagree 1 2 3 4 5 6 Strongly agree
To what extent do you agree that your governing body (SGB) should:

35. be empowered to determine the starting and finishing times for their school?

Strongly disagree [1 2 3 4 5 6] Strongly agree

36. be knowledgeable about the various forms of direct discrimination?

Strongly disagree [1 2 3 4 5 6] Strongly agree

37. adhere to the stipulations of the South African Schools' Act?

Strongly disagree [1 2 3 4 5 6] Strongly agree

38. have the power to recommend that an educator found guilty of misconduct be transferred to another post?

Strongly disagree [1 2 3 4 5 6] Strongly agree

39. have measures in place to ensure that their various sub-committees collaborate with one another?

Strongly disagree [1 2 3 4 5 6] Strongly agree

40. elect a financial sub-committee to manage the school funds?

Strongly disagree [1 2 3 4 5 6] Strongly agree

41. put measures in place to safeguard the school environment for the learners?

Strongly disagree [1 2 3 4 5 6] Strongly agree

42. be knowledgeable about the relationship between the employer and the employee?

Strongly disagree [1 2 3 4 5 6] Strongly agree

43. market the school?

Strongly disagree [1 2 3 4 5 6] Strongly agree

44. motivate educators to provide quality education to the learners?

Strongly disagree [1 2 3 4 5 6] Strongly agree
To what extent do you agree that your governing body (SGB) should:

45. have measures in place to ensure that the grounds and buildings committee function effectively?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

46. nominate experts with the necessary skills to serve on sub-committees?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

47. appoint suitable sub-committees to assist in the governance of the school?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

48. co-opt some community members with suitable expertise to serve on a sub-committee?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

49. formulate school policies?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

50. consult parents and other stakeholders regarding the schools' language policy?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

51. have access to the necessary documentation regarding promotion in the education sector?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

52. be empowered to enforce the South African Council for Educators' (SACE) code of conduct for educators?
   Strongly disagree 1 2 3 4 5 6 Strongly agree

53. promote educators based on merit?
   Strongly disagree 1 2 3 4 5 6 Strongly agree
To what extent do you agree that your governing body (SGB) should:

54. **reward educators on the basis of their productivity?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

55. **monitor the academic performance of the learners?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

56. **give preference to external candidates when selecting candidates for permanent teaching posts?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

57. **formulate a policy on religious observances?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

58. **be knowledgeable about unfair labour practices?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

59. **give preference to the best-qualified educator when selecting candidates for permanent teaching posts?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

60. **promote educators based on affirmative action rather than on merit?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

61. **give preference to internal candidates when selecting candidates for permanent teaching posts?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

62. **reward educators on the basis of achievement?**
   - Strongly disagree: 1 2 3 4 5 6
   - Strongly agree

THANK YOU FOR YOUR PATIENCE IN COMPLETING THIS QUESTIONNAIRE
RESEARCH PROTOCOL

SCHOOL GOVERNANCE CAPACITY BUILDING:

IMPLICATIONS FOR EFFECTIVE SCHOOL MANAGEMENT

1. TARGET GROUPS

1.1 SCHOOL PRINCIPALS:
    TWO INDIVIDUALS INTERVIEWS

1.2 NON-EDUCATORS
    ONE FOCUS GROUP INTERVIEW

1.3 PARENTS
    THREE FOCUS GROUP INTERVIEWS
    (5-7 PARENTS)

1.4 LEARNERS
    ONE FOCUS GROUP INTERVIEW

TOTAL FOCUS GROUP INTERVIEWS : SEVEN (7)

2. TARGET SCHOOLS

2.1 URBAN PUBLIC SCHOOLS : ONE
2.2 PUBLIC TOWNSHIP SCHOOLS : TWO
2.3 FORMER FARM / MINE SCHOOLS : TWO
2.4 RURAL PUBLIC SCHOOLS : TWO

TOTAL TARGET SCHOOLS : SEVEN (7)
3. NAMES OF THE CHOSEN SCHOOLS IN THE WITBANK DISTRICT – MPUMALANGA PROVINCE

3.1 FOR PRINCIPALS

3.1.1 WITBANK CIRCUIT I
   - Elukhanyisweni Secondary School
   - Mrs BP Nkosi

3.1.2 MIDDELBURG CIRCUIT III
   - Mkhulu Combined School
   - Mr J Ndlovu

3.2 FOR NON-EDUCATORS

3.2.1 MIDDELBURG CIRCUIT I
   - Mphanama Comp School

3.3 PARENTS COMPONENT

3.3.1 WITBANK CIRCUIT II
   - Jeremia Mdaka Primary (Township SQ Camp)

3.3.2 MIDDELBURG CIRCUIT II
   - Ndela Primary (Rural Farm)

3.4 FOR LEARNERS COMPONENT

3.4.1 MIDDELBURG CIRCUIT I
   - Sofunda Secondary School.
FOCUS GROUP INTERVIEW

INTRODUCTION

Good morning / evening / day and welcome to our session today / tonight.
Thank you for taking the time to join our discussion on School Governance Capacity Building.

My name is Alexander Mashile and I represent the Rand Afrikaans University – Faculty of Education and Nursing. I am conducting a research project for my doctoral thesis in Education Management. I want to find out more about how school governing bodies are inducted and empowered into school governance.

I have invited all the SGB components to share their perception and ideas.

You were selected because you have certain things in common that are of particular interest to me. You are all in one way or the other involved in the school. I am particularly interested in your views because other SGB may have similar views too.
Tonight / today we will be discussing your experience and your opinions about school governance. There are no right or wrong answer but rather differing points of views. Please feel free to share your point of view even if it differs from what others have said.

Before we begin, let me share some ground rules with you:

- This is strictly a research project and there are no sales involved.
- Please speak up.
- Only one person should talk at a time.

I am tape recording the session because I don’t want to miss any of your comments. If several are talking at the same time, the tape will get garbled and I will miss your comments. I will be on a first name basis today / night.

You may be assured of complete confidentiality. Keep in mind that I am just as interested in negative comments as positive comments, and at time the negative comments are the most helpful.

Mind you, our session will last about an hour and a half. I will like you to introduce yourselves and the name of the school you represent, and the component you represent in the school governing body.
Let us start:

The effective functioning of the school governing bodies affect us all in this Country. It is vital that we obtain your opinion regarding how to capacitate or empower the school governing bodies to function effectively to ensure effective management of our school.

**KEY QUESTIONS**

1. The school’s culture of learning, teaching and service (colts)
   
   Is the responsibility of all stakeholders. How do you understand the impact which can the stakeholders place on the culture of teaching and learning?

2. According to your understanding, how do governance and management complement each other?

3. What is your opinion about the inclusion of learners in school governing bodies?

4. How do you understand that all parents should be involved in the school development.