

# **Governance of Non-Educators in Public Schools**

by

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## **DEDICATION**

This study is dedicated to the memory of my father Henry Pule Nkhatho. I know how proud of me he would have been.



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# CHAPTER 1

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## ORIENTATION AND PROBLEM FORMULATION

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### 1.1 INTRODUCTION

Non-educators form an important component of school personnel. In keeping with international trends, South African schools have subsequently moved towards greater decentralised school governance. The South African Schools Act no 84 of 1996 (hereafter called the Schools Act) has mandated the establishment of democratic structures of school governances, between education authorities and the school community. The rationale for the establishment of representative governing bodies is essential to ensure that educators, parents, learners and non-educators will actively participate in the governance and management of their schools with a view of providing better teaching and learning environments (Lemmer, 1999:137).

This research examines and describes non-educators as having been marginalised, fragmented and have lacked clarity and focus in the South African education system. For the purpose of investigation, non-educators include typists, clerks, cleaners, gardeners and night watchmen. The need to address difficulties that non-educators encounter/experience in performing their duties. The importance of non-educators is highlighted by a current concern about human resource development in schools. Human development constitutes a vital aspect of education in schools.

There is a need to clarify and make concrete aims, plans, intervention strategies and a code of conduct for non-educators. This must be done, as it seems that they do not belong, as they are not treated like other stakeholders, that is educators and learners. They are treated as separate entities. The following is

not really clear: the manner in which they are employed, that is interviews, posts not advertised in the Gazette for everyone to apply, conditions of service not clearly spelt out, workshops, in-service training or human development and their role in the governing body.

The South African Schools Act, no 84 of 1996, only provides for two types of schools, that is, public and independent schools. All except private schools under the previous dispensation are public schools (Bisschoff, 1997:132). It is therefore important to know what is happening in public schools regarding the governance of non-educators as the South African Schools Act of 1996 recognises non-educators as important stakeholders. Section 23 (2) (b) specifically provides for non-educators to be represented on the school governing body. The Schools Act clearly states that “governance of every public school is vested in its governing body” and that “ the professional management of a public school must be undertaken by the principal” (McPherson and Dlamini, 1998:17).

It should be pointed out, however, that there is no simple and direct relationship between ideology, values, goals and administrative structures and processes by which schools are governed and managed. The impact of economic forces and influences of international managerialistic trends have resulted in a need for a whole complex and heterogeneous series of responses to issues of governing and managing schools (Husén & Postlethwaite, 1994:63).

## **1.2 BACKGROUND TO THE PROBLEM**

Some school premises are a disgrace. There are papers all over, tall grass, classrooms are dirty, and the school hall, laboratories and centres such as the media centre and the home economics centre are looking bad. The following were the findings of the Minister of Education during the first school day of 2000. The school was in shambles. Learners were still registering – despite the fact

that registration was supposed to have been complete in September of the previous year. Seven staff members were absent in what is a microcosm of large-scale absenteeism in many schools. Textbooks and stationery were lying in boxes in a dirty room, not ready to be handed out to learners. There was no proper attendance register; a piece of paper was used as a register (Asmal, 2000:3).

Surely the school have non-educators such as cleaners and gardeners who should have made a point that the room where the books are stored is clean, the books are properly packed, the papers are picked up and put in the dust bin or burned, the tall grass is cut and all the centres are clean. This can be done if the schools are well governed and managed. Non-educators need to be given guidelines. There must also be supervision and their roles in the development of the schools clearly defined.

Decentralised school governance is considered to be a more effective and appropriate form of governance. Decentralised school governance pre-supposes a devolvement of power from the central level down through the system to the local level, it is a democratic form of governance based on the principle of representation, equity and requires active participation. Shared decision-making requires active participation of all stakeholders who have vested interest in the school, improving standards of teaching and creating effective schools because it is more inclusive and seeks to meet the collective needs and aspirations of the community. This displays adaptability (Lemmer 1999:129-130).

The governance of a school is vested in its governing body. Furthermore, the governing body stands in a position of trust towards the school. This simply means that a relationship of trust between the school and its governing body. The governing body acts on behalf of the school and in the name of the school, with the best interest of the school at heart. Law prescribes the composition of the governing body. Section 23(1) of the South African Schools Act prescribes

three categories of membership – elected members, co-opted members and the principal of the school who serves ex-officio. Four types of members who may be elected are prescribed in section 23(2) of the Act – parents of learners at the school, educators at the school, members of the staff who are not educators (non-educators) and learners in the eighth grade or higher at the school (Davies, 1999:60-61).

In most cases non-educators such as cleaners, gardeners and night watchmen are illiterate. Most of them can only speak their own language, that is their mother tongue. The problem is that the material used by the Non-Governmental Organisation is written in English or Afrikaans. At ex-model C schools or similar schools, the language spoken in meetings is either English or Afrikaans. Which means that there must be an interpreter for the benefit of non-educators who are members of the governing body. The government and the Non-Governmental Organisations should ensure that any material, for example Gazettes, are written in African languages such as Zulu, Sotho, Venda, Tsonga and Xhosa. This will help non-educators know and understand what is expected of them. This will build their self-esteem to hold documents of the governing body which they can read.

### **1.3 STATEMENT OF THE PROBLEM**

The South African Schools Act of 1996 recognises non-educators as important stakeholders. Section 23 (2) (b) specifically provides for non-educators to be represented on the school governing body. Non-educators include typists, clerks, cleaners, gardeners and nightwatchmen. They play an important role in developing an effective school and creating a pleasant learning environment by providing support services such as maintenance of grounds and buildings. However, the responsibility of non-educators are often not recognised or valued. They are often treated as separate entities because they are not directly involved in the teaching and learning process.

In the light of the above statement of the problem, the research statement is formulated as follows:

- Who are non-educators?
- What role do non-educators play in the development of the school?
- What are the perceptions of non-educators of the school governing body?

#### **1.4 AIMS OF THE RESEARCH**

In view of the problem formulated above, the aims of the research are:

##### **1.4.1 General aim**

The general aim of the research is to investigate governance of non-educators in public schools.



##### **1.4.2 Specific aims**

The specific aims of this research are to:

- determine the roles and responsibilities of non-educators;
- determine factors, conditions and circumstances that influence the effective performance of non-educators;
- discuss the role of non-educators as perceived by the school governing body;
- provide guidelines for effective managing performance of non-educators; and
- discuss a code of conduct for non-educators.

## **1.5 RESEARCH METHODOLOGY**

In this study a qualitative approach is used in order to gain an in-depth understanding of the roles, responsibilities and performance of non-educators in public schools.

Qualitative data will be gathered using structured interviews with non-educators, which are, typists, clerks, cleaners, gardeners and night watchmen. All audio taped interviews will be transcribed verbatim. Photographs will also be used to present information on schools. The data will be analysed using the constant comparative method (Maykut and Morehouse, 1997).

## **1.6 DEMARCATION OF THE STUDY**

The following demarcation is used for gathering information:

### **1.6.1 The research**

The research will focus on the roles, responsibilities and performance of non-educators.

### **1.6.2 Focus group interviews**

Three focus group interviews with non-educators will be conducted:

- Education Action Zone school (EAZ);
- Poorly performing schools; and
- An ex-model C school or similar school.

### **1.6.3 Interviews**

Interviews will be conducted in public schools in the Gauteng region.

## **1.7. CLARIFICATION OF CONCEPTS**

### **1.7.1 Decentralise**

According to Lemmer (1999:128-129) *decentralise* is a cooperative, participative approach which has gained increasing favour over decades.

### **1.7.2 Decentralisation**

According to Lemmer (1999:129) the word *decentralisation* means the simplest form of decentralisation and involves the transfer of certain tasks and work but no authority to other units of an organisation. JOHANNESBURG

Decentralisation recommends itself because it represents an attack on size and scale. Decentralisation offers a method of transforming the structure from an obstacle to a positive instrument for the realisation of the values and commitment of its members. Decentralisation is an important condition for enabling groups to form programmes and departments that more accurately meet their intellectual needs (Foote and Mayer, 1968:53-62)).

### **1.7.3 Decentralised school governance**

According to Lemmer (1999:129) decentralised school governance is considered to be more effective and an appropriate form of governance, especially in this day and age.

#### **1.7.4 Delegation**

Lemmer (1999:129) states that the word *delegation* entails the transfer of decision-making authority from higher to lower hierarchical units but this authority can be withdrawn at the discretion of the delegating unit.

#### **1.7.5 Non-educators**

*Non-educators* are members of staff who are not educators (Davies, 1999:60-61). Non-educators are members of staff that are not directly involved in the learning and teaching process.

#### **1.7.6 Devolution**

According to Lemmer (1999:129) *devolution* refers to the transfer of authority to a unit that can act independently or without first asking permission to do so. Thus the unit functions in its own name and accepts far greater responsibility for its action.

#### **1.7.7 School**

The concept *school* refers to a place of tuition and learning, an open system to meet the educational needs of the community at large (Van der Westhuizen, 1991:405).

### **1.8 DIVISION OF CHAPTERS**

Chapter one provides an introduction, background to the problem, statement of the problem, the aims of the research and the methodology to be used. It outlines the demarcation of the study and the clarification of concepts.

Chapter two deals with a review of the relevant literature, whereby related literature will be expanded upon the context and background of the study and further define the problems.

Chapter three deals with the interviews of non-educators with the aim of finding out problems that non-educators encounter in performing their duties as well as factors, conditions and circumstances that influence their performance. The governance of non-educators in providing the best teaching and learning environment.

Chapter four deals with the roles and responsibilities of non-educators and their roles as perceived by the school governing body. Guidelines for effective management of the performance of non-educators and a code of conduct for them.

Chapter five is the last chapter in which the entire study will be reviewed, conclusions will be drawn, findings and recommendations will be made.

## **1.9 SUMMARY**

Having given the background of the study in the first chapter, it will be necessary to review the relevant literature in the next chapter. Since the study is concerned with governance of non-educators in public schools, it will be necessary to give further background on guidelines for non-educators of the school governing body.

The key to effective governor involvement lies in establishing an agreed framework of policy, indicators and reports that provide reliable and efficient indication of health and development of the school. The South African Schools Act of 1996, stipulates that each school should have a governing body and that the governing body is responsible for governing the school. The school

governing body must perform all specific functions given to them by the Schools Act. The school governing body must improve and develop rules, direct and set policy by which the school must function. It must oversee and control the development of the school. It must bring about a partnership based on trust and respect among stakeholders, namely learners, parents, educators, non-educators and the education authority.

An in-depth exploration, description and determination of governance of non-educators must be conducted. This must go as far as seeking ways and means of developing non-educators in order to improve their skills.



## CHAPTER 2

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### REVIEW OF THE RELEVANT LITERATURE

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#### 2.1 INTRODUCTION

The function of reviewing relevant literature stems from the main belief among researchers that the more one is informed about peripheral or related investigations relevant to one's own study, the more knowledgeable one can set about the problems in one's own area of investigation (Leedy, 1980:69).

It is important to review literature that is relevant to governance of non-educators in public schools in this chapter so that there could be a combination of the research findings and recommendations made from the present study and the related research conducted in the past. This will enable researchers to come with a model of governance of non-educators in public schools and clear the uncertainty that is there. It is useful in this chapter to clarify aspects of the following: What is governance? What is school governance? Who are non-educators? What are the roles and responsibilities of non-educators in the development of the school?

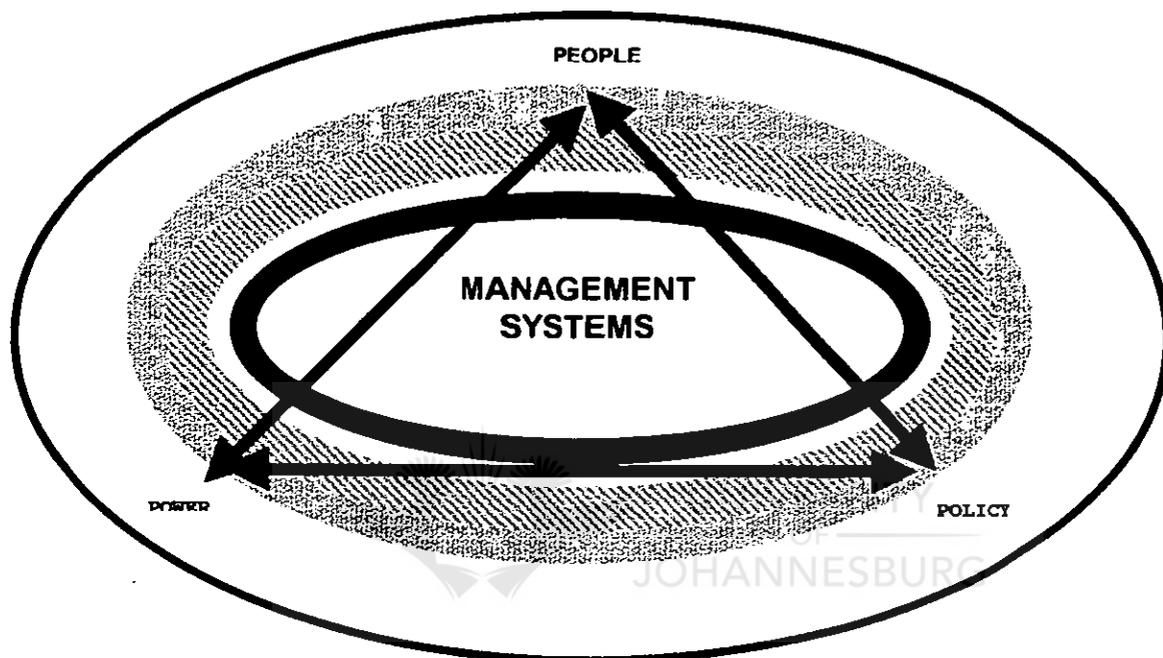
Sadly it may be true that in the past many schools were under-managed or rather that their management structure and style had been designed for a different environment (Peeke, 1994:125).

#### 2.2 WHAT IS GOVERNANCE?

Governance is the act of decision-making about institutional purposes (the mission), about basic policies, about programme objections and about resource allocation (Jadamus and Marvin, 1986:495). There is a need for schools to move from government to governance. Governance is fundamentally concerned with relationships between people in the form of individuals, interest groups, stakeholders

and organisations. These people could be the stakeholders in the school – learners, educators, non-educators, parents, management committees and interested people in the community. In each relationship there will be an option to be individualistic, competitive or co-operative. The following diagram indicates components of governance as maintained by Annecke, Lennan and Soller (1996:76).

### A VIEW OF GOVERNANCE



**FIGURE 2.1: GOVERNANCE - STRATEGIC MANAGEMENT OF RELATIONSHIPS**

The Constitution includes some unusual, “special provisions” about the governance of educational institutions. These apply specifically to the rights, powers and functions, which the governing bodies or similar structures of departmental, community managed or state-aided schools possess under laws existing before the Constitution came into effect. Another “special provision” requires the responsible government, nationally or provincially to provide funds to the Departments of Education, community managed and public schools on an equitable basis in order to ensure an acceptable quality of education.

The complexity of the provisions relating to the school governance indicates the sensitivity of the interest which the Constitution has accommodated. Both the government and the governing bodies of schools concerned, will be required to act

within a high degree of responsibility in fulfilling their obligation in this matter. School governing bodies, which have discriminated unfairly on whatever grounds in the past, are required by the Constitution to change their practices. The Constitution also provides that if a governing body is challenged in court on the basis of *prima facie* evidence of discrimination, the onus of proof of non-discrimination rests with them (governing body) (Annecke, McLennan & Soller, 1996:60-62).

There are many models of governance that can be used to manage relationships in the school context. These models are in the diagram below as maintained by Annecke, McLennan and Soller (1996:83).

**TABLE 2.1: MODELS OF GOVERNANCE**

Mode	Role of the school	People (or stakeholders' roles)	Policy (or control forms)	Basis of use of power	Organisational context
<b>Hierarchical</b>	The school implements the policies of the Department of Education.	People have impact in their role as the citizens who voted for the party that determines the policy.	Use is made of hierarchy, rules and regulations.	Loyalty and belief in the system. Hierarchy authority.	Parliament, Departments of Education and sub-departments of the school.
<b>Autonomous</b>	The school protects the rights, moral and professional values of educators and learners.	The are legally protected by the Bill of Rights, with resource.	Socialisation in schools, peer group control (for educators) setting of standards.	Legal, moral and professional standards.	Professional associations, interest groups.
<b>Negotiating</b>	The school is a mediator of different interests.	Stakeholders act as interest groups, i.e. parents, educators, learners, businesses.	Negotiation, balancing different interests and powers.	Consensus and compromise.	Stakeholder organisations, organisations, and unions.
<b>Responsive Business</b>	The school acts as a business.	Stakeholders act as consumers of a product (education, as in Model C schools).	A competitive framework is established.	Efficiency is the determining power basis.	Competition – schools as business units.
<b>Service</b>	The school listens to different views.	As a client of a service.	Use is made of a dialogue process.	Service.	School as service provider.

<b>Self-governing</b>	The schools establish a framework for governing themselves.	As partners in setting the framework for education.	Schools establish their regulating mechanisms based on consultation.	Participation and self-development.	PTSA's and co-operating stakeholder systems.
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## 2.3 WHAT IS SCHOOL GOVERNANCE?

The school is seen as the unit at which local governance takes place. The governance of a school resides in a body known as the governing body. The education authority sees the governing body of a school as a very important entity in the governance of education (Davies, 1999:57-59).

School governance as regards the governing body's function, means determining the policy and rules which a school is to be organised and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and budget of the school (South African Schools Act, 1996:11).

### 2.3.1 Establish a new pattern of school governance

According to Annecke, McLennan and Soller (1996:73), the new frameworks of school governance will be based on specific principles namely:

- Categories of schools recognised in the law will be as few as possible and will be based on clear criteria such as ownership, funding and relationship to the Departments of Education.
- These categories will include state (public), state-aided and independent schools and will be the same.
- Local education and training forums will use interim consultative and negotiating structures. The relationship and channels of communication with the respective Departments of Education should be defined.

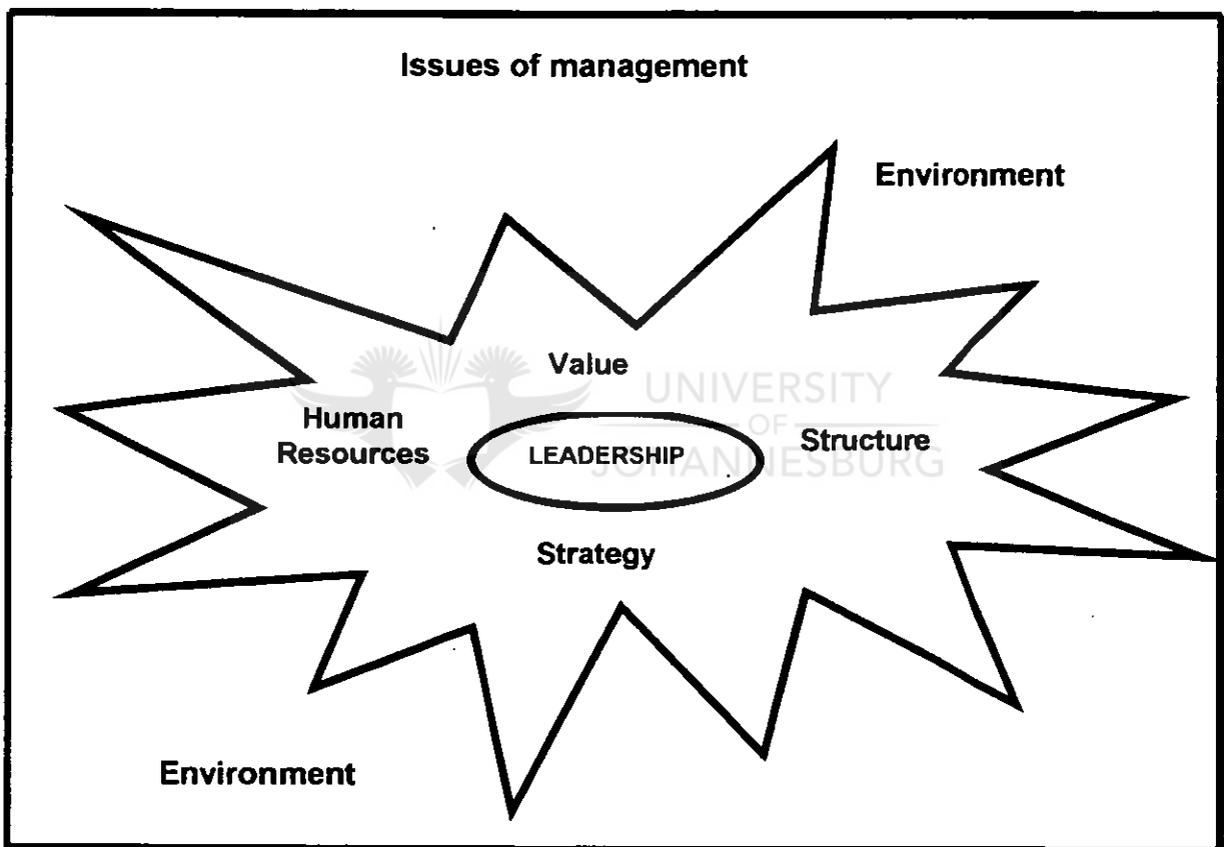
- School governing bodies will be representative of the main stakeholders in the school and reflect the principle of community ownership.
- Primary schools should include educators, parents and representatives of the broader community on governing bodies.
- Secondary schools should include parents, educators, learners and representatives of the broader community on governing bodies. However, learners should not participate in some categories of school business.
- The composition of the governing bodies should be sensitive to racial and gender representation.
- State involvement should be required for legal accountability.
- Decision-making powers of governing bodies should reflect their capacity to render effective service.
- A capacity building programme and assignments of powers should be given to the governing bodies.

This is a move from the old paradigm to the new paradigm where there is participative, well managed, equitable and integrated systems that are mutually beneficial.

### **2.3.2 Governance and management**

Governance emerged as the power and authority to control various institutional functions. Governance in schools is concerned with the distribution and exercise of power with people and with policy. It also involves management and leadership. School governance can be understood as managing political, resource and institutional power relations in and around the school in order to ensure the development of the school, its resources, educators, a learners, parents, and

stakeholders (non-educators) to create effective learning environments. It assumes that a school development plan implies the following: a new vision, different structures and management approaches, strategies for development and action plans. School governance then involves a process of building learning communities based on development and action plans through managing institutional power which is embedded in the structures and practices of social institutions, the rules and norms which guide them and the language and symbols which mediate social interaction. Management issues can best be defined in the diagram illustrated by Annecke, McLennan and Soller (1996:91).



**FIGURE 2.2: ISSUES OF MANAGEMENT**

The South African Schools Act distinguishes between governance and professional management, assigning the former to the governing body and the latter to the principal of the school. It can be concluded that no active management role is foreseen for the governing body of a public school. This distinction may give rise to conflict between governing body and the principal as manager of the school, who is required to fulfil the managerial function of the school under the authority of the

provincial Head of Department. The principal of the school is clearly required to implement departmental policy in a public school, and it may be assumed that where the policy of the Department clashes with the views of the governing body, conflict can be expected (Davies, 1999:60).

Esp and Saran (1995: 14-15) state that the power-drift that is inevitable in all the change that has taken place has led to strong desires for new white lines to be drawn outside the schools, this time to keep the governing bodies out. Many principals would very much like to say: "You govern, we manage." This might, in fact, go some way to restoring the traditional governing bodies with their ceremonial tasks and fire-watching duties. Neither history nor law suggests that there is an educational context any more to "governance" than what governing bodies might happen to be doing at any time. In the beginning, secondary schools had governors and primary schools had managers - their roles were, in essence, the same. Primary schools often shared managing boards, while secondary schools generally had their own. Management in education did not, in any case, have the prestige as an activity that it now enjoys. "Manager" would have been the male form of "manageress". The status of education management, as a burgeoning subject of study, is of fairly recent growth.

Apart from history, however, reason surely suggests that one cannot say that a body that sets the budget, determines curriculum policy, appoints staff and has all the personnel functions, does not share in the management of the school! If white lines are needed, other terms must be used to distinguish the strategic level at which governing bodies operate and to define the executive powers of the principal. Many now accept, however, that these lines cannot be hard and should be negotiable. This will always be so while governing bodies also have responsibility for the school's communication and public image.

## **2.4 WHO ARE NON-EDUCATORS?**

The governance of a school is vested in its governing body. Furthermore, the governing body stands in a position of trust towards the school. This simply means that a relationship of trust exists between the school and its governing body. The

governing body acts on behalf of the school and in the name of the school, with the best interest of the school at heart. Law prescribes the composition of governing body. Section 23(1) of the South African Schools Act prescribes three categories of membership – elected members, co-opted members and the principal of the school who serves ex-officio. Four types of members who may be elected are prescribed in Section 23 (2) of the Act, namely: parents of learners at the school, educators at the school, members of staff who are not educators (non-educators) and learners in the eight grade or higher at the school (Davies, 1999:60-61).

Members of staff who are not educators are non-educators. Non-educators are not directly involved in the teaching and learning process. They play an important role in creating a pleasant learning environment by providing essential support services such as maintenance of grounds and building. The learning environment is illustrated in Figure 2.2 on issues of management. Non-educators include typists, clerks, cleaners, gardeners and night watchmen. Typists do the typing of classwork, tests, examinations, reports and notices. Efficient typists should not make many errors and should complete their typing at a specified time. Kogan, Johnson, Parkwood and Whitaker (1977:24-25) describe the clerk as an individual of the governing body who further shapes the views of the headteacher and chairman about the appropriate scope of school governance. They are also facilitators, acting as policemen, key persons and the servants of the governors.

Clerks file every document of the school. They are key persons because they know information, which sometimes is confidential. Clerks must work together with the school management team. This will ensure that at any time when an official visits the school and requires checking at a particular document, any member of the school management team must produce that document without difficulty even when the clerk is not there. Clerks must have a good manner of approach, be polite, welcome visitors and record telephone messages accurately. Clerks must ensure that there is a flow of information.

Cleaners and gardeners are state employees who work in the school and play an important role in creating a pleasant environment for the teaching and learning process. They should have good manners, be honest and reliable. As they

work/perform their duties, they may pick up lost items such as money, watches and school uniforms (ties, shoes, socks). They should not take these items home but take them to the lost property room, so that the owners (educators and learners) may claim them from the lost property room. Cleaners keep classrooms, offices, media centre, music centre, laboratories and the hall in good condition. Gardeners play an indirect role in the teaching and learning process by looking after the school garden. They plant flowers, trees and lawn. A science educator can conduct a science lesson outside for example when studying or teaching about germination, kinds of leaves and their function, different kinds of flowers and their function. Gardeners take care of these plants by watering them and make the garden look attractive. The nightwatchmen look after the school property. The school has important and expensive equipment, which is kept at school for daily use, like computers, photocopying machines, lawnmowers, fax machines and telephones.

The security of the school is in the hands of the nightwatchmen. If equipment is stolen, then the learning and teaching process will be hindered. Therefore, it is important that the work of non-educators is valued.

#### **2.4.1 Non-educator personnel at school level**

According to The Education Law and Policy Handbook (1999:28-34) the allocation of non-educating staff to school, including administrative and support staff, is extremely uneven. The provision of such personnel has been severely lacking in historically disadvantaged and small schools. Inequalities in the provision of such staff members are almost certainly associated with major inefficiencies in schools, which serve poor communities. The Minister of Education does not have responsibilities for determining norms for the provision of non-educator personnel, at school level. At present, such responsibility lies with provincial government. Nevertheless, the ministry of Education is of the view that there is a clear case for norms to be established that will regulate the post provision of school based non-educating personnel on an equitable basis. The present inequalities must be phased out. The level of provision for non-educator personnel at schools should, over time, approximate to educationally defensible and cost-effective per learner ratio for different categories of schools and staff members. The Ministry will undertake

further work on this matter, in consultation with Provincial Education Departments (PED), other state departments and labour unions.

## **2.4.2 Non-teaching/administrative staff**

According to Guidelines for School Management (1999:D1-1) the service contracts and conditions of service of administrative staff are regulated by the Public Service Act, no. 103 of 1994, regulations promulgated in terms of the Act and the Public Service Code of Remuneration. Staff also have recourse to the Labour Relations Act (LRA), no. 66 of 1995 and the provisions of the constitution of the Public Service Co-ordinating Bargaining Chamber (PSCBC).

### **2.4.2.1 Appointment and service contract**

The service contract comes into effect as soon as the employee accepts the letter of appointment issued by the Department and assumes duty. The letter of appointment is of the utmost importance and must be studied thoroughly. The appointment is subject to the submission of a number of documents by the candidate, such as certified copies of academic and professional qualifications, identity document or birth certificate and service certificate (where applicable). For permanent appointments, a completed health questionnaire (Z27) may also be required.

### **2.4.2.2 Conditions of service**

The Department of Education requires employees to render services in exchange for a salary. Employees are expected to work a minimum of forty hours per week. Every employee must report for duty at his/her assigned place of work. The public service is subject to the Basic Conditions of Employment Act, no. 75 of 1997, as from 1 June 2000.

### **2.4.2.3 Probation**

The Department of Education expects employees to perform their duties efficiently and diligently. If the services, which an employee renders, are unsatisfactory, the Department may extend or terminate his/her probationary appointments.

### **2.4.2.4 Resignation**

Non-employees appointed to a permanent post or on twelve-calendar months' probation that decides to resign must give one-month notice. However this obligation may be waived in specific cases and a shorter notice period may be accepted. A non-employee who wishes to resign must complete form Z280 and present it to his/her immediate supervisor.

### **2.4.2.5 Bursary scheme**

The departmental bursary scheme is aimed at employees who intend to take an approved course in an appropriate field of study on a part-time basis. Employees should ensure that the qualification is recognised before enrolling. Employees who obtain a bursary must enter into a contract with the Department to serve the Department for a period equal to the number of years for which the bursary contract period, he/she must refund all bursary monies.

Criteria for selection of bursaries:

- Only staff who are permanently appointed by the Department and have completed their Senior Certificate.
- The Department prefers applicants who are younger than forty seven years.
- The course for which the applicant registers should be job related.

#### **2.4.2.6 Pensions**

The Department helps employees to provide for their old age, as well as for their families in the event of the death of the employee or his/her early retirement as a result of ill health.

The main pension scheme is the Government Employee's Pension fund. Both parties, the employee and the Department, contribute to this fund. Male and female employees contribute 7,5% of their pensionable salary to the pension fund.

The pension gratuity is flexible from 1 March 1998 for members who resign or retire (death and severance packages included) after 28 February 1999, according to formulas set out by government. Members with less than ten years' pensionable service who retire receive only a gratuity. Members with more than ten years' pensionable service receive an annuity plus gratuity.

If an employee dies while he/she is in service, the spouse will receive an annuity and gratuity, irrespective of the period of service, on condition that the member was younger than fifty-five years when the pensionable service started. If the deceased is not survived by a spouse, the dependants, if any, will receive a gratuity only. If a member resigns from the Department or is discharged due to misconduct, he/she will receive a resignation benefit. This amounts to the contributions of the member plus interest.

#### **2.4.2.7 Unemployment Insurance Fund (UIF)**

Employees contributing to the Government Employees' Pension do not qualify to contribute to the Unemployment Insurance Fund. The aim of the fund is to ensure, under certain conditions, an income for periods when leave without pay has to be taken because of illness or confinement. Benefits are also payable, under certain circumstances, in the case of unemployment or to the dependants of deceased members.

#### **2.4.2.8 Compensation for occupational injuries and disease**

Other benefits are compensation for occupational injuries and disease. The aim is to compensate employees who sustain injuries and/or contract illness as a result of accidents stemming from or occurring in the course of their duties. All employees are covered in terms of the Workmen's Compensation Act of 1941.

#### **2.4.2.9 Long service**

Executive authorities within the Department provide long-service awards to employees who have served government continuously for at least twenty years.

#### **2.4.2.10 Resettlement expenditure**

Resettlement expenditure comprises the costs incurred when an employee relocates from one place to another. The following staff qualifies for resettlement costs:

- employees who are transferred to another department to serve the interest of the state;
- employees who, on appointment, must relocate; and
- employees who have reached retirement age, on condition that they must have at least ten years' service with the Department.

#### **2.4.2.11 Accommodation costs**

Employees are entitled to accommodation costs if they:

- are promoted or transferred in the interest of the state;
- have not yet found accommodation close to their new place of employment; and
- are unable to commute from their existing residence because the distance involved is too great. Only reasonable actual expenses may be refunded on

condition that the employee submits acceptable documentary proof of such expenditure to the Department.

## **2.5 WHAT ARE THE ROLES AND RESPONSIBILITIES OF NON-EDUCATORS IN SCHOOL GOVERNANCE?**

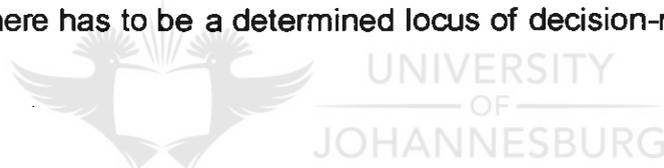
Accordingly to McPherson and Dlamini (1998:27-28) only twelve schools in the sample of fifteen schools from Durban South region had non-educator representatives. Non-educator representatives were asked about their role on the governing body. Most agreed that it was essential to represent non-educators and put forward non-educators problems and concerns. Some were excited about being included on the governing body. Some doubt was expressed about the rationale for their inclusion. It was felt that most issues discussed at meetings were often of an academic/financial nature. As far as they were concerned, this had little to do with them. In an interview, the non-educator (gardener) that was excited about being included in the governing body said: "I think I will play an important role with regard to learner discipline because I am closer to them (the learners) than teachers. I often see them doing wrong things whilst educators do not see them (learners). Now that I am part of the governing body, I am able to talk to them (the learners)."

In an interview with the non-educator who expressed doubt and the rationale for their inclusion said: "I don't see a real need for a non-educator to be on the governing body. Why I say this is because when it comes to meetings its not so much the discussion part on non-educators (non-educator issues) that is brought (discussed) at the meeting."

Another point stated the language used in meetings. Most non-educators with the exception of other administrative staff, that is typists and clerks, have little knowledge of reading and writing. In most meetings they need interpreters. Most non-educators expressed the need for workshops and training to be held in order for them to obtain clarity on their roles and responsibilities. They wanted the following matters to be included: staff selection procedures, learner disciplinary procedure and fund raising.

Non-educators are not on the governing body for the sole purpose of representing their colleagues, but also in decision-making for the benefit of the whole school and the community at large. Clearly, there is a need for capacity building around the greater participation of non-educators and an elucidation of their role for their benefit as well as the benefit of all other members. It is clear that non-educators deserve to be treated with dignity and respect. The school must create opportunities for them to develop, upgrade and improve their standard of education and skills through workshops and in-service training. I argue that at the moment that both school and government have not done enough to empower non-educators. This is because a non-educator, for example, when employed to be a gardener, will do that same job until retirement. The process of empowering non-educators with different skills should start as soon as possible.

Efficient administration has been identified with a system of hierarchical authority. If limited resources are to be allocated rationally among several units of the system, so the argument runs, there has to be a determined locus of decision-making (Foote & Mayer, 1968:25).



The present challenge is to find new and more decentralised forms of organisation that will break with the restrictiveness and uniformity of the present system, provide opportunities for experimentation and innovation, and encourage the creation of diverse yet integrated communities of manageable human size (Foote & Mayer, 1968:25-28).

Kogan (1977:84) identified four models of governing bodies in his research:

- Non-accountable governing body would concern itself with the school, and have the authority to ensure that it was operating satisfactorily within the prescribed policies.
- An advisory governing body would also be concerned with the school, but take the lesser role testing and legitimising the work of professionals, as a kind of “second opinion”.

- The supportive governing body would look outward from the school to other elements of the education system, but concentrate on advancing the interest of the school in this wider sphere. I think this is an ideal governing body.
- A mediating governing body would also focus on the school in the local education system, but with the authority to bring the different interests together and negotiate between them.

## 2.6 CONCERNS OF SCHOOL GOVERNING BODIES

Fairly commonly, new governing bodies report bewilderment over the unfamiliar procedures of the governing body and the specialised language of the education service, while the volume of paper that descends upon them reduces many to near despair. Often governing bodies say that they do not know how to make a contribution, have not been told how to get an issue raised and feel inhibited by the presence of so many people who know much more than themselves. They want to get more involved in the school but do not know how. A common complaint is that they see the governing body as superfluous, since most of the matters brought to it have either already happened or are too far developed to change. "We are just there as rubber stamps", they say. I often find that new governing bodies have a strong sense that things are not being done democratically, fairly, or even openly, but feel helpless in suggesting better ways of dealing with facts. Often the suspicion is that individuals or groups manipulate others through access to more information or influence. Sometimes the chair is seen to wield more power than is desirable or even legal and the relationship between the chair and the principal is seen to exclude other governors from decision-making.

Unquestionably, the greatest uncertainties among new governing bodies, relate to their role. Researchers' questions on what governing bodies believe their role to be elicit an amazing variety of replies and evidence of much confusion. Maurice Kogan and his colleagues in *School Governing Bodies* (1984), identified four popularly accepted models of governing bodies by role - accountability, advice, support and

mediation. At the time and indeed in later surveys, support and advice tended to dominate governing body's own perception of their roles, but in the post-Education Reform Act surveys of the 1990's, other concepts begin to emerge - company director, consultant, watchdog, helper, link, guardian, and yes, rubber stamp (Esp & Saran, 1995:18).

### **2.6.1 Relations with the principal**

According to Esp and Saran (1995:19-20) some governing bodies say that they have many problems. Others say they have just one! There is not doubt that many find it difficult to play their part in the face of territorial resistance by principals. I have come to believe that if you could solve this problem all others would be easy. As often as not the resistance comes from fear rather than hostility and one must expect that in the evolutionary stages of a new system many powerful people will fear or resent change. Most non-educators, especially if they have not occupied positions of authority in life themselves, feel very much in awe of even very open head educators and are afraid to challenge or even ask innocent questions. When they sense resistance it is almost impossible.

### **2.6.2 Stakeholder participation**

Sayed and Carrim (1997:95) state legitimate stakeholders should be granted the right to participate in school governance. The notion of "stakeholder" suggests that certain people have more 'stake' than others in particular context. This delimits who in fact may be claimed to be legitimate participants in making particular decisions in particular situations. There is an implicit suggestion in this that not all things are open to all people all the time. This is quite different from the notion of "community" participation, which tends to be far more inclusive and open to who may be in what community. All members in the "community" are viewed as equally legitimate, no matter what other position they may occupy in social life. This, in school governance terms, would mean that people who make up the "community" would be eligible for participation in governing bodies, whether they are factory workers, lawyers or garbage collectors. However, with the notion of "stakeholder" all of these members of the community are not necessarily eligible for participation. Instead, only those

who are deemed to have a "stake" in the school are entitled to contribute to the affairs of the school.

Generally the "stakeholders" in school based situations are regarded to be parents, educators and learners. The South African Schools Act of 1996 adds non-educators as another "stakeholder" and it allows governing bodies constituted on the basis of these "stakeholders" to co-opt other members of the community on to the governing body if they deem it necessary. In so doing, those who are "stakeholders" grant "stakeholder" status to those they regard, for whatever reasons, important to have on their governing structure. In this way, a single person in the community, that is one who is not a parent, and who is not a member of the school in any way (educator, learner or non-educator), such a person could become a participant in the process of the school.

It is therefore important to emphasise that non-educators play a very important role in school governance. The non-educator contribution in school governance must be appreciated and valued.



## **2.7 WHAT ROLE DO NON-EDUCATORS PLAY IN THE DEVELOPMENT OF THE SCHOOL?**

According to the South African Schools Act Section 21 (1), non-educators, as a component of the governing body, are responsible for determining an overall conduct of the school. This includes deciding with the principal, how to maintain and improve the standard of education. Some functions of the governing body are to include maintenance and improvement of school property, buildings and ground, to determine the extra-curriculum of the school and subject options according to provincial curriculum policy.

Non-educators are an important human resource in the school. Quality of service depends directly on the capability, commitments and motivation of people who provide it, as a school is "resourced" predominantly by educators together with a significant number of non-educators employed in a variety of support roles. The human resource available to educational organisations thereby constitutes both their

valuable asset and their greatest management challenge (Bush & West-Burnham, 1994: 199).

Non-educators play a very important role in the development of the school. They can do this effectively if they are also developed. They need to be encouraged and motivated in their effort to be in partnership with educators as they both promote the culture of learning and teaching and a pleasant environment.

Most local authorities have well defined policies on staff training and development organises authority wide training within a well-developed programme. The school may send their staff, especially non-educators, on local authority training courses. In future, they will need to examine their own training needs and see if such needs can be met, in-house or regionally. In general, staff training and developmental policies will provide for: induction of new staff, annual review of training needs, allocation of funds, performance assessment, evaluation of training and provision of training opportunities. Such training should encompass all categories of staff and not concentrate on academic and administrative staff only (Cuthbert, 1988:93).

The aim of the school is to ensure that all employees are recruited, deployed, trained and promoted on the basis of ability, the requirements of the job and similar objective and relevant criteria. For example, ethnic origin, social background, sex, physical disability, must not qualify or disqualify an individual for a particular job except there are genuine occupational qualification (Cuthbert, 1988:95). In most instances, ordinary people like non-educators are committed and therefore perform their duties to the best of their ability. They are willing to learn, for example, a cleaner can be moved from cleaning to help with duplicating documents. To the non-educator, this is a process of learning and qualifying to do other duties, rather than cleaning. Their different skills help in the process of school development. Non-educators improve their quality of life within the school through their willingness to learn and commitment. Learners, educators and everybody can proudly tell others that they belong to "that" clean and well-cared school.

## 2.8 SUMMARY

The school as a formal organisation should have the following characteristics, that is it must have clear policy and goals, it must have a hierarchical structure of authority, tasks must be entrusted to people whose posts are clearly described, there must be suitable rules and regulations, for carrying out activities, activities must be co-ordinated to a great extent by effective span of control for exercising control. The school is a place of tuition and learning, an open system established to meet the educational needs of the community at large (Van der Westhuizen, 1991:405).

The purpose of people development is to emphasize human relations, social systems and value approach. The emphasis should move to the effective functioning of the worker in the school, man and his social needs must be recognised. Follet (in Van der Westhuizen, 1991:72) states that a worker in his work is motivated by the same factors which motivate him and provide pleasure outside his working context, a fundamental problem of any organisation is the building and maintaining of healthy, dynamic and harmonious human relations. Coordination must be the basic strategy of the school. Coordination should be through direct contact with all stakeholders, non-educators included.

All stakeholders should have ethics. Ethics is a system of moral principles and rules of conduct. Peoples work situation, values and ethics are important. People must be able to live peacefully and harmoniously with one another. Non-educators as members of the governing body have to know what is right and wrong behaviour. It is important that the school have a code of conduct for non-educators and other stakeholders.

The South African Schools Act of 1996 stipulates that each school should have a governing body and that the governing body is responsible for governing the school. The governing body must perform all the specific functions given to them by the Schools, Act and by provincial regulations, set, improve and develop the rules, direction and policy by which the school must functions, oversee and control the development and maintenance of the infrastructure and property of the school, and

bring about a partnership based on trust and respect among stakeholders, namely learners, parents, educators, non-educators and the education authority.



## CHAPTER 3

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### DATA COLLECTION AND ANALYSIS

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#### 3.1 INTRODUCTION

This chapter has its focus on the process of data collection and data analysis. The process will include gaining entry into the investigation site, the actual process of data collection as well as the procedures followed when analysing data. The investigation sites are three types of schools, that is the Education Action Zone schools (EAZ), poorly performing schools and the former ex-model C school or a similar school. Data collected from the non-educators of these schools will be presented.

The aim of the investigation is to gather information on roles and responsibilities of non-educators, factors, conditions and circumstances that influence their effective performance, their roles as perceived by the school governing body, guidelines for effective managing their performance and their code of conduct.

#### 3.2 RESEARCH DESIGN

In this study a qualitative approach is used in order to gain on in-depth understanding of the roles, responsibilities and performance of non-educators in public schools. Qualitative data will be gathered using semi-structured interviews with non-educators that is typists, clerks, cleaners, gardeners and nightwatchmen. All audio-typed interviews will be transcribed verbatim. Interviews will be in English, Zulu and Sesotho. Photographs will also be used to present information on schools. The data will be analysed using the constant comparative method (Maykut & Morehouse, 1997).

A qualitative design is chosen because it will give the researcher the opportunity to provide a detailed description of governance of non-educators in public schools.

According to Marshall and Rossman (1995: 64-65) interpersonal consideration is very important. Building trust, maintaining good relations, respecting norms of reciprocity and sensitivity considering ethical issues. These entail an awareness of the policies of organisations, as well as sensitivity to human interaction. Because of the conduct of the study often depends exclusively on relationships the researcher builds with participants, interpersonal skills are paramount.

### **3.3 RESEARCH METHODOLOGY**

In this research project the constant comparative method will be used. The constant comparative method is one way to conduct an inductive analysis of qualitative data. This method provides the beginning researcher with a clear path for engaging in analysis of substantial amounts of data in a way that is both challenging and illuminating.

The aim of this research is to probe, and this method lends itself to describe what the researcher learns with a minimum of interpretation. The researcher is interested in developing propositions, that is statement of fact inductively deriving at rigorous and systematic analysis of the data. In arriving at these propositions, the researcher wants to stay close to the participants' feelings, thoughts and actions as they broadly relate to the focus of research (Maykut & Morehouse, 1997:126-127).

An inductive approach can be defined as one of the characteristics of qualitative research. In inductive reasoning the researcher embarks on a research project without an explicit conceptual framework and merely uses general and vague

hypothesis or guesses to guide the research. Once the data has been generated, the researcher attempts to discover relationships or patterns through close scrutiny of the data. The data are analysed and interpreted by means of inductive abstraction and generalisation. The eventual outcome is that such a strategy will result in a more systematic explanation or even a conceptual framework (De Vos, 1998: 336).

### **3.3.1 Field notes**

The study wishes to investigate governance of non-educators in public schools. The three schools chosen are in Soweto. They are schools with learners from grade eight to grade twelve. The results or performance of these schools are not the same, yet they are in the same environment. School A is performing like an Ex-model C school; the results are very good. The performance of school B is average. The performance of school C is poor, weak and far below average. All these schools have non-educators on their staff who also contribute to the process of teaching and learning.

### **3.3.2 The procedure**

The interviews were planned over three days. Prior to the interview, letters requesting the participation of the study were prepared. The details of the letters are shown in appendix B. Telephone calls were made to the three school principals to secure an appointment for the delivery of the letter. There were three different responses from these schools. At school A when the researcher delivered the letter, the principal opened the letter and immediately called upon all non-educators to assemble in the clerk's office. She informed them about the purpose of the meeting, introduced the researcher to them and they set up the date and time for the interview. The researcher was instructed to write an invitation letter to the night watchman as he was at home asleep. The letter as shown in appendix B was written by the researcher and delivered to the school

principal. At school B the principal read the letter and informed the researcher that arrangements will be done and she will be informed telephonically. At school C after reading the letter, the principal informed the immediate non-educators, the clerks and together they informed the researcher that they were going to consult with other non-educators and the researcher will be informed in due course. Table 1 below indicates the timetable for appointments.

**TABLE 3.1: APPOINTMENT DATES AND TIME**

School	Date	Time
A	25 July 2000	13h00 – 14h00
B	26 July 2000	13h30 – 14h30
C	28 July 2000	12h00 – 13h00

Table 3.2 indicates the type of these three schools.

**TABLE 3.2: TYPE OF SCHOOL**

School	Type	Non-educators
A	Grade 8 to 12	Five
B	Grade 8 to 12	Five
C	Grade 8 to 12	Five

### 3.3.3 The interview process

The semi-structured open-ended interview format (interview guide) will be used to collect data. The interviewees are asked questions in the same sequence. This implies that the wording and the way questions are structured remain the same for all interviewees. The aim for choosing the standardised open-ended questions is to get the investigation focussed on specific issues, as well as to

gather as much information as possible within the limited time available for the interview.

The interview questions in the interview guide are as follows:

1. How do you view your roles and responsibilities in school governance?
2. What role do you play in the development of the school?
3. How do you get to know about the decisions taken by the governing body?
4. What type of training would you welcome to make bigger contribution to the schools development?

As mentioned that questions will be asked in three different languages, this is clearly written in appendix A. The reason why this is done, are because most non-educators are not literate therefore they understood and can express themselves better in there own languages.

### **3.3.4 Focus group interviews**

The following are the three focus group interviews that have non-educators of the following type of schools:

- Ex model C school or similar school – School A.
- Average or poor performing school – School B.
- Education Action zone or weak school – School C.

### **School A**

The composition of non-educators is five, that is two clerks, female, one female cleaner, one male gardener and one male night watchman.

### **School B**

The composition of non-educators is five, that is two female clerks, one female cleaner, one male gardener and one male night watchman.

### **School C**

The composition of non-educators is five, that is two clerks, one female and one male, one female cleaner and two male gardeners.

## **3.4 DATA COLLECTION AND ANALYSIS**

According to De Vos (1998:90) a focus group interview is a data collection method relevant to the qualitative approach. Utilisation of focus groups as data collection method can be classified as a form of interviewing, but in view of its distinctiveness some authors prefer to classify it as a separate method. In essence this method is an open group discussion between specifically selected persons under the leadership of a group leader who is trained and experienced in handling group dynamics.

The following steps were followed during the focus group interview.

- **Purposeful small talk and pre-session strategies.** The creation of an atmosphere of trust, friendliness and openness from the moment arrive for a focus group interview. Purposeful small talk facilitates a warm and friendly environment and puts the participants at ease.

- **Physical arrangement of the group.** Because the object of a focus group interview is discussion, the participants are normally seated around a table to ensure maximum opportunity for eye contact with the moderator as well as the other participants. In order to enhance rapport among all participants, nametags are placed on the table in front of them.
- **Recording the following group interview.** Focus group interviews are normally tape-recorded and notes are taken. Special care should be taken that note taking does not interfere with the spontaneous nature of the group discussion. Group members should be informed at the outset that the discussion is to be recorded in order to capture everyone's comments.

Following these steps was very useful; so much that the interview became interesting that sixty minutes seemed to be too short. Interviewees wanted to go on and on. Non-educators were excited, as this was their first experience. Their expression showed that they feel that they are important and needed by the school.

It is important for the researchers to realise that the choice of a unit of analysis is inevitable, and that it should be consciously built into the process of formal problem formulation (De Vos, 1998:68). Utilising the inductive mode of reasoning can do analysis and interpretation.

### **3.5 TRUSTWORTHINESS OF THE RESEARCH**

Researchers need alternative models appropriate to qualitative designs that ensure rigor without sacrificing the relevance of the qualitative research. Lincoln and Guba (in De Vos, 1998:338) propose such a model for assessing the trustworthiness of qualitative data. Truth-value, applicability, consistency and neutrality determine trustworthiness of the research. In qualitative research,

truth-value is usually obtained from the discovery of human experiences as they are lived and perceived by informants. Truth-value is subject oriented, not defined a priori by the researcher. As in these cases non-educators in answering questions, they shared their experiences at their workplace, the school.

Applicability refers to the degree to which the findings can be applied to other context and settings or with other groups. Strength of the qualitative method is that it is conducted in a naturalistic setting with few controlling variables. Each situation is defined as unique and is thus less amenable to generalisation. Non-educators from three schools and each school had its own unique responses to the questions asked. Consistency of data, whether the findings would be consistent if the inquiry were replicated with the same subjects or in a similar context. The fact that each non-educator had an opportunity to answer the four questions, the possibility is that if the same question were to be asked at another time, the response would be the same.

Neutrality, the freedom from bias in the research procedures and results. Neutrality refers to the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motivation and perspective. Qualitative researchers, try to increase the worth of the findings by decreasing the distance between the researcher and the informants (De Vos, 1998:349-350). As far as this research is consent, the researcher identified the particular schools according to their results or performance as published by the newspapers through the Gauteng Department of Education. Non-educators of these schools were only exposed to the questions on that particular day at that particular time.

### **3.6 CONCLUSION**

This chapter provides an overview of the research design, methodology, and how data is collected and analysed and the trustworthiness of the research. Relevant

tables are presented and the map shows where the schools are situated. The appendixes indicate the formation of questions, letters that indicate the securing of appointments and all data collected from non-educators.

The next chapter will present the interpretation of the findings with regard to the roles and responsibilities of non-educators and their roles as perceived by the school governing body and guidelines for effective management of the performance of the non-educators a code of conduct for them.



## CHAPTER 4

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### ANALYSIS AND INTERPRETATION OF DATA COLLECTED

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#### 4.1 INTRODUCTION

This chapter reports the findings of the research study. The interpretation of the findings with regard to the roles and responsibilities of non-educators and their roles as perceived by the school governing body will be discussed/or presented. Guidelines for effective management of the performance of non-educators and a code of conduct for them will be presented. The chapter will also focus on the analysis and interpretation of data that was elicited from non-educators through interviews (see Appendix C).

#### 4.2 FINDINGS AND INTERPRETATION OF THE INTERVIEW

Qualitative research methods were used. Focus groups are non-educators from the three schools. Non-educators are clerks, cleaners, gardeners and night watchmen or security. Four questions were asked from three selected schools

##### 4.2.1 Roles and responsibilities of non-educators in school governance

The clerks pointed out that they are not just writing letters and typing data given to them, but they are the helpers of the principal. They help the principal in organising meetings and setting dates for those meetings, they collect school fund and any money received by the school is receipted by them. They also see to it that money is banked. This means that they are the treasures of the school. They admit new learners to the school. They are a link between educators and

the principal, parents and the principal, learners and the principal and between educators and learners. Any information that has to do with any stakeholder in the school is typed by them. Therefore they handle confidential matters.

They help the principal with the administration work. They know that they must keep records through filing, so that when information is wanted they must be able to take it out easily. They highlighted that they are in charge of the timebook. At the end of the day they know the attendance of each educator. They have the information of educators who keep time in the morning and those who come to school everyday. They know the size of the school in terms of numbers. They know exactly how many learners, boys and girls, educators, male and female and non-educators, male and female are there at school.

They expressed the view that they have administrative knowledge, but they do not know how far they should go in exercising that in case things do not go right in the office. They are therefore frustrated. For example NE3:56 "the little knowledge that I have tells me that things are not right, the MT must met before the examination starts. This does not happen and it worries me. The MT doe not meet". Clerks think that they are to do what they are instructed to do without questioning/challenging. On the other hand they perceive themselves as the backbone of the school.

Cleaners love and enjoy their work, yet they have certain needs and they do not know how to make them known to the authority of the school. They need machines instead of brooms. They are not happy about the behaviour of certain educators. They feel that they are undermined and not treated with respect by certain educators. For example an educator would come in the place where the cleaner is working and just pass with learners at times when the floor is still wet and no permission to go through is asked.

Gardeners are content about their roles and responsibilities. They mentioned that nowadays learners are no longer allowed to do gardening. It is their duty to do gardening. They know that their job is very important. They have needs but they do not know how to make them known and to whom. They have needs such as gardening equipment like hose-pipes and uniforms in the case of unfavourable conditions of the seasons, for example raincoats, hand gloves to protect their hands and hats to protect themselves from the heat of the sun.

Night watchmen take instructions from the principal. They look after the property of the school at night. Lock the gates in the evening and open them in the morning.

#### **4.2.2 The role played by non-educators in the development of the school**

Clerks would like to use their skills in developing the school, but they are prevented from doing so by the high rate of crime. The school equipment such as computers and machines are not kept in the office. They are stored and hidden somewhere for safety. Clerks are unable to use these wonderful and useful equipment, because once they are seen, particularly by some naughty learners, the next day they will be gone/stolen. Clerks play a very important role in the development of the school. Some of them are in the examination committee and therefore this makes them to be in charge of the running of the examinations.

Cleaners play an important role in the development of the school. They arrive early at school and this creates a warm and pleasant environment as learners and educators find somebody already working every morning. Some of them look after the sick learners. They serve as peacemakers among learners when learners are outside the classrooms where educators do not see if they quarrel or fight. If this happens cleaners as adults intervene and let learners solve their problems amicably. They maintain discipline because they do not allow learners

to roam outside the classrooms during the learning and teaching time. They do not allow learners to move up and down in the administration block during the learning and teaching time.

Gardeners claim that they are the security of the school during the day and at the same time do their actual job, gardening. They also lock and open gates for visitors. Gardeners also maintain discipline as they do not allow learners to roam about outside the classrooms during learning and teaching time. No learner is allowed to go out of the school premises during the learning and teaching time. If the learner is to go out of the school premises, a permission slip has to be shown to the gardener or an educator has to accompany that learner to the gate. During learning and teaching time gates are locked. This shows that the school has responsible adults who do not only focus on their specified jobs but also are interested in the welfare of the school as a whole.

Night watchmen look after the school at night. They are the security of the school. Lock the gates in the evening and open them in the morning. They supervise learners who study at night. They work from Monday to Monday. During the weekends they maintain order and receive chairs that have been borrowed from the school. They see to it that church people who have hired the classroom for their church activities have chairs. They go an extra mile to even work outside their working hours.

#### **4.2.3 Information on the decisions taken by the governing body**

Non-educators have one representative on the school governing body. These representatives are not sure of their roles and responsibility on the governing body. They do not know if their attendance at meetings is important. If they did not attend they asked the principal to give them feedback.

If they take the governing body seriously they could use this platform to discuss their need and dissatisfaction. Many of their questions could be answered in such meetings.

#### **4.2.4 The type of training that non-educators would welcome to make a bigger contribution to the school development**

Clerks would like to be trained on accounting, technology, auditing, bookkeeping, computer, information technology, filing system on the recent information and communication skills. They feel that if they can be trained on auditing, their schools will no longer hire auditors from outside, they can do auditing themselves. Therefore the school can save a lot of money. Clerks feel that lack of a job description retards their progress. They are instructed to do various activities at any time. For example, they do administration work, type any given work, do learners reports and schedules. They feel that they are motivated. They do not get any incentives such as salary increments. They are not given study leave like educators. They are not recognised for the hard work they are doing. They are not promoted to higher categories like educators. They are just those people that happen to work at the school. They feel they can do better if they can leave working for the Department of Education and join companies that would recognise their hard work. They would like to attend workshops that will update them on the latest developments. The in-service-training will also help them to be more productive and do quality work.

Cleaners need training on typing and computers. They need this because they do not want to see themselves being cleaners for the rest of their lives. They want to upgrade themselves for the better. They feel that they are overworked. At all three schools there is only one cleaner. They feel that they are not provided with enough cleaning materials. They are using chemicals for example when they clean the toilets. Therefore they would like to be given uniform like

hand gloves to protect their hands. They want to be recognised and this will make them feel that they belong.

Gardeners would like to be trained on how to plant flowers, how to arrange the garden, do plumbing, woodwork and electricity. They feel that working in the garden only is not enough. They would like to be trained on these skills and if they acquire these skills they will save the school from spending a lot of money by hiring plumbers, electricians and carpenters. Instead of the school going out to hire these skilled people. They will themselves (gardeners) do that work if fixing up whatever needs repairs. Some of them already perform such tasks using little knowledge and trial and error method, and this is unsafe. They must be trained and do safe and professional work.

Night watchmen feel that they need further training on the knowledge that they already have. They want to know their condition of service. They feel that they are overworked as they work from Monday to Monday. Some do not have weekends off. At times they are called during the day or morning to report a burglary or count and receive chairs that were borrowed.

In the case of burglary, the night watchman is helpless. He is not armed; no phone to alert the police of there is any crime committed or burglary taking place. If they can have some kind of communication. Most culprits would be caught red handed. Two of these schools have only one night watchman. The other school does not have a night watchman. If a night watchman is absent due to health problems or family commitment, then the school will be without security. They feel that they need some kind of a backup system. The conditions under which the night watchmen work are not safe. One of them was once locked in one of the classrooms while the culprits continued stealing school equipment. He was rescued in the morning by other non-educators and educators. They feel that if they are two, then one can escape and seek help.

### 4.3 INFORMATION FROM PHOTOGRAPHS

The picture below is evidence that clerks help the principal with administration work such as keeping records through filing.



**ILLUSTRATION 4.1: FILING SYSTEM**

The picture below shows that gardeners work under difficult conditions with some of the equipment not provided. Pictures show wheelbarrow, spade fork and rake. There is no hose-pipe to water the garden and to soften the soil. They also need hose-pipes to water the garden and to maintain the soften of the soil. Their workplace is the school and throughout the year they work outside, whether it is

raining, hot, windy or cold they must work. Therefore their request for uniform such as hats, raincoats and hand gloves is justified.



**ILLUSTRATION 4.2: GARDEN TOOLS    ILLUSTRATION 4.3: WHERE GARDEN TOOLS ARE USED**

Gardeners also indicated that they need training on woodwork and electricity.

The picture below shows gardeners are already doing these jobs without any prior training. They are repairing broken desks. They use saws, extension cords and drill machines to repair desks, chairs and doors.



**ILLUSTRATION 4.4: DESKS THAT ARE BEING REPAIRED**

These pictures below show that cleaners use chemicals to clean therefore their request for protective clothing such as hand gloves and additional staff is justified because the schools are big, that is three levels up.



**ILLUSTRATION 4.5: STOREROOM FOR CHEMICALS**



**ILLUSTRATION 4.6: THE SIZE OF THE SCHOOLS, THREE LEVELS UP**

Nightwatchmen look after the school property such as machines, computers, school furniture such as chairs, tables and chairs to mention just a few, school building such as offices and classrooms.



**ILLUSTRATION 4.7: PRINCIPAL'S OFFICE**



**ILLUSTRATION 4.8: SCHOOL FURNITURE (DESKS)**

#### **4.4 GUIDELINES FOR EFFECTIVE MANAGEMENT OF NON-EDUCATORS AND A CODE OF CONDUCT FOR THEM**

The three schools visited showed that non-educators are managed differently. Schools have a tendency to manage the performance of non-educators concentrate more on the culture of learning and teaching in a classroom situation. Guidelines for effective management and a code of conduct for non-educators is not in place. Schools use evaluation procedure to determine the quality of learning and teaching but there is no tool to determine the performance of non-educators.

According to Davies and Ellison (1991:139) one of the tools to determine quality control and monitoring is to be able to answer this question, "In what ways are the administrative and support areas of the school's activity monitored to ensure that they are providing quality service?" Non-educators need a code of conduct in order to be able to measure their progress and rectify their shortcomings. The code of conduct will also help managers to determine the performance on non-educators and to manage their performance effectively.

#### **4.5 SUMMARY**

In this chapter the analysis and interpretation of roles and responsibilities of non-educators and how they are perceived by the governing body have been discussed. To show the trustworthiness of the research, truth value is obtained from the discovery of human experiences in their workplace. Non-educators expressed their feelings and experiences. There was consistency of data ad the same questions in the same pattern were asked and the non-educators at times gave the same answers at different venues and times. The interpretation shows that the researcher was not bias. The interpretation is drawn from actual answers from non-educators themselves. Photographs is evidence of a clear picture of the situation and conditions under which non-educators work.

The next chapter focuses on the reviewal of the entire study, conclusions will be drawn, finding and recommendations will be made.



## CHAPTER 5

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### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

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#### 5.1 INTRODUCTION

The purpose of this chapter is to review the entire study. To discuss findings emanating from data collected and to draw conclusions from the findings and offer recommendations in the form of guidelines. Draw a clear distinction between professional management and governance on public schools.

#### 5.2 SUMMARY OF THE CHAPTERS

##### 5.2.1 Chapter one



In this chapter an exposition of the problem of the study was highlighted. The background of the problem is stated following the visit of Minister of Education to one of the poorly performing schools. The decentralisation is emphasised because decentralised school governance is considered to be a more effective and appropriate form of governance. The function of governance is most clearly identified with administration.

Administrative decentralisation climates most problems on schools. The explanation on the composition of the school governing body is made. This is where non-educators are mentioned as members of the school governing body. The research statement is formulated. The research in view of the problem formulation is clearly stated. The research methodology is explained. Concepts that are used in the discussion are clarified and the demarcation of study for gathering information is tabled. The division of chapters is also shown.

## **5.2.2 Chapter two**

The in-depth study of relevant literature dealing with governance of non-educators is undertaken. The concepts governance, school governance, governance and managers and non-educators are discussed. This is done so that there should be a full understanding of the research topic. A further discussion on the roles and responsibilities of non-educators in school governance is explored using different sources. Concerns of the school governing body are identified in relation to the principal and stakeholder participation. The role played by non-educators in the development of the schools shows that non-educators are an important human resource on the school. Quality of service depends on the capacity, commitment and motivation.

## **5.2.3 Chapter three**

This chapter deals with data collection and data analysis. Data collection was done by way of a semi-structured interview with non-educators. The research design also indicates that photographs will also be used to present information and the constant comparative method is used. The research methodology is also outlined. Field notes, procedures, interview processes are clearly explained. The trustworthiness of the research is also outlined. Appendix A shows the focus group interview schedule questions. Appendix B shows how communication is done in order to gain access to schools. Appendix C is transcripts of focus group interviews.

## **5.2.4 Chapter four**

The findings of the research are presented. Photographs are shown in order to interpret information gathered during the visit of the school. Non-educators' roles and responsibilities are shown and explained using field notes, transcripts where

information is taken from the tape recorder and from photographs. Interpretation of information is grouped according to categories. This means that information gathered from clerks of the three schools are consolidated, interpreted and written as one response from these clerks. This method is used with the responses of cleaners, gardeners and night watchmen. Responses come from the four questions asked.

### **5.2.5 Chapter five**

This is the concluding chapter of the research. The focus is on the discussions and conclusions. The whole study is reviewed and recommendations are made.

## **5.3 AN OVERVIEW OF THE RESEARCH**

The research established three main categories of problems namely:

- 
- Who are non-educators?
  - What role do non-educators play in the development of the school?
  - What are the perceptions of non-educators of the school governing body?

The findings are fully substantiated by the literature sources and the focus group interviews. The audio-taped interviews and photographs strengthen the trustworthiness of the research.

While the formal structures of institutions may look very similar, actual operation of their decision-making processes may be very different. These differences will arise, from among other things, different personalities, different traditions and different culture values. Where there is trust and confidence in the senior management, the informal, more efficient processes are likely to hold greater sway. Where there is mistrust and suspicion, it is more likely that those affected

will seek to use the check and balances within the formal process to try to influence events (Warner and Palfreyman, 1996:88).

This is evident as these three schools are all public schools in the Gauteng region, with same number of non-educators, yet they function differently. In the former model C or similar schools, it is evident that clerks do most of the duties as stated in the South African Schools Act. For example they keep the financial records of the school, they collect and bank the finances of the school because they are members of the school governance. They also meet and consult parents, learners and parents where required by the Schools Act.

With the other two schools, this is the opposite. Their tasks are mainly typing and filing. In the case of gardeners, cleaners and night watchmen, there are more similarities than differences.

Non-educators are not sure of their status in the governing body, because they do not attend meetings regularly as this is not important as far as they are concerned. They are not satisfied with some of the activities that take place at school. Activities such as the way in which examinations are conducted. They have been withholding these to themselves until the research is done. They have needs but this is not attended too because they have never asked anyone or informed anyone about their needs. Even the governing body is not aware of their needs as they do not attend meetings regularly, and grab the opportunity to that will ensure the smooth running of the school. If they do this they will contribute to the development of the school.

All three are big and during the interview non-educators expressed the fact that it is not fair and safe for one unarmed night watchman to look after the school alone at night. The gardener and the cleaners are overworked. The size of the school grants them at least another gardener and cleaner. Non-educators do not want to do one and the same kind of work for the rest of their lives. They would

like to be trained on different skills while they are employed by the Department of Education and Training. They would like to attend workshops so that they are able to renew their skills. They claim that if they can learn new skills, they can raise funds for the school. For example by selling flowers to the community and educators.

## **5.4 CONCLUSION DRAWN FOR THE RESEARCH FINDINGS**

There is a clear indication that non-educators:

- Do not understand their role in school governance
- Feel that they are overworked
- Are not motivated and encouraged on what they do
- Do not get incentives such as increment annually
- Do not have study leave
- Do not have a code of conduct
- Do not know their condition of service, they do what they are instructed to do by the authority of the school
- Do not get promoted
- Do routine work everyday
- Do not attend workshops, in-service-training or on-the-job-training

## **5.5 RECOMMENDATIONS**

### **5.5.1 Governance**

The function of governance is most closely identified with administration. Administration has been identified with a system of hierarchical authority. Administration decentralisation would eliminate problems (Foote & Mayer, 1968:24-25). It is important and advisable that schools as formal organisation adopt administrative decentralisation. The principal should delegate tasks to

heads of departments. Heads of departments should work hand in hand with the deputy principal and educators. One of the heads of department should be directly in charge of the non-educators. This will make non-educators feel that they are also members of staff. If there is anything they need, not satisfied with such as condition of service for example, they can be able to free discuss this with the head of department who is nearer them and they see him or her all the time. The relationship of trust will develop and they will be motivated to get advice from the head of department. The head of department as a professional leader will organise meeting with them and discuss issues pertaining to their work. The head of department will even encourage and motivate them and show them that they belong.

According to Bisschoff (1997:83) no organisation can take place without a meeting. If a group of people come together to discuss something, there must be a meeting. Some meetings are informal for example a friendly chat or a group discussion where everyone joins in and has a say with no specific rules or regulations. Many of these take place in a school, but for an effective organisation, formal meetings that set procedures and rules take place.

When non-educators attend meetings with the head of department, they will learn how meetings are conducted and get use to express themselves in meetings. This will make it easy for them to attend bigger meetings without fear or any feelings of inferiority. In their small meeting with the head of department the question of the code of conduct, study leave, promotions, conditions of service will be discussed and be carried over to the school governing body for further discussion.

The school governing body promotes the best interest of the school. The school governing body decides on the times of the school, taking into consideration the employment provisions of staff members, this includes the non-educators. By attending school governing body meetings, the non-educator representative will

be able to be part of the decision-making process. He or she will be able to include the needs of non-educators.

Corson (1975:238) explains the concept decision-making as a process, not an act that takes place at a moment in time. The essential decision is one that reflects “communal authority” when the process is carried out in such a way as to assure a consensus among the affected parties.

Particular areas for further evolution of governance will include:

- More effective approaches to the preservation of reasonable institutional independence.
- Increased opportunities for non-educators to participate in governance in areas of their interest and competence. This is an indication that if in-service-training, on-the-job-training and workshops are organised for non-educators, they will specialise on a skill that they have chosen because they have interest in that particular skill.
- Better advance preparation for handling emergency situations.
- The school governing body should ensure that all schools have adequate physical resources to ensure a basic level of security.
- There must be literacy campaign. Non-educators should be encouraged to attend Adult Education that is night or afternoon classes. If they do attend, write examination and pass they will get certificates and be promoted at the workplace, the school.

## 5.6 SCHOOL GOVERNANCE AND PROFESSIONAL MANAGEMENT OF PUBLIC SCHOOLS

The South African Schools Act 84 of 1996, makes provision for both governance and professional management of public schools. This is shown in the table below, to mention just a few.

**TABLE 5.1: THE DIFFERENCE BETWEEN PROFESSIONAL MANAGEMENT AND GOVERNANCE.**

<b>PRINCIPAL</b>	<b>GOVERNING BODY</b>
Professional management (under the authority of the HOD)	Governance
Perform and carry out professional (management) functions.	Promote the best interest of the school.
Day to day administration and organisation, teaching and learning at the school.	Ensure the development by providing quality (high standard) education for all learners at the school.
Perform the departmental responsibilities prescribed by law.	Adopt (accept) a constitution.
Organise all the activities which support teaching and learning.	Develop the mission statement of the school which refers to what the school wants to achieve.
Manage personnel finances.	Keep financial records of the school.
Decide on the intra-mural curriculum, that is all activities to assist with teaching and learning hours.	Decide on the extra curriculum that is offered after school hours.
Decide on textbooks, educational materials and equipment to be bought.	Control and maintain school property, buildings and grounds.

Adapted from Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:14)

Understanding the South African Schools Act:

## 5.7 CONCLUSION

Governance may now be entering a new period marked by continuing conflict rather than by informal consensus that characterised it in the recent past. If so, it will need to undergo substantial restructuring to meet the strain conflict. Some restructuring will be necessary, but resulting process will be animated by a more tolerant spirit. Governance is a means and not an end. It should be devised and adjusted not for its own sake but for the sake of the welfare of the academic enterprise (Carnegie Commission, 1993:2-3).

Finally, a belief is held that the finding from this research will contribute significantly to the governance of non-educators in public school. The research was able to answer questions that were set. The aim of the research is therefore achieved. The research findings also brought other unexpected dimension such as the limitations that the research was only done in high schools in the Gauteng region. Non-educators are found in all schools, that is primary schools, Technikons and Universities. To get a broader understanding one would recommend a further investigation. This is significant because a broader picture will be brought forth.

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**GOVERNANCE OF NON EDUCATORS IN PUBLIC SCHOOLS**

**FOCUS GROUP INTERVIEW SCHEDULE QUESTIONS**

**English**

1. How do you view your roles and responsibilities in school governance?
2. What role do you play in the development of the school?
3. How do you get to know about the decisions taken by the governing body?
4. What type of training would you welcome to make bigger contribution to the schools development?

**Zulu**

1. Uyibona kanjani ingxenye monsebenzi wakho maqondana nokuphathwa kwesikole (school governance)?
2. Unang xenye yini ekuthuthukisweni kwesikole na?
3. Uziziwa kanjani/noma ngobani izinqumo ezithalwa ngumkhandlo wabazali besikole (school governing body)?
4. Kuqeqeshwa kuni (training) o bona ukuthi kudingekile ukuze ukwazi ukuba nongxenye/noma igalelo (contribution) enkulu ekuthuthi kisweni kwesikole?

## Sesotho

1. Ke karolo efe le mosebetsi ofe wa hao mabapi le ho tshwarwa ha sekolo (school governance)?
2. Ke karolo efe eo o nang le yona kapa eo o e etsang ho phahamisweng ha sekolo?
3. O fumana jwang dikgato tse entsweng ke mokgahlo wa batswadi (school governing body)?
4. Ke thuto efe eo o bonang o e hloka hore o tle o be le karolo e kgolo eo o ka bang le yona ho phamisweng ha sekolo?

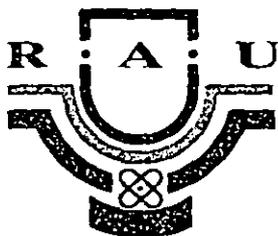


## APPENDIX B

### LETTERS

1. Letter to the school principal.
2. Letter to the night watchman of a particular school.





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19 July 2000

## TO WHOM IT MAY CONCERN

### PERMISSION TO DO RESEARCH IN THE C1 & C2 SCHOOL DISTRICT IN GAUTENG

I hereby declare that DEBORAH NKHATHO is a registered MEd student at the Rand Afrikaans University.

Her research topic is: GOVERNANCE OF NON-EDUCATORS IN PUBLIC SCHOOLS

The effective functioning of governing bodies is important to us all. It is essential that we obtain your opinion regarding the role of governing bodies in the management of non-educators to ensure effective education.

The student will do research in the qualitative paradigm and needs to conduct interviews to gather reliable data.

Please allow her to interview:

- Non-educators

Thank you for your assistance and co-operation.

Cordially

Tom Bisschoff  
Professor of Education

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2006

21 July 2000

Mnumzane

Ngiyakubingelela, iRAU University icela ngokuzithoba ukuba wenze isikhathi sokuthi uziveze ngomhla ka 26 July 2000 ngolwesithathu ukuze uMs D Nkhatho azokubuza (interview) kanye nabanye abasebenzi abangebona othisha. Lokhu kuyoqala ngo 13hrs 30min kuze kube ngu 14hrs 30min.

Ozithobayo



**D NKHATHO**

TRANSCRIPTS  
FOCUS GROUP INTERVIEWS

NE	=	Non-educator
NE1 2 3	=	Clerks
NE4 5 6	=	Cleaner
NE7 8 9	=	Gardener
NE 10	=	Nightwatchmen

NB Questions will be asked in three different languages.

**Question:**

- How do you view your role and responsibilities in school governance?
- Yuibona kanyani ingxenye mosebengi wakho maqondana nokuphathwa kwesikole (school governance)?
- Ke karolo efe le mosebetsi ofe wa hao mabapi le ho tshwarwa ha sekolo (school governance)?

NE1: Yebo sisi amaclerk abalulekile esikoleni nje ngoba usho ukuthi uprincipal uhleli eyedwa.

Imisebenzi iminingi engabe yenziwa uprincipal, siyamuncedisa, nje ngokuhlela amameeting azoba nini, kanjani. Amafunds esikole aphethwe yithina macklerks. Ne-Banking yenziwa amaclerks.

NE1: nabantwana ababhaliswayo esikoleni amaclerks ayadingeka. Amaclerk anerole enkulu, ayidlalayo. Amaclerk anerole enkulu, ngaphandle kwano izinto eziningi ngeke zibe right. Amaclerk ayadingeka esikoleni uma angekho isikole singa collapasa, somehow nawo ayadingeka esikoleni. I remember ngisase yione, kushukuthi uma ngingekho, bengizwa ukuthi

uprincipal kade ethwele izandla ekhanda. Amathishara afuna amaregister, uprincipal engazi.

Iclerk ifana neseecretary yecompany. Iclerk iyifrontline yesikole. Uma umuntu eqala ukuza esikoleni uqala kwiclerk. Iclerk umsizi kaprincipal futhi umsizi wamathishara kuyafana. Iclerk inceba uprincipal, amathishara, abantwana nabazali. Umzali uma efika esokoleni uqala kuclerk.

NE2: Karolo eo ke e bapalang ke typing of question papers, filing, timebook, admissions, stats and writing of minutes.

NE3: Timebook for teachers to sign. Nkg ... ke a kwišiša but ..... gona le dito tše dintši tše di diragalago ga di nkgotsofatše.

For instance go tshwana le di-exams. Ke gore little experience e motho a nang le yona. Ga go tshwanetse gore exam e thome go be le meeting le MT but ntho e tshwanang le eo ga e kgonege. The MT ba tshwanetse go kopana.

NE4: Ngithanda umsebenzi wami, ukubona ukuthi amatoilet ezingane ahlanzekile. Izingane zamanitombazane zihlale zihlanzekile, kungabi namagciwane. Ngicleara namafansitala.

NE5: Ngi sebenza estaffroom, amahofisi nasematoilet.

NE6: Ke a cleana ke emtishe di-dustbin. Ha ke na bothata, ba reke motjhene. Ka nako e nngwe ke a koropa ke tshase polishi. Ke tshwenywa ke matitjhene a tlang le bana ke ntse ke sebetsa, polishi e le metsi, a re bana ba eme ka thoko. Ka nako e nngwe ke a itholela, ka nako e nngwe ke a ba jikisa. Ba nthekele motjhene ho na le lefielo.

NE7: umsebenzi wami usemqoka kakhulu. Ngani ngoba yingane ngesikhathi sanamuhla asivumelekile ukutho sikiphe ukhula.

NE8: Re a hlwekisa. Mantsibiya re kwala ditelase. Re tjhaisa ka hora ya bone. Re kopa wheelbarrow. Re tshwara ditshila ka matsoho. Re kopa dihand gloves, re kopa le diaporo tsa mosebatsi ditlhako ntho tse jwalo.

NE9: Ke bulela baeti geiti. Ke khiela digeiti. Ke tonaka dipampiri ke hlwekise sekolo.

NE10: Ke hlokomela/lebella sekolo bosiu, ke kwala le ho bula digeiti. Ke hlokomela batho ba kereke. Ke sheba hore holo ya sekolo e ka sebedisiwa na? Le hore ditulo di teng ka holong. Ke kadimisama ka ditulo.

**Question:**



- What role do you play in the development of the school?
- Ynangxenywe yiri ekuthuthukisiweni kwesikole (school governance).
- Ke karolo efe eo o nang le yona kapa eo o e etsang ho phahamisweng ha sekolo?

NE1: Ngiya kuzwa kodwa la esekoleni if icrime bey ingekho mhlambe be sizo yenza izinto eziningi ngo kusithuthukisa, mhlambe be sizo planta ikhomputha, sibe neinternet se-yenze izinto esiningi si thole iinformation from outside, kodwa asazi ukuzenza lezo zinto ngoba kuyaqgekezwa, but if maybe icrime ayikho.

Syathanda kodwa isimo asisivumeli, isituation, icrime iyasipreventa. Inushini yethu ayiqale lana. Ikhona but asikwazi ukuyisebenzisa ayikho sage. Uma abantwana ba yibona nje a yikho yokuthi singa developa isikole, but isituation a yisivumeli njengoba sisho.

NE2: Ke ya di-exams, that's how we contribute to the development of the school. Work with the computer.

NE3: Ke member of the exam committee. Operate the computer. Re tshwanetse go kopana le MT.

NE4: Ngifika ekuseni eskoleni, ukuthi izingane mazifika zithole ngikhona nabothisho bangithola ngikhona. Ngi bheka banatwana abagulayo. Uma abotishara besebenza emaklasini, uma ingani zilwa ngikhona ukuzikhuza. Ngi nika amomtombasome amatissue.

NE5: Ke tebela bana ha ba tla mo admin ka nako ya sekolo. Hobane ha ba sa etsa homework ba dotjhetsa mo admin. Ke ba belëlla hore ha ba tshwanela ho ba mona admin ka nako ena.

NE7: Kodwa manje kakhulu ukuthi ngisebenza ingadi futhi ngiya gada, ngi preventer icrime.

NE8: Nge bheka amageit. Ngi sebenza engadini. Sesiphumile isikole nge shayele.

NE9: Nna ha ke dumele hore ngwana a tswe ka nako ya ho ithuba. Ke re a tsamaye a tle le titjhere kapa a tle le 'pass out'.

Ha ho na ngwana ya tla tswang sekolo se kene. Ba tswa feela ka 'pass out'.

Ba tlang lata ba tla kopana le titjhere, a ba fe mosebetsi.

Ba re ntate Moletsane ha a bambe motjhene.

Between 07h45 le 11h00, bana kaefela ba tla diphaphusing.

Ka 11h45 lunch ya kena.

Ba tlang lata ba tla kopana le titjhere. Titjhere a ba fe mosebetsi.

NE10: E, nna ke lebella sekolo, ha bana ba bala bosiu, ke tshwanetse ho sheba hore ho na le order.

Ke sebetsa Monday to Monday. Ke sheba batho ba kereke, ke bone hore ditulo di teng ka ditlelaseng.

**Question:**

- How do you get to know about the decisions taken by the governing body?
- Uziziwa kanyani/noma ngobani izinqumo ezzithathwa ngumkhandlo wabazali besikole (school governing body)?
- O fumana jivang diqeto tse entsweng ke mokgahlo wa batswadi (school governing body)?

NE1: Go na le P.Wing. Re utlwa ditaba ka Rose.

O neng a re emetse o ile pensheneng.

Re sa emetse ba kgale gore ba fetse.

Ga go na le meeting ke botsa principal gore o tsamaile jwang?

NE5: Ausi Ribs ke ene a re emelang mo school governing body.

Ntate Langa o ne a re emetse mo school governing body ya kgale.

Ke a ba bolella ha ke kopana le bona hore re ne re bua ka eng.

Nna jivale ka ha ke motjha ha ke so tsebe hantle hore ho etswang.

Ha ke eso be clear hantle ka school governing body.

NE7: Ubaba uMyeza uyimemba ye governing body. Uma ngiphuma emhlanganweni ngiyaba hlanganisa.

**Question:**

- What type of training would you welcome to make a bigger contribution to the school development?
- Kuqeqeshwa kuni (training) o ubona ukuthi kudingeka ukuze ukwazi ukuba nenxenye/noma igalelo (contribution) enkulu ekuthuthukisweni kwesikole?
- Ke thuto efe eo o bonang o e hloka hone o tle o be le karola e kgolo eo o ka bang le yona ho phahamisweng ha sekolo?

NE1: Itraining siyayidinga lana ekhanga. We need courses njenge accounting, technology auditing, bookkeeping necomputer.

Uma sitrained on auditing, isikole angeke siqashe ama-auditors. Igeneral knowledge sinayo yebookkeeping, kodwa sidinga ama courses ukuthi sizi-audithele thina. Isikole singakhiphi imali eningi ukuqasha ama-auditors. Nama funds angahlala a-in-order. Kuma computer sifunde ukufaka amaprogrammes. Thina ama clerks asinayo ijob description.

Singama asmin clerks futhi ama typist, siyenza amareports nama schedules. Thina ama clerks sidinga itraining nje-ngothisha. Kuphuma igazette abothisha ba-aplayele amaposts. Nathi sidinga umunti ozosi-advisor njenge career guidance. Nathi sifuna ukufunda. We need motivation.

Thina asinawo ama-incentives niengothisha.

Uma bafundisa bakhushulelwa imali thina akunaluthu. Uma uyiclerk, uzohlala yyiclerk forever, akuna study leave. We need recognition nemali ekhuphuke. Mina khonamanje nge thwenty three years old. I want to move on, ngiye kuma companies latkuthona imotivation.

NE2: Information technology and communication skills.

NE3: IT training.

Filing system the latest information. Ke kgale ke qetelletse di-workshops.  
Ke bona hore re tshwanetse ho etsetswa di-workshops.

NE4: Ngiyadinga, ukusebenzisa umishini ngiyasokola, ngokusebenza ngezandla. Ngisebenza ngama mobs nama chemicals. Namavolunteer nawo athole umsebenzi sibebabili, isikole sikhulu ngidinga umcedisi.

NE5: Ba nthekele pholishe. Pholishe eo ba mphang yona hase proper pholishe.  
Ke hlwekisa di-toilets tsa banna/bashemane le tsa basadi/banana.

NE6: Ha ho kgonahala typing le computer. Ha ke batle ho dula ke la cleaner feela right through. Ka nako e nngwe ha ba (clerks) sa tla sekoleng ba (educators) botsa nna. Ha di-clerks di-sebetsa, ke shebile, hore le nna ka tsatsi le leng ke tsebe ho thaepe. Ka tsatsi le leng phatla e tla ba teng ke tla kena.

NE7: Yebo ngiyayidinga itraining. Ngifunda /correspondence ye plumbing. Ngifuna ukuqala ama flowers. Ngingaletha imali eskoleni. Singathola inzuzo sithenge ama flowers, mina ngiyawazi umsebenzi wami.

NE8: Ngisebenza ingadi, kodwa amathulusi awaphelele. Ngidinga isaga, isigqoko ukuba ngithwale uma ilanga lishisa, spade ne hosepipe nginisele ngingalindi imvula ukuthi ine. Ngidinga nomshini wakugunda utshani.

NE9: Ke batla ho ithuta ho jala mabolomo, jwang le ho lokisa garden, plumbing, carpentry ke lokise mamati ha a robehile, ho lokisa metjhene le electricity hore ke lokise di-plugs ha di senyehile. Mosebetsi ona, ke a o etsa, bo-titjhene ba nkopa hore ke o etse, empa ha ka o trainelwa.

NE10: Ke na le mangolo a bo-security. Empa ha ke sheba ke bona hore tsebo eo ke nang le yona ke tshwanetse ho e entshetsa pele.

Ke batla ho tseba matsatsi a ka a mosebetsi hobane ke sebetsa ho tloha ka Mantaha ho fihlela ka Mantaha.

NE11: Usecurity munye akana sibhamu akanalutho lokusivikela. Sidinga usecurity o trained. Kufuneka ne alarm system. Usecurity akekho safe ngoba munye. Uma angekho isecurity ayikho. Isecurity ifuneka emini nase – busuku. Ngoba nasemini otsotsi banyangena ama clerk akoleka imali yesikole kunzima.



## QUESTIONS AND ANSWERS TRANSLATED IN ENGLISH

### Question

How do you view your roles and responsibilities in school governance?

NE1: Yes, clerks are important at school. As you have indicated that you found the principal alone in the office. There is such a lot of work that is supposed to be done by the principal as we help her with that work, such as organising meetings and setting dates of meetings. We collect school funds and see to it that the money is banked. We also do admissions. Clerks play a very important role. Clerks are needed at school, without clerks the running of the school will not be smooth. Clerks are needed at the school, if clerks are not there, the school may collapse, somehow they are needed.

I remember when I was still alone, that is when I was absent from school. I was told that the principal became confused and did not know how to go about with certain things such as when educators asked for registers. The principal did not know where to find them.

A clerk is like a secretary of a company. A clerk is a frontline of a school. All visitors start at the clerk's office. A clerk helps the principal and also educators it is the same. A clerk helps the principal, educators, learners and parents. When parents visit the school, they first communicate with the clerk.

NE2: The role that I play is typing question papers, filing, timebook, admissions, statistics and writing of minutes.

NE3: Timebook for educators to sign. I ... seem .... not to understand but. There are so many things that happen that I'm not happy with, for example the running of the examinations. The little knowledge that I have tells me

that things are not right. The MT must meet before the examination starts. This does not happen and it worries me. The MT (management team) does not meet.

NE4: I love my work very much. I see to it that the toilets are clean. Girls must be neat at all times. I clean in such a way that the toilets are clean free from germs. I also clean windows.

NE5: I clean the staff room, offices and toilets.

NE6: I clean and empty the dustbins. I do not have a problem. They must buy me a machine. At times I scrub the floor and apply polish. I am not happy about educators who come in while I am still busy and the polish is still wet. To make matters worse they come with learners. At times I just keep quiet, but sometimes I turn them back. I would like them to buy me a machine instead of a broom.

NE7: My job is very important. Because times have changed. Nowadays learners are not longer allowed to do gardening.

NE8: We see to the cleanliness of the school. In the afternoon we lock the classrooms. We knock off at four. We ask that we be provided with wheelbarrows. We use our bare hands to pick up rubbish. We would like to be provided with hand gloves, also the uniform such as shoes, etc.

NE9: I open the gates for visitors. I open and lock the gates. I pick up papers and see to the cleanliness of the school premises.

NE10: I am a nightwatchman. I lock the gates at night. I lock the gates at night and open them in the morning. I look after the church people who are using our classrooms. I look after the school hall and check if there are

enough chairs for church people. I see to it that chairs that are borrowed from the school are returned.

**Question:**

What role do you play in the development of the school?

NE1: I can hear what you say, but crime prevents us from developing our school. We would mount the computer, have Internet and do so many things and obtain information from other sources. We cannot develop our school because there is a lot of burglary that take place at our school. We do not leave our computers and machines in our offices. We cannot use our computers and machines because we have stored them somewhere they are safe from being stolen. Therefore we cannot use them. If learners can see them, they may be stolen. We do have skills but the situation does not allow us as we have told you.

NE2: We are in charge of the examinations. That is how we contribute to the development of the school. We work with computers.

NE3: I am a member of the exam committee. I operate the computer. There must be a meeting of the MT and the exam committee.

NE4: I always arrive early at school so that learners should find an adult when they arrive in the morning and educators must find met at school. I also take care of the sick learners. When learners fight outside the classrooms, educators cannot see them, therefore I am there to intervene. I also provide girls with tissues.

NE6: I do not allow learners to be in the administration block during teaching and learning time. When learners had not done their homework, they

dodge the educators by coming to the administration block. I usually tell them that they are not supposed to be in the administration block during teaching and learning time.

NE7: But now I am doing the work of a gardener and again the work of a security. I am preventing crime during the day.

NE8: I am in charge of opening and locking the gates. I am a gardener. When everybody has left I pick up the papers and sweep.

NE9: I do not allow any learner to leave the school during teaching and learning time. If they do go to the gate asking me to open for them, I instruct them to come with the educator or come with the 'pass out'. Late comers will be dealt with by the educators. They usually punish them. Learner know that I do not allow nonsense "ha a bhambe motjhene".  
Between 07h45 and 11h00 all learners must be in their classrooms. At 11h00 is lunchtime. Late comers will be dealt with by their educators.

NE10: Yes, I am a nightwatchman. I maintain order at night when learners study in the evening. I work from Monday to Monday. I take care of church people.

**Question:**

How do you get to know about the decisions taken by the governing body?

NE1: There is a P.Wing. We get information from Rose. Our former representative is on pension. We are still waiting for old governing body to leave so that the new governing body should start functioning. At the moment I ask the principal if I need any information regarding the governing body.

NE5: Our representative is sister Ribs. Mr Langa belonged to the former governing body.

At the moment I am still new, I am not sure of my responsibilities and roles. I am not clear about the procedure of the governing body. But I usually inform other people of there is any information.

NE7: Our representative is Mr Myeza. When I come from the meeting I dissemination information to them.

**Question:**

What type of training would you welcome to make a bigger contribution to the school development?

NE1: We do need training. We need courses such as accounting, technology, auditing bookkeeping and computer.

If we can be trained on auditing, it will not be necessary for the school to hire auditors. We do have general knowledge on bookkeeping but we need courses on that so that we can do audit ourselves. The school must not waste money buy hiring auditors. The school fund will always be in order.

We also need to learn how to programme the computer. Clerks do not have a job description. We do administration work, we type, do reports for learners and schedules for educators. Clerks need training. Educators apply for higher posts through the gazette. We need advisors such as career guidance. We also want to learn. We need motivation.

Educators upgrade themselves and they get increment for their achievement. When you are a clerk, you will remain a clerk. We do not have study leave. We need recognition and increment. At the moment I

am twenty-three years old. I want to move on, I want to work for computer companies where there is motivation.

NE2: Information technology and communication skills.

NE3: IT training. Filing system, the latest information. It is quite a long time since we attended workshops. Workshops must be organised for us.

NE4: I need training. It is difficult to work without equipment like machines. I work with chemicals using mops.

Volunteer workers should be given work, so that at least there should be two cleaners. The school is big I need a helper.

NE5: They must buy me polish. Polish that I use now is not proper polish. I clean both male and female toilets.

NE6: If it is possible typing and computer. I do not want to remain a cleaner forever. Sometimes I do watch clerks when they type. This will help me because as I watch I learn. One day another clerk will be needed and I will be there to fill the post.

NE7: Yes, I need training. At the moment I am studying plumbing through correspondence. I would like to learn how to plant flowers. I can generate money within the school. We can make money though selling flowers. I know my work.

NE8: I am a gardener, but I do not have tools. I need a saw, a hat in the case of very hot day, a spade and a hose pipe to water the garden. I do not have to let rain water the garden. I also need a lawnmower.

NE9: I would like to learn how to plant flowers, the lawn and arrange the garden. I would like to learn plumbing, carpentry, so that I can be able to fix up broken doors, repair machines and electricity so that I can repair plugs that are out of order. I always do the abovementioned work when educators ask me to help, but I am not trained.

NE10: I have a certificate in security, but this is not enough. I need further training on the work that I am doing. I want to know my duty time table. And the hours I am supposed to be on duty, because at the moment I work from Monday to Monday.

NE11: There is only one nightwatchman who cannot defend himself because he is not armed. We need a nightwatchman who is trained. We need an alarm system. There is no security here at the school because there is only one nightwatchman. We need security during the day and during the night, because thugs come in at any time. Our environment is not safe, particularly when clerks collect school fund, it is difficult.