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FACULTY OF MANAGEMENT AND COMMERCE**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
DEGREE OF MASTER OF PUBLIC ADMINISTRATION**

**AN EXAMINATION OF THE NEXUS BETWEEN SCHOOL
MANAGEMENT AND GOVERNANCE: A CASE OF SELECTED
SCHOOLS IN THE EASTERN CAPE PROVINCE**

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ABSTRACT

School management and governance has become essential in improving quality of education in public schools (Caldwell, 2012). Furthermore, the existence of a well-established partnership between school governors and school managers is vital to ensure that students receive quality education. On this regard, the study sought to broaden an understanding the thin line between School Management Teams (SMT) and School Governing Bodies (SGB) which is frequently crossed by both parties while executing their roles and responsibilities. The population for the study was SGB members, SMT members and general staff members of public schools in the Eastern Cape Province. The study unit was Willowvale (KwaGcaleka kuGatyane) a circuit named after a great amaXhosa king Zwelidumile, King Zwelidumile Circuit. Purposive sampling method was used because collection of data required that respondents be familiar with the concepts of school management and school governance.

A mixed method research methodology was used which include a combination of qualitative and quantitative research approaches. A self-administered questionnaire was used to collect quantitative data and an interview guide was used to facilitate focus group interviews. Qualitative and quantitative data was analysed separately. Quantitative data analysis was done and presented as descriptive statistics, Analysis of variance (ANOVA) Pearson's correlation and T-test. For the purpose of testing the reliability of the scales of questions included in the questionnaire, the Cronbach's alpha was used. Qualitative data analysis was done through the researcher's critical reasoning and analysis of focus group discussions of interviewees.

The research found out that lack teamwork, transparency and ineffective leadership are the root cause of failure to recognise strategic and operational boundaries that exist between SGBs and SMTs. Also understanding of the distinction and overlaps between School governance and school management is important to ensure strong relationships, trust and respect between the SGBs and the SMTs. More so, the research observed lack of strategic and operational synergy between SGBs and SMTs. Consequently the research recommends the importance of training and development to both SGBs and SMTs so that they understand their roles and responsibilities as stated in the SASA Act. SGBs and the SMTs should strive to forge

strategic and operational synergy. Trust and respect must prevail from the SGB since they are the major stakeholders of the schools. Effective communication was seen as crucial to building partnerships and ensuring collaboration. Finally the research recommends that research should be conducted regularly in order to keep track of the state of school management and governments in public schools.

DECLARATION

I, Ncedile Stewart Lungisa Ntsimango, do hereby declare that this dissertation is the result of my own investigation and research and that this has not been submitted in part of or in full for any degree or for any other degree to any other university.

Signature: _____

Date: 26 January 2016

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DEDICATION

I dedicate this project to my late father Prince Maxson Ngubenkomo Zitha ZamaNgwane Ntsimango, my mother Zelpha Nondiphe Ntsimango, my family and friends, my big brothers Agrippa Madoda Dwangu, Cornelius Mzonke Stofile, Pastor Cornelius Peter, Advocate Zanoxolo Lennox Mantuza Ntsimango, Themba Tyanibezwe Ntsimango and his wife Noluthando to count but a few, for without their love, support, encouragement, inspiration and investment in my life, I would not have accomplished it. I also dedicate this project to all the teachers of my Circuit whom I had the privilege to lead and manage as their Circuit Manager at King Zwelidumile Circuit, in particular the School Masters and Mistresses of all my schools. To them I was never their 'manager' but their colleague, friend, brother and to some senior ones, a son.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO RESEARCH

1.1 INTRODUCTION AND BACKGROUND

Most public education systems around the world have taken a step forward in decentralisation of decision-making regarding schools development and restructuring (Caldwell, 2012). In addition, Mulford (2003) and Glatter (2007) point out that transparency and conflicting interest between the major stakeholders of public schools orchestrated the decentralisation of schools administration to involve parents and the community to contribute to schools administration. Mourshed, Chijioke & Barber (2010) argue that the purpose of decentralising schools administration aimed to integrate school management and school governance. In schools, School Management Teams (SMTs) and School Governing Bodies (SGBs) have been established through the Department of Education guided by the South African Schools Act (SASA) respectively (SASA, 1996).

SMTs are school based teams that perform different roles of planning, leading, organizing and controlling. According to Nkambule (2010) the duties and responsibilities owing to SMTs are usually determined by the policies set by the Department of Education and the school governing body. These duties and responsibilities include implementing education policies, managing academic and administrative agendas of the school, monitoring performance of learners and teachers, maintaining assets and other infrastructure in schools, sourcing and managing funds to improve the school, and implementing the curriculum as guided by the department of basic education requirements (Bush *et al.*, 2009). The SMTs comprise of many members inclusive of principals, deputy principals, heads of departments and co-opted members of staff (in schools where the only senior position is that of the principal) (Moloi, 2007).

The school governing bodies (SGBs) consist of principal, parents/guardians of students, academic staff, non-academic staff and representative council of learners (SASA, 1996, Maestry, 2006). The SASA, 1996 (Act 84 of 1996) gave the School Governing Body (SGB) the mandate and legal responsibility to minimize and manage conflicts to ensure that schools are safe, secure and conducive to teaching

and learning by ensuring that the necessary policies, procedures and structures are in place. In other words, the functions of the SGBs clearly stipulate the giving of direction to the schools. The functions include the development of a constitution, mission statement and code of conduct, supporting the principal, teachers and other school staff (Mahlangu, 2008).

SGBs are also responsible for the maintenance of school property, buildings and other assets, determining the time of the school day and recommend the appointment of teachers (DoE, 2008). The SMTs and SGBs are initiatives that aspire to include relevant stakeholders in the effective running of the schools. Therefore, school administration should meet the expectations of the stakeholders. In addition, Wößmann, Lüdemann, Schütz and West (2007:59) argue that students perform better if schools have autonomy to decide on staffing and to hire their own teachers. The issue of uplifting schools and achieving overall excellence is the main concern of all managers of any organization.

SMTs and SGBs inevitably, have to design cohesion for the betterment of schools. Unfortunately, the current situation in terms of schools management and governance in South Africa seem to reveal more conflict of interest between SGBs and SMTs than saving the purpose of schools development (Snodgrass and Blunt, 2009:53). Furthermore, Steyn and Van Niekerk (2007:78) point out that School Governing bodies (SGBs) should ensure that they manage conflicts in public schools, but evidence in the literature suggest that SGBs are over exercising their mandate resulting in friction between SGBs and School Management Teams (SMTs) (Snodgrass & Blunt, 2009; Steyn & Van Niekerk, 2007). In this light, this study seeks to investigate the link between school management and governance in the Eastern Cape Province and suggest ways to improve the relationship between SGBs and SMTs.

1.2 CONCEPTUAL FRAMEWORK

School management and governance can both be explicitly unravelled through making conceptual and theoretical review. The conceptual framework attempts to identify and organise the critical concepts of this research into a framework that will assist in terms of meeting the research objectives.

1.2.1 Management within the Context of South African Schools

Management can be described as that part of an organization that is centered on the coordination of all its (organization's) resources and efforts to ensure that set goals and objectives are achieved (Gomez-Meija, Balkin and Cardy, 2008). Put differently, management is about accomplishing organization's goals through utilizing available resources and working with people. Management is actually a process that includes careful planning, organizing, leading, staffing and controlling (Kaplan, 2014).

Schools are service organizations that need effective management to accomplish desired goals. School management refers to those collective activities that are channeled towards effective education instruction and ultimate transformation of learners (Nkambule, 2010). In other words school management involves the creation of a conducive learning environment whilst simultaneously fighting hindrances against learner self-actualisation (Sister, 2004, Moloji, 2007). The post-apartheid South African educational system is still thriving to overcome the effects of the apartheid era. The effects include racial, language, religion and gender discrimination, which present unwanted atmosphere for teaching and learning in schools (SASA, 1996). In light of these and other drawbacks, school management becomes important because schools are no longer just learning centers but have developed to become community and family centers with teachers and principals having to deal with issues other than educating students.

Principals have always been the centre of management and governance of schools. They need to plan and organize the learning process of students, direct educators to execute their duties, and manage other functions of the school (Van Wyk and Marumoloo, 2012). However, a free South Africa encourages democracy, collectivism, inclusivity and active citizenship as well as site-based management. This means that the principal, as the head of the school, needs to engage with certain stakeholders in matters involving the management of the school (Bush, Joubert, Kiggundu and van Rooyen, 2009). In fostering the working together of the community, school staff and students, certain boards have been created which include school management teams (SMTs).

1.2.2 Governance within the Context of South African Schools

Governance can be described as the establishment of policies and the continuous implementation of these policies by members of the governing body of a particular organization (Bevir, 2013). In other words it is a mirror-system that an organization uses to ensure that its set policies and processes are implemented. Governance is actually the back-bone for maintaining control and accountability (Thakur and Van Langenhove, 2006).

School governance initiative perfectly fits into the post-apartheid South Africa that encourages partnerships and active citizenship between the communities and the Department of Education (DoE) in provinces and districts (Mahlangu, 2008, DoE, 2008). Education development taking place in South Africa is towards devolution and decentralization of educational responsibilities down to communities. That means that communities are given some power to have a voice on how education should take place in schools they send their children to. As eluded earlier, the principal is the centre of everything that happens at a school because of the seniority of the position. However, a free South Africa is calling for the holding of hands with the community and other stakeholders and therefore school governing bodies have been created as provided by the South African Schools Act (SASA) of 1996.

1.2.3 Strategic considerations for management and governance of schools

A strategy is a working document that shows an action plan that gives direction to school governing board and the school management teams (McLratk 2005). The strategy is meant to set a school's approach to safeguarding effective governance and management of schools in line with the SASA ACT of 1996 (Department of Education, 2005). The provincial Department of Education and the national Department of Education has a role of supporting the strategy within the context of local and national developments that shapes the role of school governance (Department of Education, 2005).

Due to decentralization of schools management, it is acknowledged that schools were given the autonomy to make decisions for development locally (Anderson and Lumby 2005). With the SGBs being accountable and responsible for the welfare of their school an action plan is essential to direct governors in terms of their

development policies and to also monitor their implementation by the SMTs. As a result governors must be informed that they are accountable for their policies and procedures and for the strategic direction.

In order to ensure accountability for sustainability of public schools, a strategy helps the stakeholders; the government, parents, and students to evaluate the development potential of their student`s learning landscape. Therefore, a strategy has to support the advancement of effective governance and administration in public schools, to promote school development and high learning standards. Moreover, a strategy ensures that all pupils have access to outstanding provisions (Anderson and Lumby, 2005).

1.2.4 Operational considerations for management and governance of schools

After establishing the strategic direction, the governors surrender the strategy to the school management for operationalisation. The operationalisation also looks into issues to do with training, new instructional materials and staff changes (Anderson and Lumby, 2005). In addition, Anderson and Lumby, 2005) argue that “the committee should also note how and by whom progress will be tracked and reported”. Operationalisation of the strategy should answer these questions;

- Do we have the right strategy, given what we do well?
- Is our strategy matched to the external environment (economy, social expectations, etc.)?
- Are we capable of executing the strategy?
- Do we have the right top management team?
- If the answer to one or more of these questions is “no,” what do we need to change?

1.3 THEORETICAL FRAMEWORK

The concept of education management has been developed from industrial or organizational management theories (Miller and Dunn, 2013, Singh, 2005). When education management developed to be a field in its own right theories were either newly developed or adapted from industrial management schools of thought. This study made use of the collegial approach to management, specifically the

participative leadership theory and the agency theory. The following theories are deemed contingent to this study

1.3.1 Participative leadership theory:

The participative leadership theory which generally is based on the notion that power and decision making should be shared among the active members/stakeholders of a particular organization (Miller and Dunn, 2013). Participative leadership has roots in organizational theory where business managers sought ways to motivate their employees through involvement in deciding on their working conditions and other important aspects of work (Branch, 2002).

According to Shrifian (2011) the theory posits that policy determination and decision making is done through discussion and agreements. In addition, the model is also based on the foundations that an organization is made up of different units that share common values and beliefs meaning that in any situation to decide the future of the organization members should participate and consent (Miller and Dunn, 2013). In application to school based management, participative leadership is relevant in that it encourages participation which enhances school effectiveness and makes stakeholders to belong as they participate in decision making and they will execute their duties with commitment. This means that participative leadership bonds together stakeholder unto one ultimate vision of successfully transforming learners to be valuable to their communities.

The participative leadership theory recognizes the fact that any organization, including a school set up, has structures meaning that the members of the organization are definitely hierarchical unequals (Sayeed and Batool, 2011). However, these differences are humbled when people at different levels of superiority collectively take part in decision-making.

1.3.2 Strategic management theory (Agency theory)

Agency theory is a management approach where one individual (the agent) acts on behalf of another (the principal) and is supposed to advance the principal's goals" (Judge & Stahl, 1995; Krueger, 2004); Rugman, and Verbeke, 2008). The theory states that the agent consequently strives to achieve both the principals' interests and his or her own interests in the affairs of an organization. Laffort & Martimost

(2002) argues that a balance between the interests of the agent and the principal is crucial since the action the agent affects not only the principal, rather several other parties including the principals. To work towards a common goal there should be proper synergy between the management and its stakeholders (Rugman, and Verbeke, 2008). The relationship between the agent and the principal will cement the kind of decisions they make hence the success of the organization. For the purpose of this discussion the agent refers to the SMBs and the principal refers to the SGBs.

1.4 LEGISLATIVE FRAMEWORK

In this research the researcher makes reference to the South African Schools Act (SASA) No. 84 of 1996 as amended in 1997, 1999, 2000, 2001, 2002, 2004, 2005 and 2007 under the Education Laws Amendment Act as well as under the Basic Education Laws Amendment Act of 2011. SASA was originally developed in 1996 after South Africa had achieved democracy. There was need to pre-empt the inequalities that were associated with the former educational system. The main aim of the act is

“To provide for a uniform system for the organization, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith.” - SASA, 1996.

The act also provides for the functions of SGBs and SMTs and therefore is important in helps in underlining how the two can effectively work together in achievement of the schools set goals.

1.5 PROBLEM STATEMENT

According to Snodgrass & Blunt (2009) investigations into the role of school management and school governance have been considered by scholars in South Africa. In essence, this line of enquiry is not new in the development of knowledge in South Africa. Although, there is literature to substantiate the nexus between school management and governance, the overlapping of SGBs and SMTs creates a lot of strategic flaws within the education system in the Eastern Cape. Some of these flaws include; an SGB member trying to put to order a misbehaving teacher, which is the duty of the principal/SMT, on the other hand the principal may try to change or draft

the school policy, which is the function of the SGB. This does not only harm the current learner but the whole education system in South Africa.

In light of these flaws, problematizing the two variables of school governance and school management at a more specific level which is within the schools in the Eastern Cape becomes critical. This is important especially given that the level and quality of basic education Eastern Cape is one of the lowest in the country (ECSECC, 2013). From the Eastern Cape perspective therefore, the practical realities and proven challenges in operationalizing the distinct roles of school managers and the SGBs has implications for strategic and operational effectiveness of schools.

1.5.1 Research objectives

Based on the brief background and research problem presented in the previous sections, the following sub-sections will state the research objectives.

1.5.1.1 Primary objective

The main objective of this research is investigate the strategic and operational lines between school management and school governance and the resulting implications on the schools overall success.

1.5.1.2 Secondary objectives

In order to achieve the main objective of the research, the following sub-objectives were identified;

- To assess, using empirical evidence, the conceptual and theoretical relationships between management and governance especially in the South African schools' context.
- To ascertain, (using primary data from field work), the distinctions and overlaps between the strategic and operational goals of school governance and school management bodies in the Eastern Cape schools in particular.
- To identify and analyse the resulting effects of these distinctions and overlaps on school performance in the Eastern Cape
- To suggest ways of creating strategic and operational synergy between school governance and school management.

1.6 SIGNIFICANCE OF THE RESEARCH

The afore-mentioned trends in public education in South Africa require further developments in public schools management to meet the expectations all stakeholders. Moreover, these trends require adherence to the government policies and legislation. Public Administration is concerned with how public entities are administered for the benefit of the public and how government policies are implemented. Therefore, it is necessary for this research to analyse the relationship between School management and school governance in order to find ways to enhance administration of public schools.

Managers and SGBs will benefit from this investigation as it will allow them an opportunity to reflect on their own processes and strategic procedures. Reflecting on the two concepts will allow both school managers and SGBs an equal chance to play their part towards the success of their schools without creating problems for the other party or overstepping their mark. In this manner, a cohesive relationship will exist between both parties if they both understand their roles and responsibilities.

The research topic falls under the public management field; hence it is within the academic sphere of public administration. Moreover, it looks at work procedures controls, structure, policies as functions in the field of Public Administration and is taking place in a controlled environment which is the case the Eastern Cape Department of Education.

1.7 RESEARCH METHODOLOGY

The research follows a triangulation research design (a hybrid of qualitative and quantitative research methods). The researcher uses a self-administered questionnaire to collect data from respondents and to guide the researcher during the focus group interviews. For secondary data, the researcher also makes use of some site/school documents that may help enhance understanding which may be SMT/SGB minutes of meetings, responsibilities charts and school vision plan. These documents are believed to be useful in giving more information on the roles, activities and responsibilities of both the SMTs and SGBs.

1.7.1 Population

The target population for this study are all the Schools within the Province of the Eastern Cape particularly in Idutywa. There are a total of thirty public schools in the circuit which I manage. More so, there are at least five (5) SGB members per school and at least five (5) SMT members per school. The student population ranges from 100 to 300 students per school. For the purpose of this research the population is measured in terms of the number of schools in the circuit which is 30.

1.7.2 Sample

Due to the nature of the subject being examined, it is possible to engage any other sampling method except the purposive sampling. But the research concentrates on purposive sampling because it requires that respondents be familiar with the concepts of school management and school governance.

Table 1.1: Sample size

Population	Respondents per school	Sample size	Data collection method
Teaching staff	6	24	Questionnaires
General staff	4	16	Questionnaires
SGBs	3	12	Focus groups
SMTs	3	12	Focus groups
Total	16	64	

1.7.3 Data analysis

Data from both interviews and surveys is analysed and compared to the information collected from the literature review. For the purpose of analysing quantitative data, the researcher seeks assistance from the department of statistics at the University of Fort Hare. In terms of qualitative analysis the researcher uses personal judgement and critical reasoning to comment on the data. The researcher uses a critical analysis and evaluation approach to draw conclusions and to comment on the patterns of data.

1.8 REFERENCING STYLE

The referencing style that is used for the study is the Harvard referencing methodology as prescribed by the Faculty of Management and Commerce at the University of Fort Hare and it was also adopted by the School of Public Management and Administration.

1.9 ETHICAL CONSIDERATIONS

The researcher obtains ethical clearance for the collection of data from humans as subjects from the University of Fort Hare Research Committee. More respect for persons is exercised with honesty, benevolence, doing no harm and keeping the promise of confidentiality. Informed consent was also taken from all respondents.

1.10 THE SCOPE AND LIMITATIONS OF THE STUDY

The study is limited to the public schools within the Eastern Cape Province. The choice of this area was influenced by accessibility and proximity. There are thirty public schools under within the circuit the researcher manages. This has its advantages for the research such as it is easier to organise meetings and conduct interviews. However, this also has disadvantages, such as the susceptibility to bias. However the triangulation of different methods and data sources helps in mitigating any tendency for such. Analysing qualitative results is also time consuming and might lead to fatigue, which may lead to omission of some important aspects.

1.11 SUMMARY

The first chapter serves as an introductory phase of the research, providing foundation and background to the study. The chapter provided a background of the distinction between governance and management. The definitions of SGBs and SMTs were given in detail. The challenges and frictions that exist between the SGBs and SMTs were also highlighted. The participative theory of and the agency theory of management were used in the chapter to substantiate the conflicts that exist between SGBs and SMTs and theoretical solutions to counter them. The chapter highlighted the problem statement based on the preliminary literature review and a summary of the methodology was given in this chapter. Research objectives and

hypotheses are also detailed. The second chapter literature review provides a detailed review of management and governance. This leads to the discussion of the functions of both the School Management Teams (SMTs) and the School Governing Bodies (SGBs). The chapter also focuses on the theoretical framework of participative leadership and agency theory.

CHAPTER TWO

THE NATURE OF SCHOOL MANAGEMENT AND GOVERNANCE IN SOUTH AFRICA

2.1 INTRODUCTION

This chapter is centred on reviewing existing literature on school management and governance. An international perspective on school management and governance is first given and then narrowed to the South African context. The theory of participative leadership and agency theory are expounded on in this chapter with their relevance to school management and governance. The later sections of the chapter dealt with the two distinctive bodies in school management and governance namely the school management teams (SMTs) and the school governing bodies (SGBs). The two are compared and contrasted on the basis of their roles and responsibilities. The chapter also highlighted on the conditions for collaboration and synergy between SMTs and SGBs. Finally, the chapter ended by making elaborate insinuations on participative relationships.

2.2 SCHOOL MANAGEMENT AND GOVERNANCE A BACKGROUND

Education has been approved by many nations to be beneficial to their economies and societies (Allen and Judd, 2007). Consequently, the process of teaching and learning has received much attention by scholars and governments. According to Blimbo and Evans (2011:2) the main objective of education is to equip learners with knowledge and skills that are appropriate for individual confidence, societal transformation and economic growth. In the light of the benefits that come with education, governments and societies as well as individuals have taken the centre stage that the process of becoming civilised is effective. Shoraku (2008:4) and Bush (2007:391) state that in institutions of education leadership and management structures are in place as accorded by governments and authorities to spearhead teaching and learning activities.

Traditionally (James *et al.*, 2014), principals and other senior educators used to be at the helm of school management and organisation of activities such that they used to evaluate and decide what was best for students even the career they could follow.

However, developments in educational concepts have welcomed participation by all stakeholders to enhance the process of teaching and learning. This means that educators, learners, societies and government bodies participate in decision making on school activities (Backman and Trafford, 2006).

2.2.1 School Management in an International Perspective

According to Blimbo and Evans (2011:2) there are an increasing number of education systems in many countries that have recognised the value of participation by other non-government stakeholders like parents, private companies and NGOs, in school management. The objective is to broaden the responsibility of schools outside government circles such that they bring more relevance of schools to society and students as well as encouraging innovation and creativity in schools for all stakeholders to enhance ability to be above their circumstantial realities (Khattri *et al.*, 2010:2).

Khattri *et al.* (2010:3) add that many developing countries are also fighting for equality of education by trying to lower the levels of socio-economic stratification. Site-based school management is used as an instrument to attract contribution even in sponsorship by private organisations so that resources may be made available to many schools so that student performance may be enhanced regardless of their socio-economic background.

All in all, the evolution in educational systems has made school management to become decentralised such that people at different levels share the responsibility of effective teaching and learning (Shoraku, 2008:5). Principals no longer carry the burden of school management of their own, but receive contributions and participation from other relevant stakeholders for example, on what should be on the curriculum and how to develop it (Blimbo and Evans, 2011:2).

2.2.2 School Governance in an International Perspective

There is growing concern across the globe over both managerial and behavioural excesses of teachers and principals. For instance, Australia has announced new review of schools in Queensland with a plan to include external consultants and the national education departments following reports that some school directors have misused funds whilst some teachers have pumped out their own money to pay for

school supplies (Jeffares, 2014). Anecdotally, a teacher was banned for two years after threatening a student with a knife as a joke (The Guardian 2014). All these circumstances surrounding effective school operations and safety of both educators and learners have resulted in many educational authorities around the world to encourage participation from communities, parents and guardians.

The main aim is to provide an arm of help as well as control to the school directors such that teaching and learning become effective with all stakeholders taking part. Consequently, bodies/stakeholder representatives are being put in place for consultation and decisions on other important school issues like learners' social life, school safety, special care, fundraising and financial management for the school, and planning (James *et al.*, 2014; CBI, 2013).

2.3 THEORETICAL FRAMEWORK

2.3.1 Participative Leadership Theory

According to Asmub and Svennevig (2009:5) participatory leadership is all about having the decision making process be influenced by as much participation from those who are affected by the decision as is feasible. This theory has its roots in industrial management and leadership schools of thought (Lowin, 1968). According to Abraham Maslow's hierarchy of needs, individuals are motivated differently such that some are deficiency-motivated whilst some are growth-motivated. A deficiency-motivated individual wants to alleviate the need for something that is lacking, for instance money, and therefore is ready to submit to any process of leadership as long as the need is fulfilled.

On the other hand, a growth motivated individual seeks the development and fulfilment of self-potential and psychological growth and therefore feels motivated by the opportunity to participate in decision making (Asmub and Svennevig, 2009). Power sharing provides a basis for participation such that when individuals or groups of individuals who are at different levels all take part in decision making, power is redistributed to them and security of their interests is guaranteed. There are two forms of participatory leadership which are representative participation and participatory management.

Representative participation is when a group of employees in an organisation is involved in organisational decision making by serving on workers councils (Asmub & Svennevig, 2009:5). Participatory management is when employees have some degree of joint decision making for example, deciding on work methods. However, the leader still has the right to allow participation or contribution from others (Allen and Judd, 2007).

Asmub and Svennevig (2009:5) argue that participative theory of leadership works well when the decision to be made is not urgent because there is time needed to gather the respective stakeholders or representatives. When creativity is needed, participation works best because of the wide pool of ideas from different parties. This also culminates to effective progress on problems that need more than one solution. In other words, planning can be enhanced through a participative set-up inclusive of relevant stakeholders (Asmub & Svennevig, 2009:5). However, the effectiveness of this theory becomes drained when the participating stakeholders do not have in their lap the end-goals and the appropriate skills needed to generate solutions for the problems at hand.

Adopting the participative leadership style to school management and governance, Bush (2007:397) puts forward that; school effectiveness will be enhanced, democracy is promoted and stakeholders can participate in decision making. Bush (2007:398) also adds that the introduction of SGBs and SMTs for all schools gives the dimension of sharing roles and functions by both the internal and external stakeholders. This merges the different valuable aspects of the students' lives where respective interests are catered for. The reality of the working together of SMTs and SGBs remains central to the effectiveness of the participative leadership theory where relationship between the two is key.

2.3.2 Agency Theory

The agency theory has its origins in industrial economics and is about the relationship between a principal and an agent (Jensen and Meckling, 1976). The main reason for the relationship is that the principal may have a certain task that needs execution. The principal then acquires the services of an agent with relevant skills and expertise probably because the principal lacks the best skills to execute the task. In this light, the principal submits the principal's interests to the agent as

goals to achieve. The agent then acts in the way that leads to the achievement of the principal's interests.

According to Kivisto (2007:13) the agency relationship often exists in private organisations, but is becoming usable in public administration and other hierarchical environments. These agency relationships exist from one principal- one agent to multi principal-one agent or vice versa because it has developed to affect both intra and inter-organisational contracts. According to Jensen and Meckling (1976) the agency theory has been developed as in two folds namely the positivist stream and the principal-agent stream. The two streams agree on the contractual assumption between the principal and the agent.

The principal and the agent are both self-interested maximising parties with the principal exhibited to have a better bargaining power (Jensen and Meckling, 1976). In principal-agent stream the constructs are more mathematical and non-empirically founded, with the major aim to determine the optimal contract possible. On the other hand, the positivist stream is more empirical and centred on the possible conflict that may arise as a result of the relationship between the principal and the agent. A vast literature (Foss, 2007; Kivisto, 2007:8; Jensen and Meckling, 1976) has cited many problems that are consequential to the agency theory which include;

- Moral hazard

In this problem the agent might be showing self-interested and opportunistic behaviour without relevant consideration of the principal's interest. These behaviours might cause conflict and may even attract costs on the part of the principal.

- Adverse selection

This arises when a principal is to employ an agent and does not know for certainty if the agent is the true type for the intended task. This problem can be seen as arising from information asymmetry such that the agent might not disclose some private information being incentivised by self-interest.

In applying the agency theory to schools management and governance (Foss, 2007), it is important to identify the principal(s) and the agent(s). Public schools are an initiative and commitment to the communities by the government. The government is

in principle the principal, who appoints school leaders such as the head of school to foster the educational goals of the government.

The government, through the Department of Basic Education appoints members of the public who have the appropriate skills and expertise to be educators and help in the management of schools (DoE, 2008). Analogically, the government becomes the principal and the school management the agent. This means that school management must act as to bring out the end-goals of the government to educate its people.

However, the idea of site-based management and the introduction of SGBs widen the scope of agency. This means that the school management and school governing bodies must effectively work together as one collective agent to the achievement of both societal and national goals.

2.4 SCHOOL MANAGEMENT IN SOUTH AFRICA

In obtaining independence in 1994, a democratic South African government had to deal with the effects of the pre-apartheid and apartheid regimes. Reformation in the new South Africa was to be administered through empowerment of all citizens especially the previously disadvantaged groups like blacks, coloureds and Indians (Moloi, 2007:464). Education is one of the instruments the government quickly signified to be important for changing the poverty stricken communities and high unemployment especially among the youth. Education management started to evolve towards site-based management where schools could be managed tailoring the relevant realities of respective communities (Bush *et al.*, 2009:3).

Site-based management definitely points to participation in management where stakeholders are involved with emphasis of equality made in the Employment Equity Act of 1996. This means participation was beginning to unfold as far as representation of females, disabled and the previously disadvantaged individuals in management position is concerned. The DoE (2008) has, through the South African Standard for School Leadership (SASSL), encouraged schools towards self-management such that;

- diversities in cultures can be addressed,

- effective teaching and learning can be established,
- school financial management can be efficient,
- collaboration with relevant communities can commence and
- cost effective leadership in enhanced skills and competencies can be developed.

In other words, principalship was to become effective under a system of professionals with appropriate skills and expertise to enhance learner transformation. In order to promote schools self-management, SMTs have been created to oversee all the management needs of the schools (Bush *et al.*, 2009:4; Moloji, 2007:466).

2.4.1 The Structure of School Management Team

The establishment of SMTs speaks more on the decentralisation of school management and authority to teachers, learners, parents and communities so that they participate on what should happen in their schools (DoE, 2008). The anticipated assumption is that the transference of power to those closer to learners has an ultimate effect on the positive development of learners and enhanced purpose in schools. According to van Wyk and Marumoloa (2012:101) SMTs are site-based management teams that comprise of the principal, deputy principal, heads of departments and senior teachers.

2.4.1.1 Principal

The principal is responsible for the proper diffusion of power to fellow educators and other leaders so that reformation and transformation can take place. The restructuring of schools through wide development of professional teachers by organising training for all or a few individuals who will convey their skill acquisition experience with others is spearheaded by the principal.

According to Wohlstetter and Briggs (2010) the principal is responsible for information effectiveness through communicating with staff to have clear vision and mission for the school, disseminating important information on school activities to community and relevant business persons, networking with principals from other schools. The principal may reward staff through load reduction and professional

development subscriptions and he/she is the immediate link with the governing bodies of the school

2.4.1.2 Deputy Principal

The deputy principal is the second in command, acts on the principal's behalf when principal is absent, holds a position of trust and has access to confidential matters of the school that are in the possession of the principal. The skills of deputy principal are important to ensure the smooth running of the school if the principal is not available or in a position of non-continuance of duty.

2.4.1.3 Head of department

Heads of departments are the most senior in staff after the deputy principal and are the direct link of the principal to the subjects' teachers. They are responsible for the drawing of timetables and chairing committees, reporting to the principal.

2.4.2 The Role of the SMT for School Development

DoE (2008), states that the collective roles and responsibilities of individual members of the SMT lead to the overall effectiveness of school management. According to van Wyk and Marumoloa (2012:104) SMTs are responsible for the professional management of the school which comprises of all tasks necessary for enhanced teaching and learning. Policy formulation is important and SMTs play a part in this process through employment of democratic principles, consultations and communication with other related stakeholders at the grassroots level (van Wyk and Marumoloa, 2012:104). The process formulation speaks of the planning role that SMTs have to fulfil. SMTs are also expected to provide motivation and resources to other leaders and stakeholders to effectively implement the formulated policies. Again this point to the managerial function of leading and organising which the SMTs are to execute. It means that SMTs have to manage school personnel and budgetary issues (DoE, 2008).

2.5 SCHOOL GOVERNANCE IN SOUTH AFRICA

School governance in South Africa came about with the enactment of the South African schools act (SASA Act) of 1996. The SASA act brought about the

decentralisation of school governance by province. That means that communities are given some power to have a voice on how education should take place in schools they send their children to. In addition the act provided to the establishment of the School Governing Bodies to govern schools at an institutional level (DoE, 2008). This post-apartheid initiative encourages partnerships and active citizenship between the communities and the Department of Education (DoE) in provinces and districts (Mahlangu, 2008, DoE, 2008).

The principal in schools was given the collaborative role of bridging the gap between the teaching staff and the community. The principal also has privilege of sitting in both the SGB meeting and the SMT meetings. Moreover, the principal is the centre of all activities that takes place at a school because of the seniority of the position. Despite being the head of the school, SASA Act 1996 (Act 108 1996) provides that the principal must work collaboratively together with the community and other stakeholders. In order to ensure a representative touch with the community, therefore school governing bodies have been created as provided by the South African Schools Act (SASA) of 1996.

2.5.1 Legislative framework underpinning school governance in South Africa

Bisschoff and Mestry, (2003:16) posit that prior to the enactment of the SASA Act of 1996, school actions were generally unregulated resulting in an uncontrolled system of education that had damaging effect on the culture of teaching and learning. As a result, after South Africa had achieved democracy the South African, the government found it instrumental to introduce a framework of education that was collaborative, democratic and pro-development. This led to the development of the SASA act of 1996. The SASA Act was meant to “To provide for a uniform system for the organization, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith” (SASA, 1996). Moreover the Act also provides for the functions of SGBs and SMTs and therefore is important in helps in underlining how the two can effectively work together in achievement of the schools set goals.

2.5.2 The South African Schools Act (SASA),

Since this study is focusing on the SGBs and SMTs, the main focus of this discussion will be on Section 20 and section 20(1) of the SASA Act of 1996. According to section 20(1) (a) of the SASA Act (Act 84 1996), “the SGB of a public school must promote the best interest of the school and try to ensure its development by providing quality education for all learners; adopt a constitution; develop the mission statement of the school; adopt a code of conduct for learners at the school; support the principal, educators and other staff in the performance of their professional functions; allocate times of the school day; and administer and control the school’s property, buildings and grounds”. The Act also recognises the importance of parents as well as communities in facilitating educational development. As a result the act gives power to the communities by creating the expectation that parents will be useful partners in school governance (SASA 1996). Furthermore, the act encourages the system that allow school educators work in collaboration with the parents and the communities with regard to matters to do with improvement of the quality of education such as outcome based education (OBE), curriculum review and development.

2.5.2.1 Composition of the school governing bodies (SGBs)

The school governing bodies (SGBs) consist of principal, parents/guardians of students, academic staff, non-academic staff and representative council of learners (SASA, 1996, Maestry, 2006). The functions of the SGBs clearly stipulate the giving of direction to the schools. The functions include the development of a constitution, mission statement and code of conduct, supporting the principal, teachers and other school staff (Mahlangu, 2008). SGBs are also responsible for the maintenance of school property, buildings and other assets, determining the time of the school day and recommend the appointment of teachers (DoE, 2008).

2.5.2.2 The Role of the SGB for School Development

Section 20 of the SASA Act of 1996 describes the functions of the school governing body as follows:

- promoting the best interests of the school and its development
- adopting a constitution and mission statement

- introducing a code of conduct
- providing support to educators and the principal in carrying out their duties
- determining times of the school day
- administering and controlling the school's property, and buildings and grounds
- involving parents and others to undertake voluntary duties and tasks
- recommending to the Head of Department the appointment of educators and non-educator staff at the school, subject to the relevant legislation Educators Employment Act, 1994 (Proclamation No. 138 of 1994), and the Labour Relations Act, 1995 (Act No. 66 of 1995) and
- managing and allowing the use of school facilities for fundraising, community, and social uses.

Given these function of the SGBs, as mandated by the SASA act, it is crucial for the SGB members to collaborate with all stakeholders by forming partnerships and strong relationships with stakeholders to promote alignment of goals for the best interest of school development. In addition, the SGB member should learn from the school staff and share information through engagement with the school managers.

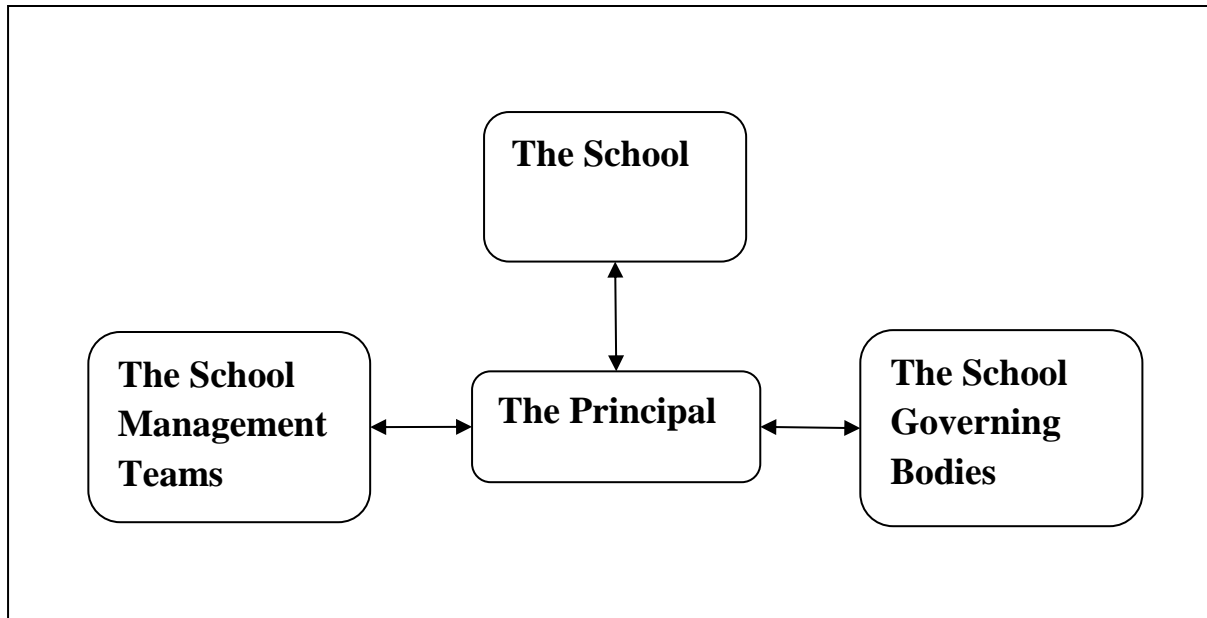
2.6 COLLABORATION BETWEEN SMT AND SGB

The link between SMT and SGBs determines the extent to which schools successfully address developmental functions. A stronger positive relationship in terms of negotiation skills and trust between SMT and SGB are important to initiate constructive dialog that will work for the best interest of the school (Maleka, 2003:6).

According to Gupton (2003:87) the role for principals in the affairs of the school is that of the middleman who is responsible for facilitating dialog between the parents and community members as well as ensuring that the SGBs understand their advisory capacity of working towards improving the state to schools. Thus the principal remains the unifying factor between the SGBs and SMTs since he or she is the one who has equal recognition from both the SMTs and the SGBs. Figure 2.1 below shows the flow of information between the SMTs and the SGBs with the principal being the bridge between the two bodies. Furthermore, the Principal as the head of the school is responsible for implementing the policies and procedures

agreed upon by the SMTs and the SGBs. Thus the principal has a third link directly with the affairs of the School.

Figure 2.1: The flow of information between the SMTs and the SGBs.



Source Developed by Author

Heystek (2004:309) argue that many conflicts arising between the principal and the school emanates from poor relationships. This means that whenever there is lack of mutual understanding there is no trust. As a result the SGBs may never applaud the efforts of the principal and the SMTs. On the other end, The SMTs as agents of the SGBs will also feel insecure about their jobs leading to agency problems. Thus the principal may end up limiting the expert support which they are supposed to share with the SGBs (Gupton, 2003:86).

Although the principal is more affiliated to the SMTs than the SGBs, researchers argue that “poor relationships still exist amongst the principal, educators and SGB” (Kgomo 2006; Snodgrass and Blunt 2009; Jooste, 2008). It is also evident from the study conducted by Jooste (2008) that effective education seems to take place where there is trust and support from SGBs, effective education seems to occur. (Jooste, 2008:70). From this argument, it is clear that tensions between principals and governors are counterproductive as they contribute to lack of progress and success of schools. Therefore it is of paramount importance to understand the conditions that will enhance collaboration between SGBs and SMTs.

2.6.1 Conditions for collaboration between SGBs and SMTs

The SGBs represents the community hence they have vested interest in the success of schools. Hence their competency is relevant in the running of the schools, but Jooste (2008:70) argue that SGBs should know their limits. Thus SGB members should not take over the principal's role. Therefore is important for both the SGBs and the SMTs to reach to a compromise to strike a balance between personal gains and collective gains. This entails that both the SGBs and the SMTs has to acknowledge the provision of the SASA Act and its implementation by SGBs and uphold positive relationships. As a results collegial relationships and cooperative governance are the tools to enhance positive relationships and partnerships between governors and management teams. This section examines four types of collaborations that are critical to a establishing a seamless synergy between SGBs and SMTs.

2.6.1.1 Collaboration through Partnerships

Partnership in schools is an effort of individuals and groups including parents, the church, non-governmental sector, and the government, to work collaboratively in solving educational problems (Heystek, 2006:413). Partnerships are relationships that connect diverse skills, knowledge, competencies and capabilities of people across divides. Individuals have different strengths and weaknesses (Clase, Kok and Van der Merwe, 2007). As a result, partnerships combines those strengths to cover up weaknesses and produce greater impact than each individual can achieve on their own. The SGBs are obliged by the legislative framework of SASA Act to know their roles and implement the provisions of the act effectively. But SGBs cannot know the how to implement the Act if they do not practice as a group. Thus, successful implementation of policy or guidelines cannot be achieved if people work in isolation.

This means that the SGB members are given autonomy to lease, consult one another, experiment and work collaboratively together. According to section 16 of the SASA Act, 1996 (Act 84 of 1996), "parents are official partners in the governance of schools". Thus the legal framework advocates for the partnership between parents and schools through the School Governing Bodies. Furthermore, Heystek, (2006:413) argue that for a partnership to be successful, there is a need for mutual respect, unit of purpose, sharing of information, acceptance responsibility and accountability.

In addition, Heystek, (2006:413) stipulates that shared decision making is a concept that is closely linked to partnership. As a result, partnerships are meant clear grounds of engagement and should further foment trust, and shared values and mutual accountability. In support, section 16(2) of the SASA Act, 1996 (Act 84 of 1996) states that, “a governing body stands in a position of trust towards the school”. Furthermore, Clase, Kok and Van der Merwe (2007) argue that the SGBs must spearhead partnership in schools as they were given the mandate by the SASA Act. In terms of the SASA Act, 1996 (Act 84 of 1998) SGBs are “instruments put in place by the state to foster partnerships with all role players to make inputs in the educational process”.

2.6.1.2 Collaboration through relationships

Findings from the research conducted by Tsuari (2011) establish that relationships which include trust and mutual understanding are crucial factors for a group of people to collaborate. Members of both the SMTs and the SGBs need to learn to build and sustain relationships with each other since collaboration for a good cause emanates from relationships. Tsuari (2011:55) allude to the fact that the creating and sustaining of collaborative relationships between SGBs and SMTs is the foundation of good governance which is instrumental to heighten school effectiveness. In addition, Mc ILrath (2005:7) is of the opinion that collaboration is an essential strategy for promoting effective and efficient management of financial resources in public schools.

The principal has the privilege to represent the school in both the SGB meetings and the SMT meetings. Thus, the principal remain a central figure to ensure that all the groups establish desired relationships. As a result it becomes evident that the Principal and the SGBs have complementary roles. Therefore, they should be in a collaborative relationship in order to champion the chores of schools. Nevertheless, such relationships may be difficult to establish or maintain given the backgrounds and the goals of each of these bodies. These relationships are to a greater extent marred by conflicts resulting from different perspectives of seeing things and conflicting interests.

Although the Principal and the SGBs may view their roles as supreme over each other, a lack of collaboration between the SMTs and SGBs pose a serious threat to

success of schools. Moreover, it “causes great concern to all stakeholders in the education system as it may significantly threaten the effective functioning of a school” (Mc ILrath, 2005:7). Whether there exists difference between SGB and SMT, the principal remains at the centre of both the SGB and SMT and is in also the central figure to uphold the best interest of the school as well as to ensure its development through provision of quality education. In order to achieve collaboration, the Principal should provide a great platform for communication, information sharing and provision of constructive feedback in all angles.

2.6.1.3 Collaboration through collegiality

“What makes two people colleagues is common membership in a community, commitment to a common cause, shared professional values, and a shared professional heritage. Without the common base, there can be no meaningful collegiality” (Sergiovanni, 1992:91). Collegiality can be an effective mechanism of addressing complex school related problems that require shared expertise or integrated school related action for resolution. But in most cases some teachers who are resistant to transformation, thus prevent such collegiality. Collegiality plays a significant role of encouraging teachers to deal with complex and unfamiliar circumstances, respond effectively to rapid change and create a climate that values risk taking and continuous improvement (Chance & Segura, 2009:1).

Furthermore, literature suggest that educators who work collaboratively together come to be more flexible when faced with dynamism and cope effectively well to unfamiliar demands that cannot easily be handled by educators who work in isolation. According to Sergiovanni, (2005:11) collegiality creates a sense of interdependence, “community” and “community achievement”. Collegiality among teachers cannot only benefit teachers and the school management, but rather positively impacts student achievement. This means that students are assured of better knowledge transfer system when they feel that their educators present an image of rationality and unity to ensure consistency and uniformity in the way knowledge is discriminated across the school.

Collegiality also stimulates teachers to be risk-takers and to feel comfortable and assertive enough to assume leadership roles other than their classrooms duties (Chance & Segura, 2009:1). Teachers who contribute in policy making feel confident

and resolute as they come to terms with the realities of policies and alignment of activities to achieving policy measures. Thus they will have a feeling of entitlement since they know that their opinions and contributions are believed to add value to the success of the school.

2.6.1.4 Collaboration through cooperative school governance

School governance is the collective effort of major stakeholders of the school towards aligning to the laws and procedures of running the school to attain the school objectives in line with the constitution. Governance is actually the back-bone for maintaining control and accountability (Thakur and Van Langenhove, 2006). According to Mabovula (2009:220) cooperative governance is also regarded as “democratic school governance”. Scholl and Sherwood (2014:19) points out that cooperative governance is a sign of working harmoniously in partnership in order to achieve shared goals. On the same note Naidoo (2005:15) argue that cooperative governance inspires SGB and SMT members and educators not to work against each another and it supports to shape and effect the culture of sharing goals towards achieving the mission and vision of the school.

Mabovula (2009:233) further reflects on the significance of cooperative school governance in encouraging collectivism. Thus, cooperative governance is characterised by partnerships, consultation, co-operation, collaboration, mutual trust and equal participation of all stakeholders affiliated to a specific school. This means that there should be mutual understanding between the major stakeholder of schools (the government, parents, students, employers etc.). Therefore, cooperative governance ensures the orderliness of policies and procedures that are in favour of school development. In support, Naidoo (2005:109) maintain that schools that possess a vibrant and explicit mandate agreed upon by the public are more likely to be orderly and outshine. The concept of cooperative governance is built upon the importance of the stakeholders within the school; parents, learners, teachers, community, the government, and the non-governmental institutions.

Given these arguments from literature, it is revealing that school governance should endeavour for working exclusively together in order to ensure success and effective administration of schools. Consequently, cooperative governance should incorporate collaboration between the school governors and the school managers. In addition,

cooperative school governance should be supported by strong partnerships, good positive relationships, effective collegiality and democratic school governance. As a result cooperative school governance therefore contribute significantly to collaboration amongst SGB members, SMT members and other stakeholders, who are cantered on creating effective school governance that ensure improved quality of education and achievement of goals.

2.7 SCHOOL EFFECTIVENESS

School effectiveness is the production of the desired results or outcome, by implementing policies and procedures that aim to improve the overall performance of different segments of the school, for the purpose of achieving the goals of the school (Hawley et al., 2002:4). Furthermore, Naidoo (2005), the concept of “school effectiveness” can be defined as positive success. An effective school is characterised by students who progress beyond expectations.

Learners who come from effective schools have enough support in terms of learning materials, learning environment and the type of the curriculum they study. Continuous improvement in terms of student learning curriculums is another important mechanism of effective schools. Thus, they are responsive to dynamic changes in the educational environment. This cannot only be achieved by school management alone, but it is a collective effort of school governors and school managers who strive to know the learning requirements of students on a daily basis.

According to the South African Schools Act (SASA) 1996 (Act 108 of 1996) school governance emphasise the significance of a quality teaching, proper planning and effective implementation of school policies in improving students’ educational outcomes. According to Fullan (1997) as cited in Hawley et al. (2002:4) “there are three core factors that must come together in a highly interactive and systematic way for a school to be effective, namely a professional learning community in which learners and other developers share, understand and are committed to achieving high levels of outcomes from all students”.

2.8.1 Relationship between school effectiveness and School performance

The performance of learners at their matric level determines whether they are prepared to proceed to university or any other college of further education. This means that the future of learners is determined by their learning environment at upper secondary education. It is for these reasons that the department of education and the government put more pressure on School governors and school managers to improve the learning environment for students. According to Naidoo (2005) effectiveness in schools is seen by higher achieving learners who outshine beyond expectations.

2.7.2 Relationship between school effectiveness and School developments

School development begins from the improvement of the learning environment such as, learning infrastructure, learning materials, development of teachers, introduction of new courses and upgrading of courses. This entails that schools development is centered on planning, implementation and evaluation. Thus, these trends can only be achieved when the actions of the school managers and school governor translate to the establishment of an “effective school”. According to Naidu, et. al. (2008:161) effective schools are a result of the good works of effective governors.

2.7.3 Effectiveness of governors

Effectiveness, of governance is based on collaboration, partnership and relationships that exist between the SGB, SMT and staff in order to build effective schools (Khuzwayo and Chicoko, 2009:149). Effective school governing bodies always work in partnership with staff and students in order to enhance effectiveness of schools. Governors who are goal oriented strive to establishment a climate that is supportive to school improvement.

They always take a lead role to support unity of purpose and encourage collaboration, respect and encourage cooperative governance in the management of schools. According to Van Wyk (2007:48) effective SGBs should always prepare a good development plan. In support Khuzwayo and Chicoko (2009:149) argue that effective governors should appoint educators, especially senior staff members who are committed to champion school development plans. Moreover, effective

governors should always work with the school staff to implement, monitor and evaluate progress of development plans.

Effective governors lead by example, hence they should be able to evaluate their own progress as governing bodies in order to improve the performance of school governing bodies. Van Wyk (2007:49) is of the opinion that governors cannot work perfectly in isolation, but rather in partnership with school staff, learners and the SMT. Thus, governors who take their time to learn all aspects of the school including the learners have a chance to develop a collaborative environment that will enable development of goal oriented policies that strive to realise the mission and vision of the school.

2.7.4 Effectiveness of schools

Effective schools are characterised by governors and school managers who work collaboratively together to better the standards of the schools. In effective schools, “principals are willing to share power with other role players, schools are likely to experience harmonious working relationships, a condition which is conducive to an effective partnership” (Khuzwayo and Chicoko, 2009:149). In support to this argument, Van Wyk (2007:49) points that an effective schools have governors who;

- work in teams,
- effectively manage time,
- have good relationships with SMTs and principals,
- conduct effective meetings,
- have knowledge of the school and
- organise training and development of school governors.

Effective schools have the school governing bodies that meet regularly with the school management to review the policies and strategies of the school with a view to promoting high standards of achievements (Naidu, et. Al., 2008:161). Effective governors spending school budget wisely, therefore, effective schools always operate within the confines of their budget requirements. This means that students will not lack basic resources that enable progress in terms of learning. In addition, Effective schools are characterised by regular review of curriculums, regular meetings between the SGBs and SMTs, regular surveys about learner satisfaction.

2.8 SUMMARY

This chapter provided a detailed review of literature of the trends and the state of school governance in South Africa and beyond South African borders. School management literature in South Africa and on international perspective was also analysed in detail. The concept of school management and school governance in South Africa was also compared in different levels. This chapter sought to give details of the nature of school management and governance in South Africa, while making comparisons with regard to school management and school governance. This comparison lead to the discussion of the functions of both the School Management Teams (SMTs) and the School Governing Bodies (SGBs) and the legislative powers given to each body by the south African constitution through the SASA Act of 1996. The chapter also explains in detail the theory of participative leadership and the agency theory. The remedies to frictions that may arise between the SGBs and the SMTs were highlighted in form of collaboration, partnerships and relationships. This discussion leads to the identification of the characteristics of good governance through the identification of effective governor and effective schools. The next chapter presents the methodological approach that was used to collect primary data needed to achieve the objectives of this research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The preceding chapter was centred on reviewing literature on school management and school governance. In this chapter the methodology followed in carrying out this research is detailed. The first sections of this chapter rest on the research method implemented for this study. Quantitative and qualitative research methods are compared and contrasted as well as how the combination of the two was used for the purpose of this study. Explicit information on the target population and sample is given in this chapter. The chapter also gives an account of the data collection methods and instrument used in this study. In the later sections of the chapter, the researcher outlines how data obtained was analysed and concludes on how the researcher prepared the research report.

3.2 RESEARCH DEFINED

Research can be defined as the systematic process of establishing and validating facts, confirming previous work, providing answers to existing and new problems, and developing theorems (Kara, 2012:102). According to Shields and Rangarjan (2013) research is also defined as a systematic process undertaken to increase the stock of knowledge be it for humans, animals or culture, through the gathering of relevant facts from relevant sources. Creswell (2008) adds that research is a process that involves the steps of gathering and analysing information on a specific subject. The process should involve the asking of questions, collecting data to answer the questions and finally making a proper presentation of the answer(s).

3.3 RESEARCH METHODOLOGY

According to Howell (2013) the research methodology refers to the methods and principles that are applied in the conducting of research. Cooper and Schindler (2006) agree that the research methodology is the blueprint on how a research is carried out especially to the achievement of valid and reliable findings. In other words, the plan on how data was collected, analysed and interpreted is what constitutes the

methodology. The definition given by Cooper and Schindler (2006) implies that the research methodology is in fact a formidable and systematic process.

3.4 RESEARCH DESIGN

According to Cooper and Schindler (2006:216) a research design can be understood as a blueprint for achieving research objectives and are essential in providing insights to solve the research problem. Research design explains the logic behind the research methods, the research techniques as well as the research instruments or the research format. This study follows an explorative research design where the researcher seeks to find facts, insights and trends in relation to school management and school governance. Therefore a mixed method approach was used.

3.5 RESEARCH METHOD

The most known research methods are quantitative and qualitative research. However, because of the nature of many research studies and varying objectives to be achieved, researchers have grown to embrace the combination of both the quantitative and qualitative to give third method known as mixed method. According to Zikmund and Babin (2010) the choice of method to use is entirely dependent on what the researcher wants to achieve. In this study a mixed method of research was used because the researcher collected data from SMTs and SGBs as well as from teaching staff and general staff.

3.5.1 Qualitative Research

The main aim of this research is to encourage synergy and the working together of SMTs and SGBs. It is in this light that the research employs a qualitative approach to gather data from SMT and SGB members. Qualitative research is described as a research inquiry in which the interviewer seeks to find deeper information about a specific subject (Savin-Baden and Major, 2013). According to Creswell (2008) qualitative research seeks to have an in-depth understanding of human behaviour and the reason(s) behind such behaviour. In other words, it is at a qualitative platform that the researcher can probe for a further explanation on a response.

3.5.1.1 Advantages of Qualitative Research

Qualitative research is advantageous in many ways. Data that is gathered using qualitative means provides not only characteristics of something but qualities thereof. It allows the interviewer to be flexible enough and can respond to responses as they arise. In addition, the researcher has the privilege to verify any finding emerging from the data.

3.5.1.2 Disadvantages of Qualitative Method

On the other hand, qualitative approach is very expensive and time consuming to collect large volumes of data. It also requires very skilful or highly trained interviewers to collect data. This implies that data can only gathered from very few subjects and is hardly possible to standardise obtained findings for a bigger population.

3.5.2 Quantitative Research

The researcher employs quantitative method to gather responses from teaching staff and general staff members in selected schools. According to Chisnall (2005) quantitative research is a systematic process of gathering and interpreting data by means of mathematical models and hypotheses. In other words, the researcher employs statistical methods and numeric derivatives to make analysis and conclusions. Quantitative research is usually used where large volumes of data are needed.

3.5.2.1 Advantages

Quantitative data is highly used when descriptive data is needed. Large volumes of data can be collected which can be generalised or standardised for a population. Trends and patterns from data can be confirmed with statistical tests to make conclusions and reasonable inferences. O'neill (2006:2) provides that quantitative research may be beneficial when conducting research because it;

- confronts research on a broader perspective, involving a greater number of subjects, and enhancing the generation of the results;

- Can allow for greater objectivity and accuracy of results. Generally, quantitative methods are designed to provide summaries of data that support generalizations about the phenomenon under study and
- Helps to avoid personal bias as the researchers keep a distance from participating subjects and employing subjects unknown from them.

3.5.2.2 Disadvantages

Large volumes of data can be collected by use of many field workers which must be paid. Quantitative data requires skilful interpretation and analysis. More often than not, quantitative discovers a characteristic about something but may not be able to attach a quality to such a characteristic. According to O’neill (2006:2) results from the quantitative analysis are limited as they provide numerical descriptions rather than detailed narrative and generally provide less elaborate accounts of human perception.

In addition, O’neill (2006) argues that the issues are only measured if they are known prior to the beginning of the survey (and, therefore, have been incorporated into the questionnaire). Quantitative research is more appropriate when the issues to be tested are known and the language used by the participants to describe these issues is known and quantitative research approach is essentially evaluative, not generative (O’neill, 2006).

3.5.3 Mixed Method Approach

Triangulation is a hybrid of quantitative and qualitative research approaches (Babbie & Mouton, 2003:275). In addition, allows the researchers "to be more confident of results" and scholars agree that the two methods complement each other hence can be employed concurrently (Benz & Newman, 2008:88; Babbie & Mouton, 2003:275). These two research methods are the major schools of research (Babbie & Mouton 2010). This study collects data from several subjects whilst simultaneously probing for an in-depth understanding for the nexus between SMTs and SGBs. It is in this regard that the researcher employs a mixed method, a combination of qualitative and quantitative approaches, in order to obtain objective results. The qualitative part assisted to get as much information as possible from SMTs and SGBs whilst

quantitative assisted to gather more data from members of other school structures such as teaching staff and general staff.

3.5.3.1 Motivation for a Mixed Method Approach

The motivation for using triangulation lies on the assumed legitimacy of the results that can be factually analysed and be generalised in similar circumstances. In addition, the study aims to determine the impact of the link between school management and school governance to enable continuous improvement of school performance and success. Furthermore, triangulation approach is favoured because the authenticity of the results is based on the validity and reliability of the research method. Babbie and Mouton (2010) argue that validity and reliability of the research method and instruments are important to every research. In support, Ridenour, Benz and Newman (2008:88) assert that triangulation is one of the best ways of enhancing validity and reliability in qualitative research.

3.6 POPULATION

According to Cant *et al.* (2005) population is the total number of individuals, groups of individuals or units that are of interest to a subject of research. Furthermore, the accurate description of a population is dependent on the focus of the study, the scope of the study, the survey area and the study unit.

The population of interest in this research are SGB and SMT members as well as teachers and general staff in Idutywa in the Eastern Cape Province. The total number of the public schools in the area is thirty (30).

3.6.1 Sample

The findings to this research would be more accurate if data was to be collected from every element of the population. However, because of time and budgetary constraints the researcher only gathered data from a portion of the population, known as a sample (Zikmund and Babin, 2010:416). A sample should be systematically chosen through an appropriate sampling method in order to yield findings that are reliable for interpretation and use. In this research a sample of four schools was utilised for data collection.

The sampling process allows for predictions to be made on the population. According to Zikmund and Babin (2010:415) an optimal sample can be obtained when the population is explicitly defined, when there is a proper sample frame, an identified sampling method, selecting the actual sampling units and the conduction of fieldwork

Due to the nature of the subject being examined, it is not possible to engage any other sampling method except the purposive sampling. This is because the research requires that respondents be familiar with the concepts of school management and school governance.

Table 3.1: Sample size from four (4) different schools

Population	Respondents per school	Sample size	Data collection method
Teaching staff	6	24	Questionnaires
General Staff	4	16	Questionnaires
SGBs	3	12	Focus groups
SMTs	3	12	Focus groups
Total	16	64	

Source: Developed by the researcher

3.6 DATA COLLECTION METHODS

The research used focus group interviews to collect qualitative data from SGB members and SMT members. In addition the researcher used the survey methods to collect respondents' opinions from school teaching staff and general staff. The use of a mixed method approach is meant to gain fuller understanding of the subject matter from different angles of the respondent's profiles.

3.6.1 Focus group interviews

Focus groups are a systematic research method in which individuals in a group are asked questions about their attitudes, opinions, beliefs and perceptions on a specific

subject (Dimitriadis & Kamberelis, 2013:36). In this set-up, the group is interactive and individuals are at liberty to talk with other members of the group. All this seek to get deeper understanding on the specific subject that is under study. In other words, focus groups are effective in providing adequate information on a specific subject of study through the expression of ideas, attitudes, emotions and perceptions among the group members (Dimitriadis & Kamberelis, 2013: 36). Focus group interview is a qualitative data collection method which works best when a researcher wants to get a deeper understanding of a subject matter, has a small number of total individuals of interest and has adequate resources and time.

The main aim of this research is to understand the strategic and operational links between school management and school governance. In this regard, focus group interviews are used to gather information from SMTs and SGBs in order to get their understanding and perceptions on their strategic and operational responsibilities in their schools. Three schools were used for the focus groups where SMTs and SGBs had separate group interviews and then a combined one. The total number of these focus groups for this research is nine.

3.6.1.1 Data collection in Focus group interviews.

An effective group that gives the best results should not be bigger; a group of between three to twelve participants gives quality results (Dimitriadis & Kamberelis, 2013: 36). The outcomes of the focus group interviews are to a greater extent influenced by the calibre of the people involved, and their knowledge of the subject matter. Therefore, the motivation for a focus group interviews in this research is based on the nature of the research which require respondents to be familiar with the concept of school governance and school management. In addition the respondents have to be aware of the SASA Act and its provisions in terms of proper administration of public schools.

The semi-structured interview in form of a partially guided interview gives chance for the interviewer to probe for deeper responses and understanding (Rabiee, 2004). Observations were also made during the focus group sessions in order to deepen understanding on the correlatedness of management and governance of schools. Three focus groups of respondents will be set up to collect data. One group

composed of the school management teams (SMT), the second was made up of the school governing bodies (SGBs) and the third was made up of the combination of both the SMT and the SGB. Out of at least five SGB members and five SMT members per school, the researcher conducted focus group interviews in multiple sessions for each participating school as follows;

- Meeting 1: the researcher meet separately with the SMT members
- Meeting 2: The researcher met separately with the SGB members
- Meeting 3: The researcher met both the SGB and the SMT members

Prior to the meeting the researcher always made follow-up requests to the participants to indicate whether they were going to be present during the meetings. This is done in order to avoid nonattendance by participants. After the first meeting the researcher gave the respondents the option to choose whether to have multiple meetings before the conclusions are made on the data collected.

3.6.2 Survey Method

Surveys are a data collection method that are useful in the collection of large volumes of data and when the findings need to be standardised. A survey normally involves a set of questions that have their respective responses from research subjects. Surveys are also useful in formative and summative studies. The same survey can be used repeatedly over a given time interval to test for any changes to already existing responses. In addition, surveys are valuable in giving specific responses to specific questions. However, a successful survey method is dependent on certain factors. These factors include the complexity of questions, available resources and the research schedule.

In this study the researcher carries out a survey to get the staff's and members' perceptions about the work on SMTs and SGBs in their schools. The collection of data was enhanced by the use of a questionnaire. However, the use of survey as a research method may be limited in that it provides general information that lacks depth and consequentially provide inadequate information to answer the specific subject of study.

3.6.3 Data Collection instrument

The research adopted a structured questionnaire as a data collection instrument. The questionnaires were distributed to five (6) teaching staff and ten (4) general staff from each participating school. Since four schools are considered to make the sample for the study, a total of twenty four members of teaching staff and sixteen general staff received questionnaires.

3.6.3.1 The Questionnaire

The questionnaire was designed in such a way that respondents were able to express their perceptions objectively. The choice of a self-administered questionnaire was made based on suggestions by Cooper and Schindler (2006:283) which are as follows:

- Self-administered questionnaires ensure anonymity and privacy of the respondents, thereby encouraging more candid and honest responses;
- Self-administered questionnaires have proved to have a higher response rate than other data gathering techniques such as mail surveys and
- Self-administered questionnaires are less expensive than other data gathering methods such as personal interviews where the researcher must be present with respondents at all times (Cooper and Schindler, 2006:283).

3.6.3.2 The structure of the Questionnaire

The quantitative section of the questionnaire is composed of two main sections; the demographic section and the details section. The demographic section seeks to collect information regarding the profile of respondents in terms of their age, gender, level of education, experience and their role in the stated school. Demographic questions are composed of mainly multiple choice questions where the target respondent is supposed to choose the most appropriate among predetermined alternative answers.

The details section of the questionnaire is made up of mainly scaled questions where the researcher chooses the relevant option depending with their perceptions and experience regarding the subject matter. Most of the question seek to gather

information relating to the nature of the relationship between SGB members and SMT member, the role of the SMT members at the school, the role of SGB members and the behaviour of both the SGB and SMT in terms of working towards improving the learning environment and achieving of the goals of the school. Thus the respondent has to state their level of agreement or disagreement with the stated statement.

3.6.3.3 Distribution of the Questionnaire

The researcher visited the participating schools in person; hence the questionnaires were handed over in person to the selected participants. In terms of the staff members, the HODs were be tasked to choose one member of staff from the randomly selected departments.

The research gave the respondents enough time to familiarise with the questionnaire before they provide feedback. Thus the researcher distributed the questionnaires and provided clarification whenever necessary. As such the researcher had to collect the questionnaire from the respondents after two days.

3.7 DATA PROCESSING AND ANALYSIS

Data that can be gathered without attaching a meaning to it is regarded as useless. Therefore, the researcher has to convert the data into useful information. In order to process and analyse the data the researcher used both qualitative and quantitative tools of analysis. On the same note, McMillan and Schumacher (2006:417) argue that “the data to be analysed has to pass through inductive analysis which involves data coding, data categorizing and interpretation before providing an explanation that makes sense”.

The researcher used both the quantitative and qualitative data analysis techniques. In terms of both qualitative and quantitative analysis the next sections explain how the researcher analysed data coming from focus groups and survey questionnaires respectively.

3.7.1 Analysing Qualitative data

There are different sources of focus group data which includes the following three types: individual data, group data, and/or group interaction data (Duggleby, 2005). The form of data for this research comes from group interaction and group data. The data obtained through focus group interviews was analysed using a combination of conversation analysis and Micro-interlocutor Analysis; a (focus group) qualitative data analysis method.

3.7.1.1 Conversation analysis

Conversation analysis is focuses on scrutinising the actions and interactions of participants as social phenomena. The purpose for conversation analysis is to explore dialogue in interaction and considers discussion as action taking place between participants (Potter, 2004; Puchta et al., 2004).

In line with the argument by Silverman (2006) the research followed a conversational analysis. Thus studying the conversational situation itself and attempts to examine the possibility of a situational interaction to lead to orderliness, structure and sequential patterns of interaction.

This method is incorporated in this research because Conversation analysis can assist the researcher in getting access to the construction of meaning and social action being performed by the group participants (Barbour 2007:37). Furthermore conversation analysis offers a range of tools for analysing interaction between participants in focus groups. For the purpose of this research, the researcher used the following:

- **Adjacency pairs**

Adjacency pairs as a tool as the basic glue of conversation to analyse similar responses from similar groups of respondents.

- **Preference organisation**

Preference organisation was used to assess particular utterance, to check whether the reaction of the participants show that there is a “preferred response (acceptance or agreement) or a dis-preferred response (rejection or disagreement)” (Porter 2004).

- **Account consideration**

Account consideration was used as a tool to capture justifications behind the decisions, opinions and actions that participants express in the focus groups. Most importantly they are characterised by descriptions made by respondents.

- **Repair assessment**

Repair assessment is used in this research because the focus group interaction is characterised by agreements and disagreements hence the researcher seek to establish from the analysis how participants repair their own and, more delicately, others' conversations (Puchta *et al.*, 2004).

3.7.1.2 Micro-interlocutor Analysis

Most Data analysis techniques for focus group data dwell much on the group results, but Micro-interlocutor Analysis was able to capture individual responses from all group participant. Micro-interlocutor Analysis allows the researcher to observe the pattern and reaction of non-active members during the focus group discussion. The interview process was organised in such a way that every participant has a word to say. This means each individual has an equal chance to make a contribution.

In case where some respondents are shy or unwilling to contribute along each question, the moderator asks the respondent to agree or disagree with the previous speaker, and or comment on the contribution made by another participant. Thus the researcher was able to observe the instinct of the respondents from their responses through their emotional outlook and or emphasis.

3.7.1.3 Coding Micro-interlocutor Analysis Data

In order to capture all the contributions, Micro-interlocutor Analysis provide room for capturing the responses from each respondent through the use of a template. The format of the template is as shown below.

Table 3.2: Matrix for Assessing Level of Consensus in Focus Group

Focus Group Question	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6
1						
2						
3						
4						
5						
6						
.....						

The following notations are entered in the cells:

A = Indicated agreement (i.e., verbal or nonverbal)

D = Indicated dissent (i.e., verbal or nonverbal)

SE = Provided significant statement or example suggesting agreement

SD = Provided significant statement or example suggesting dissent

NR = Did not indicate agreement or dissent (i.e., non-response)

Adapted from Onwuegbuzie *et al.* (2009)

The researcher only considered useful and relevant information in making conclusions and recommendations about the research. Information obtained from the analysis of focus group interview data was converted into meaningful sentences and phrases that reveal a true meaning of a particular thought. Lastly the qualitative findings were categorised into meaningful themes and interpreted so that conclusions can be made.

3.7.2 Analysing Quantitative data

The data that was collected with the help of a self-administered questionnaire were analysed using quantitative data analysis tools. The researcher conducted the analysis using a software known as the Statistical Package for the Social Sciences (SPSS) version 22. In order to successfully analyse the data, the researcher had to

sort, code and filter the data before analysing it, to make meaning out of the data. This form of data analysis led to results that can be presented using descriptive and explanatory texts, visual aids such as graphs and interpretations in form of tables.

3.7.2.1 Data analysis

This research used two main types of statistics as suggested by Welman et al, (2005:231). These statistical methods are identified as descriptive and inferential statistics. The motivation for the use of descriptive statistics is to enable the researcher to describe the patterns in terms of numbers and descriptions in terms of Visio graphical representations. Furthermore, the researcher was able to make inferences with regard to statistical values that explain variations and distribution of responses.

a) Descriptive statistics

According to Cooper & Schindler (2006:468) an analysis that seek to find the spread of data, shape, pattern and array is regarded as using a descriptive analysis. Therefore, the researcher chose the descriptive statistics premises because the researcher wanted to establish the respondents variations in terms of different demographic variables (age, gender, experience, and position). Moreover descriptive analysis display characteristics of the location, spread and shape of the data array (Cooper & Schindler, 2006:468).

- **The Distribution**

The distribution is “a summary of the frequency of individual values or ranges of values for a variable” (Cooper & Schindler, 2006:468). For the purpose of this research, tables and charts were used to present visual data as well as to compare different patterns in tables and graphs.

- **Central Tendency**

Kent (2007:310) propose that “the central tendency of a distribution is an estimate of the "centre" of a distribution of values”. Thus the researcher used statistical interpretations such as the mean and standard deviation to describe the behaviour of the data and make conclusions based on the mean differences within groups of

respondents. According to Kent (2007:310) the mean “is a measure of central tendency or the arithmetic average and is calculated by totalling all the values in a distribution and dividing by the number of values in the distribution”. Kent (2007:310) further mention that the standard deviation is the measure of average differences within groups.

3.7.2.2 Test Statistics

In order to obtain means, graphs and other explanatory variables, some test statistics were done. These include; T-test, Analysis of Variance (ANOVA) and Chi Square test of association. These tests are briefly explained as follows.

- **T-test**

The T-test was used to compare mean scores between two categorical variables, in this case, differences between genders. According to Cooper and Schindler (2006:73) a T-test is used to determine whether there is significant difference between two sets of scores, for example between male and females.

- **Analysis of Variance (ANOVA)**

In order to establish the variations and the mean differences between two or more categorical variables, the researcher used the ANOVA. The cases where more than two variables are compared include; the opinions of respondents from different level of authority such as educator and general staff, within different age groups and ethnicity.

3.7.2.3 Pearson correlation

The Pearson correlation is the major decision making coefficient from the analysis of data that can be used to explain the statistical significance of the outcomes of inference statistics. For the purpose of this research the Pearson correlation (P) was used to test for the direction and strength of relationship between school demographic variables and school environmental characteristics variable.

Coakes (2005:18) propose that the Pearson correlation (P) ranges from 0 to 1 in any analysis. A P-value closer to zero depicts a strong difference and a P-value closer to

one depicts non-existence of differences between variables. The P-value measures the significance of the relationship at 5% level of significance level.

Coakes (2005:18) asserts “that the main result of a correlation is called the correlation coefficient (or "r"). It ranges from -1.0 to +1.0. The closer r is to +1 or -1, the more closely the two variables are related. If r is close to 0, it means there is no relationship between the variables”. Therefore this research used the Pearson correlation (P) to describe the variations. Table 3.2 below illustrates the value of r and the implication for the strength of the relationship.

Table 3.3: Value of correlation and strength of relationship

Value of r	Strength of relationship
-1.0 to -0.5 or 1.0 to 0.5	Strong
-0.5 to -0.3 or 0.3 to 0.5	Moderate
-0.3 to -0.1 or 0.1 to 0.3	Weak
-0.1 to 0.1	None or very weak

Adapted from Coakes (2005:18).

3.8 DRAWING CONCLUSIONS AND PREPARING REPORT

The final stage of the research methodology is the interpretation of the research results and making conclusions based on the results of the research. In support, Zikmund and Babin (2010:59) also acknowledge that interpretation of the research results and the drawing of conclusions marks the last stage of the research process where relevant to decision-making is done. As suggested by Cant et al (2005:234) the researcher provided an account of the process of the research and presents the research findings in a logical manner as well as making conclusions and recommendations.

3.9 SUMMARY

This chapter presented the design strategy that was followed by the researcher to conduct the research project until the preparation of the final report. The current

research follows a triangulation research design (mixed method approach). Thus the chapter presented both the qualitative and the quantitative research techniques that were used to collect data.

The quantitative aspect of the research design observed at the empirical exploration, which comprised the research design, sample design, method of data collection, the research instrument, and the procedures for data analysis. The chapter also described in detail the data analysis procedures to be used in terms of the methods of analysing qualitative and quantitative research data.

The research described Conversation analysis and Micro-interlocutor Analysis as qualitative data analysis methods. The use of a standardised self-administered questionnaire as a research instrument for quantitative data collection was justified in this chapter. The following chapter focuses on the analysis and interpretation of data to make useful meaning and conclusions and recommendations.

CHAPTER 4

RESEARCH RESULTS: ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

The preceding Chapter three presented a detailed account of the research methodology, the research design and the data collection instruments. A mixed method research design was used to affirm the rationality and dependability of the research results. The quantitative phase of the research was conducted with the help of a semi-structured self-administered questionnaire. In order to ensure the reliability and validity of the questionnaire, a pilot study was done to pre-test the questionnaire before the actual data collection.

The primary purpose of this chapter is to discuss the major findings, interpretations, analysis and discussions of the findings of this research project. The purpose of the interpretation of the results was to provide meaning to the empirical data. The data analysis tools that are used were the statistics tables, graphs extracted from data analysis results of the software package; Statistical Package for Social Sciences (SPSS). Focus group interviews were done to satisfy the qualitative nature of the research, with the help of the pre-determined guiding research questions.

4.2 EMPIRICAL FINDINGS

The empirical report of the research findings provides a comprehensive account of the findings of empirical research based on the objectives of the research. The aim of the study was to examine the influence of the strategic and operational links between school management and school governance and their resulting implications towards the success of schools. The key issues investigated in the study were focusing on the relationships between management and governance especially in the South African schools' context.

To substantiate the distinction, the study also sought to establish the distinctions and overlaps between the strategic and operational goals of school governance and school management bodies in the Eastern Cape schools in particular. Furthermore

the researcher sought to identify and analyse the resulting effects of these distinctions and overlaps on school performance in order to suggest corrective measures.

4.3 RESPONSE RATE

The participating of respondents from the research determines the extent to which the outcomes of the research can be authentic as a representative sample of the target population. Table 4.1 below presents the proportion of respondents who took part in the data collection process from the selected sample.

Table 4.1: Response Rate

No. of questionnaires sent out	No. of questionnaires returned	Response rate (%)
Quantitative		
40	40	100 %
Qualitative		
24	21	87.5%
Response Rate		93.75%

According to table 1 above, a total number of 40 questionnaires were distributed to respondents. In turn a total of 40 questionnaires were returned. As a result a quantitative analysis of data was done on al questionnaire which gave the response rate of 100%. In terms of focus groups, 24 members were expected to participate, a total of 21 members showed up which gave a response rate of 87.8. Consequently the total response rate for the whole research was 93.75%. In order to continue with the data analysis a response rate of 55% is acceptable for samples of over 100, and a response rate of 60% is favourable for samples of less than 100. In this case the response rate was satisfactory to continue with the analysis and interpretation of the research results.

4.4 THE NORMALITY OF THE DATA

Prior to conducting a detailed analysis of data, the data was checked for normality, which Coakes (2005:35) recommends that every research should ensure that the data is normally distributed before continuing with statistical analysis. From the two measure of normality, the research used Shapiro-Wilks test as suggested Coakes, (2005:35) suggest because the sample size was less than 100, otherwise for samples greater than 100 Kolmogorov-Smirnov test (KMO) test is more appropriate. For the purpose of the current research, the sample size for the quantitative research was forty (40). Thus the researcher chose to use Shapiro-Wilks test to test normality of data. "The normality of data is assumed when the significance level is greater than 0.05" (Coakes, 2005:35). In terms of the result as obtained from the Shapiro-Wilks test, the data was normally distributed since it was significance level was 0.72 way above 0.05.

4.3 RELIABILITY TEST FOR THE QUESTIONNAIRE

The questionnaire consisted of three sections. The first section (section A) focuses on the demographic statistics of the respondents. The second section (section B) deals with the perceptions of Staff, and Non SGB members on the state of School Management and Governance. The third section (section C) is the focus group interview guide. The reliability of the scales for "Section A" and "Section B" was measured using the Cronbach`s alpha coefficient.

Table 4.2: Reliability test of the questionnaire

Variables	No. of items	Coefficient analysis
Demographic	7	0.714
Choice determinants	32	0.847

The reliability of the scales of the data collection instrument is presented in table 4.2 above. The Cronbach`s alpha for section B part of the questionnaire consisting of 32 questionnaire items was 0.847. This indicated the reliability of the questionnaire. The demographic section had 7 questionnaire items and a Cronbach`s alpha of 0.714, which also reveal that the scales were reliable.

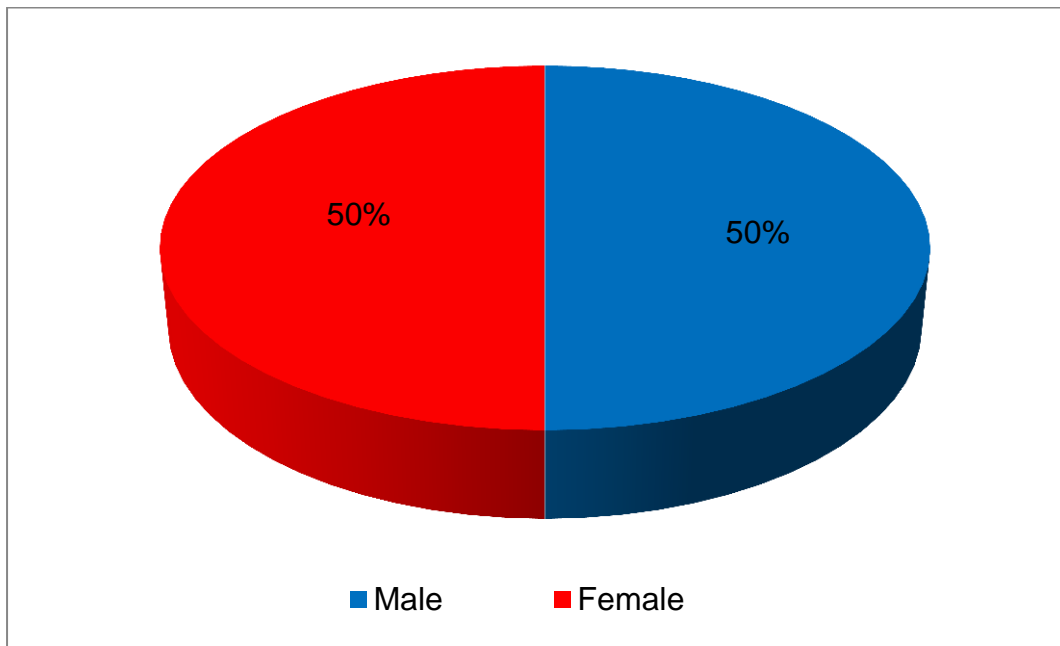
4.4 DEMOGRAPHIC PROFILES OF RESPONDENTS

Section 1 of the questionnaire was aimed at establishing the distribution of demographic information in terms of gender, age, level of education, role at the school. This was done to check for variations in respondents` knowledge and experience of the significance strategic and operational links between School management and school governance across different demographic divides.

4.4.1 The gender of respondents

Figure 4.1 provide a distribution of respondents by gender. The purpose of the question was to establish the proportion of each gender group that participated in the survey and to determine whether the variable gender have an influence on the respondents perception of the significance strategic and operational links between School management and school governance across gender divides.

Figure 4.1: Gender distribution of respondents

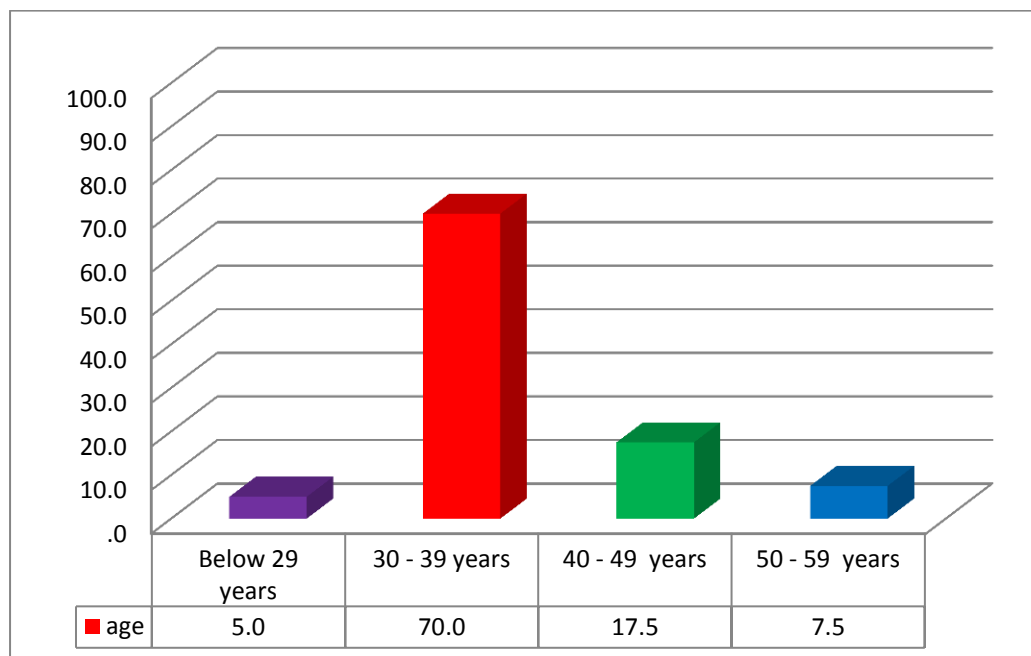


The gender respondents profile was evenly distributed between male and female respondent 50% male and 50% female. This postulates that the opinions of school staff and non-SGB members were equally represented in the research.

4.4.2 Age of the participants

The age of participants to some extent influence how people make their decisions either controlled by the people they associate with and their experience as they repeatedly experience events over time. The purpose of this analysis was to determine the distribution of respondents across age groups and also to use the distribution to establish the patterns of responses in terms of their knowledge and experience of the significance strategic and operational links between School management and school governance across different age groups. Figure 5.2 below shows the distribution of respondents by age.

Figure 4.2: Age distribution of respondents



The results show that most of the respondents were in the age range of 30-39 years and constituted 70.0% of the total sample whilst 17.5% proportion of the respondents was 40-49 years. Only 5% of the sample was in the age range of below 29 years. The means that most staff members and non-SGB members in most schools are within the 30-39 years age groups.

4.4.3 Position / Role at School

The purpose of the question was to compare the variations and distribution of respondents with regard to their role in their respective schools. These classifications

are also meant to establish the perceptions of each group in terms of their knowledge and experience of with school management and governance. The classification of respondents by their position in business is shown in Table 5.3 below.

Table 4.3: Position / Role at School

	Frequency	Percent
Educators	28	70.0
General staff	12	30.0

Table 5.3 above shows that the highest percentage of respondents consists of the Educators (n=28) with a percentage of 70%. The general staff (n=12) constituted the remainder of the respondents profile with 30%.

4.2.6.1 Roles and Influence of the SGB members and SMT members

In many situations, it is difficult to ascertain the roles and responsibilities of either the SGB and or the SMT. Therefore it was imperative to capture the perceptions of educators and non SGB members in terms of their experiences and knowledge of how their respective schools management teams and governing bodies handle the roles and responsibilities, therefore this question was suggested. The following Table 4.4 presents the perceptions of respondents with regard to their understanding of the patterns and functioning of the SMTs and SGBs.

Table 4.4: Roles and Influence of the SGB members and SMT members

Resource		Mean	StDev
1	In your school, discipline is regarded as very important	3.73	.716
2	SMT and SGB members meet regularly	3.60	.545
3	SMT is the only decision-making structure in a school	2.78	1.527

4	SGB exercising of too much authority over SMT	1.88	1.017
5	SGB is the only decision-making structure in a school	1.78	.832

Table 4.9 shows presents the most important factors as determined by the wa the SMTs and SGBs relate in schools. The factor with the highest mean scores were regarded to be the most prevailing, and are a measure of what transpires in schools based on the experience of the respondents. The results indicate that SGBs and SMTs to a greater extent work together (SMT and SGB members meet regularly “Mean 3.60”). it is also revealing that respondents believe that the SMTs makes the majority of decisions (SMT is the only decision-making structure in a school “mean 2.78”). Since the SGB is less regarded as a major decision making structure and having less authority over the SMTs, this means that to some extent the SGBs may be less active which might be a sign of lack of understanding of their roles.

4.2.7 Teamwork, Transparency and Effective leadership by the SGB and SMT

Having a common purpose and a shared vision is crucial to elective functioning of both the SMTs and the SGBs. In order to capture the perceptions of educators and non-SGB members in schools, the researcher sought to provoke the respondents to air their views regarding the way the SGBs and the SMTs relate in terms of fostering teamwork, transparency and effective leadership in schools. Table 4.5 below presents the perceptions of respondents in terms of the way SGBs and SMTs uphold teamwork, transparency and effective leadership.

Table 4.5: Teamwork, Transparency and Effective leadership by the SGB and SMT

		Mean	Standard Deviation
1	Team work is the best approach to be used by the SMT and SGB	4.50	1.062
2	SMT feel free to participate in decision making to do with school matters	4.03	.620
3	SGB and SMT work together to maintain the school infrastructure	3.95	.932

4	SGB members ask permission from the Principal to host a meeting	3.90	.304
5	SMT always call for SGB meetings when they have new ideas to develop the school	3.53	.905
6	SMT cheers SGB to participate actively in extracurricular activities of the school	3.40	1.105
7	SMT Involves the SGB in goal-setting for quality education.	3.33	1.047
8	The SMT Involves the SGB in developing the schools admission policy.	3.00	1.240
9	There is full disclosure about the affairs of the school to the SGB	2.93	1.366

Based on the results as presented in Table 4.5 above, the respondents argue that teamwork is crucial for effective school management. This is indicated by a higher mean score. Transparency on the side of the SMTs is to some extent lacking as indicated by a low mean score (There is full disclosure about the affairs of the school to the SGB “mean 2.93”).

4.2.8 Relationship between SGB members and SMT members

Collaboration is mandatory to ensure teamwork in schools. Thus it is important to note that collaboration can only exist where strong relationships have been established. Therefore, the following Table 4.6 presents the ranking of the most important factors ought to be the drivers of good relationships hence collaboration and teamwork as indicated by the mean score.

Table 4.6: Relationship between SGB members and SMT members

		Mean	Standard Deviation
1	SGB and SMT work together to maintain the school infrastructure (buildings)	3.45	.876
2	Partnership between SMT and SGB resulted in formation of SGB subcommittee	3.35	1.001
3	The SGB has a positive attitude towards the SMT	3.25	.776
4	SGB and SMT work together to form cultural activities	3.13	1.067
5	SGB and SMT plan trips and accompany student on school trips together.	3.05	.932

6	SGB and SMT work together to organise team bonding functions	2.78	1.165
7	There is open communication between SMTs and SGBs	2.73	1.037
8	The SMT has a positive attitude towards the SGB.	2.55	1.280

The results as indicated in Table 4.11 above reveal that the SMTs and the SGBs try by all means to forge good working relationships as indicated by the factors such as; The SGB has a positive attitude towards the SMT “mean 3.25”, SGB and SMT work together to form cultural activities ”mean 3.13”. the factors with the least mean scores; there is open communication between SMTs and SGBs “mean 2.73” and the SMT has a positive attitude towards the SGB “mean 2.55” reveal that these were lacking in schools and might affect future relationships between SMTs and SGBs.

4.2.9 Trust and respect of roles between the SGB and the SMT

Mutual trust and respect of the roles of each function of school management and governance is the cornerstone to ensure collaboration and teamwork. Without trust and respect, relationships may fail to exist between the SGBs and SMTs. The SGBs have to trust that the SMT can manage the school of its behalf. More so the SMTs must also respect the trust bestowed on them by the SGBs. Therefore the research sought to establish the existence of Trust and respect in schools by seeking the perceptions of the educators and non-SGB members. Table 4.7 presents the results in order of importance as indicated by the mean score.

Table 4.7: Trust and respect of roles between the SGB and the SMT

		Mean	Standard Deviation
1	SGB always ask the SMT to manage the discipline of students at school	3.73	.554
2	The SGB trust that the SMT is capable of performing their role of school management	3.70	.608
3	The SGB spy on the SMT from students and other staff	3.45	.552
4	SMT accepts SGB as a partner in promoting quality education.	2.90	1.499
5	SMT Trusts the information provided by the SGB.	2.88	1.604

6	SGB openly respects and value the role of the SMT	2.50	.987
7	SMT always consult SGB on school development matters	2.48	1.219
8	SMT and SGB always observe their roles and their limits	2.03	1.143
9	The Principal Recognises the knowledge of the SGB.	2.00	1.013
10	SMT openly respects and value the role of the SGB	1.88	1.042

The information presented in Table 4.7 indicate that the SGBs trust the capabilities of the SMTs in terms of Managing discipline "" and executing their management role "". The results also reveal that the SGB to some extent disrespect the SMTs as they spy on SMT and staff "". However there is also evidence which reveal that SMTs lack respect for SGBs as indicated by low mean scores of the factors; the Principal recognises the knowledge of the SGB "Mean 2.00" and SMT openly respects and value the role of the SGB "mean 1.88".

4.3 RELATIONSHIP BETWEEN EFFECTIVE LEADERSHIP FACTORS AND DEMOGRAPHIC VARIABLES

The relationship between effective leadership factors and demographical variables (test for significance) was done to verify and allocate some level of trust to the results obtained. The factors regarded as effective leadership from this research are;

1. Teamwork, Transparency and Effective leadership by the SGB and SMT
2. Relationship between SGB members and SMT members
3. Trust and respect of roles between the SGB and the SMT
4. Acknowledgement of the roles and Influence of the SGB members and SMT members

This was done to test whether the pattern of the responses are the same across different demographic divides (gender, educational level, age, ethnicity and role at school).

4.3.1 T-test for gender

The t-test was done to check if the contribution of males and females has an equal bearing on effective leadership factors to ensure a clear definition of operational lines between SGBs and SMTs. The independent sample t-test was used to measure the variations in means scores between gender and effective leadership factors. Cohen's the effect size (d) was used to explain the strength or the size of the difference and the significance level (p) was used to explain the differences if any and the direction of the differences (Ellis and Steyn, 2003:51; Cohen, 1988:38). Table 4.8 presents the results of T-test for gender.

Table 4.8: T-test for gender on Socio-economic factors

Factor		P	d
1	Teamwork, Transparency and Effective leadership by the SGB and SMT	0.071	1.424
2	Relationship between SGB members and SMT members	0.143	0.823
3	Trust and respect of roles between the SGB and the SMT	0.114	0.715
4	Roles and Influence of the SGB members and SMT members	0.070	1.921

***Statistical significant at the p = 0.05 level (2-tailed)**

The results as shown in Table 4.8 reveal that there is no significant difference in the mean scores of males and females with regard to the four effective leadership factors. All the factors are statistically insignificant at p=0.05.

4.3.2 Analysis of Variance (ANOVA)

The Analysis of variance (ANOVA) was done to assess differences within groups of respondents in terms of selected demographic variables (educational level, age, ethnicity and role at school). The Pearson P-Value was used to interpreting the statistical results; a p-value of ($p < 0.05$) is statistically significant meaning that differences may exist within groups of demographic variables under investigation. The F statistics states the strength of the effect of the differences if they exist within

the demographic variable. Table 4.9 below presents the results of the ANOVA for educational level and age of respondents.

Table 4.9: Analysis of variance (ANOVA) Educational level and Age

Factor	Educational level		Age	
	F	P-value	F	P-value
Teamwork, Transparency and Effective leadership by the SGB and SMT	4.380	0.180	3.129	.061
Relationship between SGB members and SMT members	0.609	0.309	0.511	.776
Trust and respect of roles between the SGB and the SMT	1.029	0.329	0.190	.937
Roles and Influence of the SGB members and SMT members	0.513	0.513	0.709	.174

The mean difference is significant at the .05 level.

The results as shown in Table 4.9 reveal that there is no significant difference in the mean scores of variable educational level as well as age of respondents with regard to the four effective leadership factors. All the factors are statistically insignificant at $p=0.05$.

The classification of respondents by ethnicity and role at school are presented in Table 4.10 below.

Table 4.10: Analysis of variance (ANOVA) Role at school and Ethnicity

Factor	Role at school		Ethnicity	
	F	P-value	F	P-value
Teamwork, Transparency and Effective leadership by the SGB and SMT	1.003	.181	2.751	.053
Relationship between SGB members and SMT members	1.444	.062	1.652	.079
Trust and respect of roles between the SGB and the SMT	5.917	.113	2.558	.051
Roles and Influence of the SGB members and SMT members	6.734	.074	1.003	.181

The mean difference is significant at the .05 level.

The results as shown in Table 4.10 reveal that there is no significant difference in the mean scores of variables role at school and ethnicity with regard with regard to the four effective leadership factors. All the factors are also statistically insignificant at $p=0.05$.

4.3.2.1 Achievement of objective: Quantitative analysis

From the results as obtained from the ANOVA and T-Test there are no differences in perceptions of the respondents hence the results were accepted as the same across all demographic divides. The following objectives were relevant to the quantitative analysis and interpretation of data, and the observations are as follows;

- ***To ascertain, (using primary data from field work), the distinctions and overlaps between the strategic and operational goals of school governance and school management bodies in the Eastern Cape schools in particular.***

The results from the quantitative analysis reveal that educators and other non-SGB members are of the opinion that lack teamwork, lack of transparency and ineffective leadership are the root cause of failure to recognise strategic and operational boundaries that exist between school management and school governors. The respondents observe the presence of teamwork among the SGB and SMT members. Both parties show a certain level of respect. The responses also reveal that the SMTs sometimes undermine the SGB as indicated by a very low mean score on the factor *“There is full disclosure about the affairs of the school to the SGB”*.

- ***To identify and analyse the resulting effects of these distinctions and overlaps on school performance in the Eastern Cape***

The results of the analysis indicate that an understanding of the distinction and overlaps between School governance and school management is important to ensure strong relationships, trust and respect between the SGBs and the SMTs. The trend also reveals that there is a certain level of trust and respect of the roles of the SGBs by the SMTs vice versa. The trend also suggest that the educators and other non SGB members have some reservations in terms of respect as indicated by low mean scores on factors such as *“The principal recognises the knowledge of the SGB”*

and “SMT openly respects and value the role of the SGB”. Thus the respondents uphold the importance of relationships, trust and respect as good means of ensuring partnerships and collaboration which are the most important tools of performance.

- ***To suggest ways of creating strategic and operational synergy between school governance and school management.***

The results of the analysis indicate that the first step to forge strategic and operational synergy between school governance and school management is to make both the SGBs and SMTs understand and respects the roles of each other. In addition trust and respect gain much support from the respondents, revealing the importance of the trust which the SGB gives to the SMT to manage the school on their behalf. To ensure school performance, the results indicate that good relationships may lead to collaboration between school governors and school managers.

4.4 Qualitative analysis of Focus groups data

The analysis and interpretation of qualitative data followed an inductive process of extracting meanings from the responses from the focus groups interviews. The researcher used personal judgement and critical reasoning to be able to make sense of responses using the following guiding themes:

- Roles and Influence of the SGB members and SMT members;
- Knowledge of the SASA Act between SGB members and SMT members;
- Impact of the knowledge of the SASA Act in Collaboration and School effectiveness;
- Quality of relationship and partnership between the SMT and the SGB;
- Causes of unstable relationships between SMTs and SGBs; and
- Measures to ensure partnerships and collaboration in school management and governance

4.4.1 Roles of SMT members and SGB members

In finding answers to this question, the researcher allowed for open answers from separate meetings with SMTs and SGBs in all the schools interviewed.

SGBs revealed that their roles include:

- Helping in school development
- Linking parents and guardians with school management
- Keeping accounts of school property and assets

SMTs revealed that their roles include:

- Professional management of the school,
- Helping in hiring relevant/appropriate educators for respective academic and non-academic subjects
- Work hand-in-glove with the SGB and principal for effective management of teaching and learning activities

4.4.2 Influence of SMT members and SGB members

The principal in most cases belongs to both the SGB and the SMT. Hence their influence is regarded as important to initiate discussions in both groups. On the other hand there may be challenges associated with their involvement with both SGBs and SMTs. Consequently, principal might be affiliated more to SMT than SGB which might hamper effectiveness of policy making and implementation. Some principals have been reported to be ineffective in facilitating cohesion between SMTs and SGBs as they sometime take sides with the SMTs because they work with the SMTs most of the times.

On the other hand, SGBs do not always attend meetings and thus tacitly surrender their responsibilities to educators and principal who end up overloaded. The issue of knowledge of duties and responsibilities remains of concern especially that SGBs are reportedly not very sure of what they are supposed to do. Parents want to be overly controlling in terms of decision making, planning and management of school properties. The SMTs argue that the SGBs are more concerned about the material wellbeing of the school properties but they are not concerned with the small plans necessary to ensure that the property of the school is maintained. Principals may be undermining the ability of SGBs to carry out their duties and responsibilities.

4.4.3 Knowledge of the SASA Act between SGB members and SMT members

The principal, educators and most non SGB members in schools are aware of the SASA Act. They have been workshopped on different occasions about school governance. The principal as the Key member of both the SGB and the SMT testify that the SMTs receive training regularly on school governance where adherence to the SASA Act is taken serious to ensure good governance and effective management of schools.

On the other hand the majority of the SGB members do not have knowledge of the SASA Act. Although they are aware of the act they are not fully informed of the actual requirements needed for them to be able to ensure effective governance of schools. Majority of the SGB members agree that they are only understand a few of their roles as school governors. This is a clear indication that SGB members may be overstepping the roles of the SMT members due to lack of knowledge. Despite the Efforts of the District education office to train them SGB menders seem not to be very active in implementing the new knowledge leading them to quickly forget the content of the training received. Only a few SGB members agree that they learnt a lot form the training they receive from Sector manager and the principal.

4.4.4 Impact of the knowledge of the SASA Act in Collaboration and School effectiveness

The principal agree that knowledge of the SASA Act plays a significant role in forging relationships and collaboration between the SGB and the SMT. The principal reveal that the knowledge of the SASA Act enables the SMT to recognise the protocol and honour the role of the SGBs. The principal argue that the assets and resources of the school belong to the SGB. Whenever there is need to improve the assets or increase the resources of the school, the SMT sits in a meeting and prepare a proposal which they present to the SGB for approval so that the SGB source the required resources. For example if the school needs extra stationary, the principal and the SMT prepare a request for stationary which they will present to the SGB in a meeting, requesting the SGB to source additional stationary.

The SGB argue that knowledge of the SASA Act is very important since it gives them the respect they deserve from the school management. They also agree that

knowledge of the SASA Act improves the relationship between school management and SGB since the school governors will be able to know when the SMT tries to overstep their roles. The SGB also note that collaboration can be possible if both the school governors and the school managers respect their roles and also respect each other's roles in germs of school management and governance. Given the understanding of both the SGB and SMT in terms of the importance of knowing the SASA Act, chances of stepping on each other's toes may be reduced.

In addition to the impact of building partnership and encouraging collaboration on the grounds of the SASA Act, both the SGBs and the SMTs agree that the SGBs cannot do the policy formulation alone, but with the inclusion of the SMTs. SGBs agree that the SMTs work on the ground and they are fully informed of the situations on the ground. In addition, the SGBs also agree that the SMTs do have the expertise to implement the school projects. Therefore the SGBs agree that policies to do with school development or revisions to the existing policies require collective efforts of both the SGBs and the SMTs.

4.4.5 Quality of relationship and partnership between the SMT and the SGB

The researcher included a question addressing the quality of relationship that exists between the SMT and the SGB in each of the four schools that were interviewed. Most of the responses especially from principals attested to the existence of a significant working relationship and partnership. One principal highlighted that he made sure that the outcome of meetings with the SGB is communicated to the SMT and vice-versa with combined meeting an icing to the cake. Another principal emphasized on the importance of the principal's responsibility to ensure members of the two bodies (SGB and SMT) know of their expected roles and responsibilities as this is pivotal to effective partnership between the two bodies. Educators who are members to the SGB also responded to the presence of a relationship between the SGB and the SMT owing to the fact that the SGB formulates policies that should be implemented by the SMT and therefore communication between the two is paramount. In addition, another educator responded that there is feedback channel such that as SGB members, they were aware of the meetings and reports on SMT meetings.

On the down side, some parents have responded that the relationship between SGB and SMT is not of quality basing on the fact that they neither meet collectively nor know each other's responsibilities and duties. In addition to the quality of the relationships, the parents who are members of the SGB also point out that meetings and consultations are always happening, but they cite that there is no collaboration since the SGB members seem not to have substantial knowledge of what is needed of them. Although there may be full disclosure of information to the SGBs, the SMTs fall short in their responsibility to be on the same understanding with the SGBs. As a result the parents also note that the School management does read the minutes of the meetings and the strategic planning reports to the SGBs but little effort is being made to educate the member of the SGBs about the importance of the contents of the strategic plans.

4.4.6 Causes of unstable working relationships between SMTs and SGBs

The respondents are of the opinion that the composition of the SMT is always dynamic, highlighting that the changes in both teams may cause ever-changing perspectives between the groups. Change in school educators, community members and expiration of tenure of office for both the SGB and SMT members may cause continued unsolved differences as there will be no one to initiate the problem solving process. Some respondents have also hinted on the possible knowledge gap that might exist between the SGBs and the SMTs. Furthermore, the knowledge of the SASA Act has been pointed to be one of the causes of challenges that lead to unstable working relationships between the management teams and the School governors.

The respondents reveal that there are mixed perspectives about knowledge of the SASA ACT and its laid down requirements, responsibilities and duties. SMTs have indicated their perception about their SGBs counterparts that the SGBs are lowly educated, are ignorant about school administration and are unwilling to take school responsibilities. SGBs on the other hand, view SMTs to be arrogant and make SGBs feel unwelcome and they do not give SGBs adequate briefing and or teaching which is crucial to enable dialogue and debate. Parents who are also members of the SGB argue that lack of training and education may be the cause of less objective decisions, which the SMTs view as being arrogant and unwillingness to cooperate.

SGB member further argue that the differences are a result of pride and leadership style which the principal and the SMTs present. On that note the SGB member admit that they sometimes disagree with the SMTs in defence of their dignity and the need to retain their respect. SGBs also blame the SMTs for asking for meetings only to brief the SGBs about their plans rather than including the SGBs in idea generation and debate. SGB members also attribute weak relationships to lack of parent involvement in school matters, leadership style by some principals, and lack of good structure for participative leadership.

4.4.7 Measures to ensure partnerships and collaboration in school management and governance

Engagement forms the basis for building strong relationships that lead to engagement. The SGBs agree that if members of the SGB and SMT meet regularly and engage on different levels, inferiority problems can be eliminated, thus encouraging dialogue among members. The SMTs argue that these repetitive engagements can be encouraged through forming portfolio sub-divisional committees that meet regularly and preparing quarterly or monthly reports that can be presented to joint meetings between SGBs and SMTs. The SGBs also agree that regular meetings and reporting is important to ensure that members understand their positions and roles in the as School governors and or School managers to avoid stepping on each other`s toes.

Friction among members arises as a result of lack of understanding what`s required from each individual. As a result, the SGB members strongly believe that ignorance is one of the key problems affecting the relationships between school mangers and school governors. As a remedy, the SGB argue that workshopping the SGB members, the parents and also the educators about SASA to know their functions and responsibilities. This exercise is important to refresh the SGB members conscience about the importance of their role so that they can remain focused about the upholding the goals of the school, thus ensuring that they also respect the functions of the school management.

The school governors are also concerned about lack of knowledge pertaining to the technicalities to do with the actual running of the school. They argue that lack of

understanding of these technicalities may lead to scepticism when the SMTs present the case to the SGB members. Thus they sometimes act defensively assuming that the school management is always taking advantage of the fact that the school governors do not know much.

Consequently the SGB members stressed the importance of communication and teaching. They argue that they should also be informed by SMTs about these technicalities so that they understand the reasons, causes and ways to deal with them. The SMTs also believe that these technicalities must be communicated to every member so that collective efforts can be made when addressing them so that no one is left behind.

Communication may be important but the SMTs stress the importance effective communication. They also believe that one on one communication with SMT members is important to build personalised relationships between SGB members and SMT members so that education becomes less formal. The SMT members argue that informal education in an informal setting is more effective as people may be free to learn from each other without other environmental factors.

4.5 SUMMARY

The chapter focused on the analysis and interpretation of the research results. The research findings were presented according to the formats of the questionnaire. From the quantitative analysis, the distribution of respondents in terms of gender was evenly distributed between males and females. The results of the T-test showed that there are no significant differences in the mean scores of males and females (gender) with regard to effective leadership factors deemed to be the measures of understanding the strategic and operational lines between school management and school governance. The results of the ANOVA also revealed that there is no significant difference in the means scores of selected demographic variables (educational level, age, ethnicity and role at school). The results of the qualitative analysis stress the importance of communication, regular meetings, creation of sub-committee and transparency among SGB and SMTs. The next chapter revisits the research problems and the objectives of the research and discusses the conclusions

and recommendations of the research. In addition, the limitations of the research were highlighted and the areas for further research suggested.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter concludes a study that was undertaken to examine the nexus between school management and governance from selected schools in the Eastern Cape Province of South Africa. This Research report is made up of five chapters. This chapter is organised as follows. Section 5.2 of this chapter discusses the summary and achievement of objectives based on the analysis and interpretations of empirical research results from chapter four (4) and presents a brief summary of each chapter. Section 5.3 gives results achievement of objectives and suggested recommendations. Section 5.4 provides research recommendations. Section 5.5 highlights the limitations that were observed during the course of this research and Section 5.6 highlights some possible areas for further study. Finally, section 5.7 concludes the research report.

5.2 SUMMARY AND ACHIEVEMENT OF OBJECTIVES BY CHAPTER

The summary of the chapters forming this research report are presented from section 5.2.2 to 5.2.5. In order to understand the flow of the report, the researcher highlighted the achievement of objectives in section 5.2.1 as substantiated by the chapter summaries.

5.2.1 Achievement of objectives by chapter

This section measures the success of the study against the research objectives formulated in chapter one. The aim of the study was to examine of the nexus between school management and governance from selected schools in the Eastern Cape Province. The main objective was to investigate the strategic and operational lines between school management and school governance and the resulting implications on the schools overall success. This was achieved through the review of the literature in chapters two, the research methodology in chapters three and the presentation, analysis and interpretation of empirical results in chapter four, conclusions and recommendations in chapters five.

5.2.2 Introduction to the study (Chapter One)

This primary focus of this study was to determine the background information about the distinction between governance and management. The chapter highlighted the distinctions based on definitions of SGBs and SMTs, the roles of both parties. The challenges and frictions that exist between the SGBs and SMTs were also visited to ensure that there is a smooth flow of ideas before the major research. In addition, the chapter examined the research objectives, and the significance of the research, the research methodology, limitations of the study and the layout of the study.

The second chapter literature review provides a detailed review of management and governance. This will lead to the discussion of the functions of both the School Management Teams (SMTs) and the School Governing Bodies (SGBs). The chapter also explains the theoretical framework of participative leadership and agency theory.

5.2.3 The nature of school management and governance in South Africa (Chapter Two)

Chapter two of this study focused on (literature review) on school management and school governance in South African. Included in the review was literature on the trends of school management and governance in South Africa and across borders. The impact of school management and governance on performance of the schools was analysed in detail. In addition the roles and importance of SMTs and SGBs in ensuring effective schools management was also a major focus. Furthermore, the importance of trust, respect, partnerships and collaboration in school administration was examined in detail to understand their impact on performance of schools,

In order to find possible answers from the existing doctrines, the chapter included the discussion of the functions of both the SMTs and the SGBs and the legislative powers given to each body by the South African constitution through the SASA Act of 1996. Finally the chapter borrowed the theoretical contributions of the participative leadership theory and the agency theory in order to substantiate the literature from previous research, government publications, academic and non-academic contributions.

5.2.4 Research methodology (Chapter Three)

Chapter three of the research dealt with the research methodology. This chapter examined aspects of the study, including research design, research instrument, sampling methods, data collection methods and data analysis. Since the study used a mixed method approach, the chapter went further to justify the importance of including both the qualitative and the quantitative research method.

5.2.5 Analysis and interpretation of research results (Chapter four)

Chapter four presented a detailed analysis and interpretation of research results to give meaning to the empirical data. The research findings were explained according to the formats of the questionnaire. A qualitative analysis followed the order of the interview guide used for collecting data during focus group interviews.

5.3 RESULTS ACHIEVEMENT OF OBJECTIVES AND RECOMMENDATIONS

The following subsections present the summary of the achievement of objectives from both the quantitative and qualitative analysis of data.

5.3.1 Results and recommendations: Quantitative analysis

- ***To ascertain, (using primary data from field work), the distinctions and overlaps between the strategic and operational goals of school governance and school management bodies in the Eastern Cape schools in particular.***

The study found out that lack teamwork, lack of transparency and ineffective leadership are the root cause of failure to recognise strategic and operational boundaries that exist between school management and school governors. The results also reveal that the SMTs sometimes undermine the SGB.

Therefore the study recommend that teamwork transparency and effective leadership can be used as tools to understand the distinctions and overlaps in school management as well as eliminating the dangerous effects of these overlaps.

- ***To identify and analyse the resulting effects of these distinctions and overlaps on school performance in the Eastern Cape***

The results of the analysis indicate that an understanding of the distinction and overlaps between School governance and school management is important to ensure strong relationships, trust and respect between the SGBs and the SMTs. The study found out that lack of partnerships and collaboration affects performance. On the same note, collaboration is greatly affected by lack of understanding of these distinctions and overlaps.

The results of the analysis recommend the importance of relationships, trust and respect as good means of ensuring partnerships and collaboration which are the most important tools of performance.

- ***To suggest ways of creating strategic and operational synergy between school governance and school management.***

The results of the analysis indicate that the first step to forge strategic and operational synergy between school governance and school management is to make both the SGBs and SMTs understand and respects the roles of each other.

In addition trust and respect gain much support from the respondents, revealing the importance of the trust which the SGB gives to the SMT to manage the school on their behalf. To ensure school performance, the results indicate that good relationships may lead to collaboration between school governors and school managers. Therefore the study recommends the importance of establishing strong relationships, through training, and effective communication.

5.3.2 Results and recommendations: Qualitative analysis

- ***Roles of SMT members and SGB members and inadequate implementation of roles and responsibilities***

The study reveals that there are distinct roles of the SGB and the SMT, but the major challenge is executing the roles appropriately. This in turn means that the SGB and the SMTs may end up overlapping responsibilities of each other. The roles as observed by the study from the research are presented in table 5.1 below.

Table 5.1 Roles of SGBs and SMTs

SGBs	SMTs
Helping in school development	Professional management of the school,
Linking parents and guardians with school management	Helping in hiring relevant/appropriate educators for respective academic and non-academic subjects
Keeping accounts of school property and assets	Work hand-in-glove with the SGB and principal for effective management of teaching and learning activities

- ***Influence of SMT members and SGB members and its effect on negative boundaries***

The study reveals that negative boundaries exist as a result of selfishness and lack of respect for each other. The results reveal that for instance the SGB may use their influence to undermine the roles of the SMTs using the belief that they are the true owners of the school. On the other end, the SMT also take advantage of the fact that they have technical knowledge of running the school hence use that as a tool to undermine the efforts and existence of the SGB.

- ***Knowledge of the SASA Act between SGB members and SMT members and the effect of inadequate training and inappropriate understanding***

The study posits that there is lack of understanding of the core reasons they belong to the certain committee. The study also found out that both the SGB and the SMT receives training and workshops of the SASA Act. Despite receiving the training, the SGB members question the impact of the workshops and training as the majority still feels they need more trainings and workshops. Both the SGB and the SMT agree that repetitive training is needed to all the stakeholders including the educators as a way of improving knowledge of the SASA Act.

- ***Impact of the knowledge of the SASA Act in Collaboration and School effectiveness***

Both the SGB and the SMT agree that knowledge of the SASA Act plays a significant role in forging relationships and collaboration between the SGB and the SMT. The

study reveal that the knowledge of the SASA Act enables the SMT to recognise the protocol and honour the role of the SGBs and vice versa. In addition, both the SGB members and the SMT members agree to the impact of building partnership and encouraging collaboration on the grounds of the SASA Act as a way of encouraging effective management of schools.

- ***Quality of relationship and partnership between the SMT, the SGB and common purpose and communication***

The quality of the relationship is based on the effective communication and working towards one common goal. The research found out that many problems affecting the relationship are a result of failure to understand the main purpose they belong to each segment. In addition, the results also indicate that ignorance and lack of the knowledge of SASA Act cause both the SGB members and the SMT members to lose focus of the common purpose. Finally the study found out that communication plays a major role in influencing relationships.

- ***Causes of unstable working relationships between SMTs and SGBs and lack of common purpose and shared vision***

The study reveal that the composition of the SMT is always dynamic, highlighting that the changes in the composition of both teams at a point in time affects the perspectives of people, since there may be lack of shared vision or lack of common understanding. The study also reveals that unstable relationships are also a result of a lack of unit for purpose.

- ***Measures to ensure partnerships and collaboration in school management and governance***

Effective communication between SGBs and SMTs was seen to be the most important for in ensuring partnerships and collaboration in school management and governance. Engagement forms the basis for building strong relationships that lead to collaboration. The study emphasises the importance of the formation of subcommittees as a way of supporting personalised relationships. Regular meetings are found to be important to ensure that members understand their positions and roles in the as school governors and or school managers to avoid overlapping roles. As a remedy, the study reveals that workshopping the SGB members, the parents and also the educators about SASA Act to know their functions and responsibilities.

5.4 RECOMMENDATIONS

Effective communication plays a major role in building partnerships and collaboration. Therefore, the SGB as the major body authorised by the SASA Act to be the custodian of matters to do with schools development has a responsibility to ensure smooth flow of information between the SGB members, the educators and the SMT members. As the custodian of school development, the SGB has a duty to interpret the contents of the SASA Act and clarify the philosophy, of the act in order to ensure a supportive environment for sharing the vision and strategic direction of the school for school development. On the same note, Van Wyk (2007) supports the idea that “effective school governance exist when the school governors present an environment that ensure clarity of vision, philosophy and strategic direction”.

The district office has a duty to ensure that the SGB members are trained to understand the purpose of the SASA Act and to understand their roles as stipulated in the SASA Act. This is so because the SGB as the custodian of school development matters should lead the process of understanding of the role, responsibilities and the limit of their authority and influence in terms of school governance. The SGB members must know their school inside out so that they are always aware of the state of affairs of the school other than waiting to hear from the school management team.

Research and development should not be limited to higher government institutions and scholars, rather the SGB must be competent enough to conduct rigorous research about the affairs of the school so that they will be able to identify the strength and weakness of the school. There are several avenues which the SGB members use to know more about the affairs of the school, these include consultation with parents, learners, members of the community, the general public, and members of staff.

Trust and respect must prevail from the SGB since they are the major stakeholders of the schools. Instead of regarding themselves as bosses, the SGB members should prove to the SMT, students, general staff and the community their willingness to work harmoniously together to forward the objectives of schools. Their willingness

to cooperate will also pave way to the SMT to respect their role thereby eliminating the problems of overlapping roles.

Since the success of every school is measured by its performance, the SGBs and the SMTs must demonstrate that they are improving their relationships, building partnerships and working collaboratively together to improve the performance of the school beyond the set standards. Both the school governors and the school managers must be transparent, honest and respectful to each other to ensure effective administration of schools. Lastly the SGB must lead by example so that the SMT can follow the good works of the SGB towards improving the performance and development of schools.

5.5 LIMITATIONS OF THE STUDY

The study focused only on selected schools in the Eastern Cape Province Participate; therefore, the findings of this research have to be treated with caution as this study area may not express the trends of nexus between school management and governance in different geographical location of South Africa. Thus is so because different geographic locations may have different educational environment that affect them. Thus it may be complicated to generalize the findings to the entire SGBs and SMTs in South Africa.

5.6 AREAS FOR FURTHER STUDY

The study did not include comparison between schools in towns and schools in rural areas. Therefore future studies may be conducted on the grounds of investigating the nexus between school management and governance, comparing rural and urban schools.

5.7 CONCLUSION

The importance of this study can be understood from two dimensions that is a theoretical contribution to the literature and practical implications to actual governance and management. Theoretically, the study adds new knowledge and or substantiates existing literature which is about understanding the strategic and operational lines between school management and school governance and the

resulting implications on the schools overall success. Since school governance is centred on the knowledge of the SASA Act and the implementation development objectives as stipulated in the SASA Act, the study has the position to add practical implications to the understanding of school governance and the role, limits and influence of the SGB members in the administration of schools.

This study also propose areas of further research meaning that the research provides a starting point to explore more about the strategic and operational lines between school management and school governance and the resulting implications on the schools overall success in general. On the practical side, this study can help the government and private institutions to craft working strategies that can be implemented to help improve the relationships between school management and governance so as to curb the current problems underdevelopment and mismanagement of resources in schools. It might be interesting to find out more from different provinces of South Africa.

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APPENDICES

Appendix A: Questionnaire



University of Fort Hare
Together in Excellence



Excellence in Public Administration & Community Service

Dear participant

My name is Ntsimango Ncedile Stewart Lungisa, Student number: 201315553. I am a Final year Masters Student in the Department of Public Administration at the University of Fort Hare, under the supervision of Dr. O. Nzewi. This script serves as a motion to invite you to participate in my research in the form of a questionnaire.

My research study is in the field of Public Administration, the title of the topic is: "An examination of the nexus between school management and governance: a case of selected schools in the Eastern Cape Province". Specifically, the study aim to examine the influence of the strategic and operational links between school management and school governance and their resulting implications towards the success of schools. Through the questionnaire, I hope to be able to determine the distinctions and overlaps between the strategic and operational goals of school governance and school management bodies. In addition I aim to identify the effects of differences and suggest ways of suggest ways of creating strategic and operational collaboration between school governance and school management. The questionnaire should take not more than 20 minutes to complete. The information supplied by participants will be treated as strictly confidential. Completion of the questionnaire is voluntary. If you would like to obtain a summary of the results of this research, I would be happy to send you a copy.

Please feel free to contact me on Work Tel: 047 489 1147, Home Tel: 0827438276 and Email: lungisantsimango@yahoo.com in terms of any queries you may have, or my supervisors, Dr. O. Nzewi at onzewi@ufh.ac.za, Tel: 040 602 3426.

Thanks in advance for your time and effort.

Ntsimango Lungisa.

SECTION A: DEMOGRAPHIC INFORMATION

The following information is needed to help for comparison purposes among different demographic groups in the statistical analysis. Your assistance in providing this important information is appreciated. **(Mark with an X where appropriate)**

1. Gender

Male		Female	
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2. Age

Below 29		30 - 39		40 - 49		50 - 59		60 & Above	
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3. Indicate your race

Black		White		Coloured		Indians	
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4. Indicate your level of education

1	Lower than Grade 12	
2	Grade 12	
3	National certificate	
4	National diploma	
5	3-year degree	
6	Post graduate qualification	

5. Indicate the school structure you belong in or the position at school.

1	Student	
2	Educator	
3	General staff	
4	Principal or Deputy Principal	
5	SGB Member	
6	SMT Member	
7	Other (Specify):	

6. If your answer question 5 above is either SMT member or SGB member answer the either question 6(a) or 6(b).

6(a). How long have you been part of the SMT?

0-4years		5-9years		10-14 years		15-19years		20years & Above	
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6(b). How long have you been part of the SGB?

0-4years		5-9years		10-14years		15-19years		20years & Above	
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Section B: Perceptions of Staff, and Non SGB members on the state of School Management and Governance.

Please indicate to what extent you agree or disagree with each statement.

“Each of the following categories of the question is meant to answer the relevant questions as guided by a category statement”

7a. Roles and Influence of the SGB members and SMT members

The Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	SMT is the only decision-making structure in a school	1	2	3	4	5
2	SGB is the only decision-making structure in a school	1	2	3	4	5
3	SGB exercising of too much authority over SMT	1	2	3	4	5
4	In your school, discipline is regarded as very important	1	2	3	4	5
5	SMT and SGB members meet regularly	1	2	3	4	5

7b. Teamwork, Transparency and Effective leadership by the SGB and SMT

The Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	Team work is the best approach to be used by the SMT and SGB	1	2	3	4	5
7	SGB and SMT work together to maintain the school infrastructure (buildings)	1	2	3	4	5
8	SMT always call for SGB meetings when they have new ideas to develop the school	1	2	3	4	5
9	SGB members ask permission from the Principal to host a meeting	1	2	3	4	5
10	SMT cheers SGB to participate actively in extracurricular activities of the school	1	2	3	4	5
11	There is full disclosure about the affairs of the school to the SGB	1	2	3	4	5
12	SMT feel free to participate in decision making to do with school matters	1	2	3	4	5
13	The SMT Involves the SGB in developing the schools admission policy.	1	2	3	4	5
14	SMT Involves the SGB in goal-setting for quality education.	1	2	3	4	5

7c. Relationship between SGB members and SMT members

The Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15	There is open communication between SMTs and SGBs	1	2	3	4	5
16	Partnership between SMT and SGB resulted in formation of SGB subcommittee	1	2	3	4	5
17	SGB and SMT work together to organise team bonding functions	1	2	3	4	5
18	SGB and SMT work together to maintain the school infrastructure (buildings)	1	2	3	4	5
19	SGB and SMT plan trips and accompany student on school trips together.	1	2	3	4	5
20	SGB and SMT work together to form cultural activities	1	2	3	4	5
21	The SMT has a positive attitude towards the SGB.	1	2	3	4	5
22	The SGB has a positive attitude towards the SMT	1	2	3	4	5

7d. Trust and respect of roles between the SGB and the SMT

The Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23	SMT accepts SGB as a partner in promoting quality education.	1	2	3	4	5
24	SMT Trusts the information provided by the SGB.	1	2	3	4	5
25	SMT always consult SGB on school development matters	1	2	3	4	5
26	SGB always ask the SMT to manage the discipline of students at school	1	2	3	4	5
27	The Principal Recognises the knowledge of the SGB.	1	2	3	4	5
28	The SGB trust that the SMT is capable of performing their role of school management	1	2	3	4	5
29	The SGB spy on the SMT from students and other staff	1	2	3	4	5
30	SMT and SGB always observe their roles and their limits	1	2	3	4	5
31	SGB openly respects and value the role of the SMT	1	2	3	4	5
32	SMT openly respects and value the role of the SGB	1	2	3	4	5

SECTION C: INTERVIEW GUIDE: QUESTIONNAIRE

The following is the guiding questions meant to give direction to the researcher to influence the responses from both the SGB and SMT members. Phrasing of questions may depend on the researchers assessment of the respondent's understanding of the matters and jargon being used in the focus group. Thus phrasing may also differ from school to school depending of the exposure of members.

1. How different is the role of SMT members to the role of the SGB?

- a) Define your role as an SMT member.
- b) Define the role of the SGB member

2. Tell me what is the quality of the relationship and partnership between SGB and SMT in your school?

Probing Questions

- a) What evidence indicate the presence of a relationship?
- b) Can you indicate how you manage the relationship?
- c) Are you satisfied with the quality of this relationship?

3. Tell me, do the SGB members know the South African Schools Act (SASA) 84/1996?

Probing Questions

- a) Did you receive orientation about the SASA ACT?
- b) May you please highlight the main functions outlined in SASA?
- c) May you brief us of the roles and responsibilities as school governors?
- d) Are you aware of your functions as school governors?
- e) Have you implemented the SASA Act in terms of your understanding of the Act?

4. Given your knowledge of the SASA act, may you please advise us of the role you can play to guarantee that a relationship and partnership occurs between SGB and SMT?

Probing Questions

- a) How do you see the knowledge of SASA being helpful?

- b) Do you think it's necessary for SGB members and SMT members to know each other?
- c) Do you sometimes hold a meeting together?
- d) Have you ever planned for future meetings?
- e) Is it necessary to hold such meetings together?

5. How can knowledge of SASA assist in building collaboration between SGB and SMT, and how can collaboration contribute to school effectiveness?

Probing Questions

- a) Does good relationship and partnership between SMT and SGB lead to collaboration?
 - a) Are you familiar with the term "school effectiveness"?
 - b) Do you know how "school effectiveness" reveals the nature of governors?
 - c) How do you see collaboration between SGB and SMT improving schools?
 - d) From the SASA Act, may you highlight the functions that empower SGBs in making our schools effective ones?
- 6. What are some of the problems or obstacles experienced at the school as a result of the principal and SGBs' working relationship in the management of the school?**
- 7. What do you think causes differences between SGB members and SMT members?**
- 8. What suggestions/measures can be put forward to put the differences between SGB and SMT members aside and continue to forward the agenda of school development and achieving school objectives?**
- 9. What suggestions/measures can be put forward to ensure that the principal and SGB work collaboratively for the success of the school?**

Appendix B Ethical Clearance



University of Fort Hare
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ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: NZE131SNTS01

Project title: **An examination of the nexus between school management and governance: A case of selected school in the Eastern Cape Province.**

Nature of Project: Masters

Principal Researcher: Ncedile Ntsimango

Supervisor: Dr O.I Nzewi

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

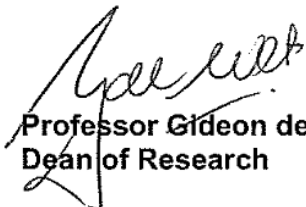
- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project.

- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

04 February 2016