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**The influence of Educational Levels of the Parent School Governing
Body Component on their participation in school governance**



Research Dissertation submitted in fulfilment of the requirements for the degree
Master of Education, Faculty of Education, University of Fort Hare.

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August 2019

DECLARATION

I, Thamsanqa Washington Kombela, declare that this work has not been previously submitted for the award of any degree. It is my own work and the quotations used in this dissertation from the work of other people have been attributed and have been cited and referenced.



.....

Researcher's signature

13th August 2019

.....

DATE



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DEDICATION

I would like to dedicate this study to my late parents: my father, Mbangela, and mother, Nowandile Kombela, for their commitment to ensure that I have remained focused on my education since my younger days, especially my mother, with whom we remained at home whilst my father was working in East London. Moreover, I am grateful to them for their unconditional love displayed through inculcation of values informed by the love of The Almighty GOD.

May GOD bless their souls!



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ACKNOWLEDGEMENTS

I would like to thank **GOD** who has afforded me with the energy, strength and wisdom to undertake and complete this study. **YOU ARE MOST POWERFUL, GOD.**

Many thanks go to my supervisor, Professor N. Duku for her guidance, positive attitude, and encouragement and expert advice throughout my study. Also deserving gratefulness is Dr. Ishola Salami for his support and willingness to share some of his intellectual experience and ideas and motivation.

A word of gratitude also goes to the School Governing Body (SGB) parent members who participated in this study. They shared their selfless experiences on their school governance life and journey. I also thank the principals of the schools which were my field of research, without them this study would not be completed.

My heartfelt gratitude goes to my wife, Nangamso (Soso), and our boys, Ahlumile (Hlomla) and Ongeziwe (Ukwanda), for their understanding, sacrifice, support, motivation and encouragement. Boys, you are everything to me!!!

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The Language Editor, J. Mkhize, thanks ever so much for editing this study.

Lastly, my gratitude goes to Govan Mbeki Research Development Centre (GMRDC) for financial support towards the completion of this study.

ABSTRACT

School Governance is focused on the parent component, which is one of the components that make up School Governing Body (SGB). In South Africa, the legislation affords parents numerical majority representation. Strategic positions, such as chairperson and treasurer are assigned to a parent. This aims at affording parents an opportunity to influence school level decisions. However, the extent to which the parent component of SGBs participates meaningfully is consistently questioned, some researchers suspecting parents' levels of education to negatively influence their quality of participation. Hence this study investigated the influence of Educational Levels of the SGB parent component on their school governance participation, especially in rural primary schools of Buffalo City Metro Education District.

This study used Mixed Methods Research Design within Pragmatic Paradigm, using Arstein's Ladder of Participation as Theoretical Framework. The researcher used a questionnaire as a tool to collect quantitative data and Key Informant Interview (KII) to collect qualitative data. Forty two (42) parents serving as SGB members in the rural areas of the Buffalo City Metro Education District, ten (10) SGB parent members participated in the interview session.

Quantitatively, there is a significant positive relationship between educational attainments of the parents in SGBs and their participation in the appointment of school staff ($r = 0.61$; $p < 0.05$); there is also a significant positive relationship between educational attainments of the parents in SGBs and their participation in purchasing textbooks and materials for the school ($r = 0.73$; $p < 0.05$). At face value the qualitative finding seems to agree with quantitative findings regarding the influence of educational level to their participation. It becomes moral complex as deeper analysis occurred. For instance, some parent SGB members did not participate in roles such as recommending educators and non-teaching staff and the purchasing of school LTSM, not necessarily due to the educational levels. Instead it was because of their rejection of teacher attitude. Also, the parents seemed to reject English, the language used during SGB meetings.

Even though the study did not explicitly link educational levels of parent SGB members with their participation. This study recommends that SASA unambiguously determines minimum educational levels, skills, knowledge for parent SGB membership. This study further recommends that SASA embraces explicitly Ubuntu principle in its definition of a parent, to include community members with appropriate minimum educational levels and skills, for participation.

ACRONYMS:

SBM	School-Based Management
BOG	Board of Governors
SDC	School Development Committee
SGB	School Governing Body
SASA	South African Schools Act
PTA	Parent Teachers Association
CEO	Chief Executive Officer
DoE	Department of Education
SMT	School Management Team



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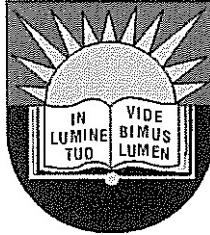
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ETHICAL CLEARANCE CERTIFICATE



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Certificate Reference Number: DUK251 SKOMOI

Project title: The influence of educational levels of school governing body parents on the participation on school governance.

Nature of Project Masters in Education

Principal Researcher: Thamsanqa Kombela

Supervisor: Prof N Duku

Co-supervisor: N/A

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 abovementioned 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 o Any unethical principal or practices are revealed or suspected; o Relevant information has been withheld or misrepresented; o Regulatory changes of whatsoever nature so require; o 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~~

A handwritten signature in black ink, appearing to be 'P. Dineo Gqola', written over the crossed-out text 'Yours sincerely'.

Professor Pumla Dineo Gqola
Dean of Research

05 March 2018



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CHAPTER 1

OVERVIEW OF THE STUDY

1.1. Introduction

The intention of this study is to investigate the influence of the educational levels of SGB parent members on their participation in School Governance in Rural Primary Schools of the East London Education District. Specifically, the study investigates in which direction the educational levels influence parents who are SGB members, especially in the rural primary schools. This study further investigates the extent to which parent SGB members view themselves as central players in the decision-making process at school level.

1.2. Background to the study

Across the globe, parental participation in school governance is very crucial (Mavuso and Duku, 2014; McCrone, Southcott and George, 2011, Mncube, 2009, Chikoko, 2008, Peacock, 2006). School governance is the devolving of decision making from national level to school level (McCrone, Southcott, and George, 2011). Mavuso and Duku (2014) define school governance as the involvement of relevant stakeholders such as parents, teachers, learners and non-teaching staff in making decisions about how school should be governed. In the context of South Africa, school governance is an institutional structure entrusted with the authority to formulate and adopt school policies (Mncube, 2009). This may be policies on a wide range of issues, which include school uniform, school budget, and developmental priorities and endorsement of the code of conduct for learners (Mncube, 2009; Tsotetsi, van Wyk, and Lemmer, 2008). This implies that parent perspectives and voices are important in determining education standards (Peacock, 2006).

Parents' voices make a positive contribution to how education authorities and schools determine their ambitions for schools (Peacock, 2006). In Australia, parents have formed up a peak body called Australian Council of State School Organizations (ACSSO). This body represents parents' voices at national level and schools implement those policies. In England, parents have formed Central Bedfordshire Council.

This council enhances family-school partnerships and increases participation in educational decision-making (School Education Gateway, 2016). It promotes transparency and better adjustment to actual family needs and creates a greater sense of shared responsibility around education (Ibid). In Botswana, parents' voices are regarded as cornerstones in the impetus for education development (Pansiri and Bulawa, 2013). Similarly, in South Africa, parents' voices are regarded as important as they are in developed countries. Furthermore, in S.A. there are quite a number of national bodies representing voices of parents at national level, such as National Association School Governing Bodies (NSGB), and Federation of South African Schools (FEDSAS) that are reportedly active.

National School Governing Bodies are composed of SGB members from schools. These school governing bodies are legislated in both developing and developed countries. For instance, in England, it is legislated under the School Governance England Regulations No: 1034 of 2012 (Central Bedfordshire Council, 2014); whereas in New Zealand, it is under the New Zealand Act of 1989 (Wylle, 2007). In Scotland, it is under the Scottish Schools (Parental Involvement) Act of 2006 (Peacock, 2006). Similarly, in developing countries, such as Namibia, Zimbabwe and South Africa, parental participation is also legislated. For instance, in Zimbabwe, it is under the Education Act (Revised Edition) of 1996, in Namibia, it is informed by the Education Act No: 16 of 2001 and in South Africa it is the South African Schools Act, 84 of 1996. Under these laws, composition, roles and responsibilities of School Governing Bodies are stipulated.

Almost all School Governing Bodies from both developed and developing countries are composed of, among others, parents, who, in most cases, are given a majority in numbers in terms of representation. The intention is to promote democracy and to influence decisions taken at school level. In developed countries such as England, New Zealand, Australia and America, School Governing Boards consist of principals, parents who always dominate in numbers, community members, teaching staff and support staff and learners in secondary schools (Central Bedfordshire Council, 2014, Mutch and

Collins, 2012, Wylle, 2007). Furthermore, they are regarded as a positive influence on learner achievement and improved working relationship between the school and the community.

Still on the developed countries, parents seem to be elected based on skills, knowledge and experience (Central Bedfordshire Council, 2014). As a result, most parents recruited for participation are predominantly practicing or retired personnel from professionals such as Human Resources and other retired educational professionals. Also working to their advantage is the language used, which is used at home and at school (Mutch and Collins, 2014). As a result, they are likely to have a clear understanding of their roles and strategic responsibilities (Nash, 2014, McCrone, Southcott, and George, 2011, Balarin, Brammer, James and McCormack, 2008). This may be indicative that parents in possession of such educational levels are effective and functioning well.

In African countries, School Governing Bodies are known by different names, for example, in Kenya they are called a Board of Governors (BOG), (Onderi and Makori, 2013), in Botswana and Nigeria, they are called School boards (Pansiri and Bulawa, 2013), and in Zimbabwe they are called School Developing Committees (SDC), (Chikoko, 2008). In all these countries, literature seems to be silent about the relevance of the educational levels of those involved in participation in these committees. Instead, the law assumes that parents possess necessary skills, knowledge and experience to contribute in improving the quality of education in schools.

For instance, Onderi and Makori (2013) noted that head teachers prefer parents with low levels of education to participate in the School Boards. Head teachers do not want parents who are going to challenge their decisions (Ibid). Yet, the low education levels are likely to affect the influence and participation of parent governors in the board negatively. These are parents who are likely to depend on teachers for reading and interpretation of legislations (Naong and Morolong, 2010). In fact, even most legislations from the developing countries are silent about skills, knowledge and educational levels necessary for their participation.

In South Africa, the South African Schools Act No 84 of 1996 is silent on educational levels as a requirement for participation. However, literature seems to harbour suspicion that parents who are SGB members, especially in rural schools, tend to have low levels of education. As a result, parents rely on and rubberstamp educators' decisions (Mavuso and Duku, 2014 Mncube, 2009). Their legitimate representation tends to be pseudo-participation probably because of parent's suspected low levels of education. Furthermore, they seem less successful in the participative democratic model because there is a possibility of low levels of education of parent governors (Heystek, 2011; Mncube, 2009).

Mpanza (2015), Ngonzo (2014), Xaba (2011) and Soudien (2003) are critical even about the nature of the South African Schools Act, citing it as not relevant to parents who come from disadvantaged areas and who have little or no education. Mpanza (2015) points out that the allocation of prescribed roles and functions of the SGBs do not seem to cater for parents who lack skills and knowledge to execute their functions at all. Ngonzo (2014) suspects that the outline of the roles of SGBs is based on the assumption that parents possess certain literacy skills. The nature of prescribed functions of the SGB might bring confusion to parents because parents are likely to have low levels of education and SASA requires skills and knowledge to execute (Xaba, (2011). Soudien (2003) even alleges that SASA frames parents' identities in SGBs in the middle-class terms. The underlying assumption is that parents have better education, relevant skills and knowledge to execute duties of school governance.

As indicated in the above paragraph, SASA does not seem to accommodate parents who are from disadvantaged schools. Duku (2006) noted that some parent SGB members have abandoned their roles and rely on other stakeholders on decisions of school governance. Naong and Morolong, (2013) and van Wyk (2008) note that most parents in SGBs might have a challenge of reading and writing. Hence, the bulk of the literature suspects that levels of education of the parent SGB component might affect their participation as school governors. School Governing bodies have to take critical decisions about the running the schools, such as recommending the appointment of educators who are expected to build the future of their children, the purchase of the

educational material to be used in the core business of the school teaching and learning and drafting policies; they thus need a specific skill and knowledge of legislation that talks to the disciplining of children at school. Hence, the nature of SASA exposes parents who have little or no better educational background.

The roles of parents school governors, as they form part of leadership in school, are, amongst others, to play a role in financial management, such as to develop the financial policy of the school, draw up an annual financial budget and present it to parents for approval, form part of the procurement committee to purchase material resources for the school, recommend the appointment of teaching and non-teaching staff, help in determining the curriculum and be part of choosing textbooks and purchase them for the school (Section 20 and 21). The legislation emphasizes the importance of parents as role players in the improvement of school. Parent means biological parent or guardian of a learner or the person legally entitled to the custody of a learner, who undertakes to fulfil the obligation of a parent (Sepadile, 2009). Serving in the SGB, as parent governors, gives parents an opportunity to make a meaningful contribution to their children's education.

However, the roles are not yielding results as per the stipulation of SASA. Some researchers indicated that the SGBs are not performing their duties as the law has stipulated (Dyantyi, 2014; Heystek, 2011; Mncube, 2009). The parent SGB component is unable to use its majority to influence decisions made by the School Governing Body, especially in disadvantaged areas. Literature seems to indicate, amongst other factors, levels of education of parent school governors which might make them to abandon the responsibilities given to them by the law. Ngonzo (2014) concurs, pointing out that, for the SGB to work as the South African Schools Act has stipulated, might be currently out of reach, citing, amongst other factors, suspected low levels of education of parents who are serving in school governance. Dyantyi (2014) suspected that parent governors cannot read or write or interpret the legislation and policies; they seem to depend on teachers for reading and interpretation of policies. School governance is experiencing challenges; instead of advancing school to produce better results, parent governors seem to lack needed skills, knowledge and experience and their educational

background are likely not sound for parents to understand and function as SASA is expecting (Xaba, 2011, Naong & Marolong, 2011).

Literature seems to note the differing roles and effectiveness of parental participation in developed and developing countries. In the developed countries, such as United Kingdom, New Zealand and Australia, roles of School Governing Bodies are more onerous, complex and intense (Onderi and Makori, 2013). School Governing Bodies are in charge of school administration, strategic planning, staff appointment and dismissal, accountability, staff review and appraisal etc. (Ibid). In Africa, Nigeria, Kenya, Botswana and Zimbabwe, the laws seem to be silent on the roles and responsibilities of School Boards. However, literature reveals that School Governing Bodies are the platform to exchange ideas between teachers and parents towards the smooth running of the school (Ekundayo and Alonge, 2012). In Zimbabwe, Chikoko (2008) attests to the fact that School Development Committees serve the needs of the school by doing all things that, in the opinion of the committee, are necessary or expedient for the operation, extension and development of the school in the best interests of the stakeholders.

The debate on parental participation indicates that parents who possess certain skills, knowledge, and experience tend to make a significant contribution to school governance (James, Goodall, Howarth, and Knights, 2014, Nash, 2014). There are also clerks who play a pivotal role for SGBs in developed countries, such as consistently reminding school governors about their legal duties, training they need and plan for meetings of school governors (McCrone, Southcott and George, 2011). There are certain skills required to make a school governing body effective.

In developed countries, these skills are found when parents take skills and knowledge from their work places to school. In Australia, Nash (2014) states that school governance is functioning well and moving towards the right direction because school governing bodies are the key strategic decision makers and vision setters in every school. Part of the strategic roles performed by school governing bodies includes the inspection of schools. Experts in the field have identified the selection of parents in

school governance as a major influence on the quality of their participation (Central Bedfordshire Council, 2014).

There is evidence that, in Africa, parent school governors are not participating as expected or mandated by laws. It is also clear that parents are in the majority in a school governing body, thereby giving them more powers to influence decisions in their favour as local people. In Zimbabwe, Chikoko (2008) observed that parents possess low literacy skills and that makes them unable to cope with the demands of school governance. The impact of the low level of education on the SGB parent component, inevitably, makes the decision-making power to rest in the hands of the professionals, in particular, the principal of the school (Ibid). The basic level of education in Zimbabwe means that a person has finished the first seven years of formal schooling. Niitembu (2006) argues that the parent school governing body component in rural areas is largely illiterate and, therefore, parents do not see nor understand their role in school governance. The low education level is the main reason for problems regarding parent financial operations and school control (Ibid).

In South Africa, parent SGB members are also in the majority in terms of representation but seem to be lacking skills. The majority of parents in rural areas reportedly has the lowest educational levels or is uneducated (Dibete, 2016; Heystek, 2015; Dladla, 2013; Xaba, 2011; Mncube 2009; Maluleke, 2008; Duku, 2006; Mathonsi, 2001). Dladla (2013) reveals that ignorance, incompetence, insufficiency and poor attendance of meetings by parent governors may be as a result of low levels of their education. Low education level of the SGB parent component is suspected to lead to the inability to execute functions prescribed by the South African Schools Act of 1996. Analysis indicates that these challenges are made possible by the nature of the prescribed functions, which require specialized skills and knowledge to execute; the blame lies on low educational levels of parent governors (Xaba, 2011). Naong and Morolong (2011) argue that many parents find it difficult to embrace their school governance roles within a public school simply because they cannot read or write.

Ngonzo (2014) concurs that the SGB parent component might not be functioning up to the standard due to suspected illiteracy and the poor outline of the duties of SGB by

SASA. Tsotetsi, van Wyk, and Lemmer, (2008) state that these roles and responsibilities represent a sophisticated form of democratic school management and it can only be successful if school governors have the required competences. Soudien (2003) points out that SASA frames parents in middle class terms, as if they possess better education, skills, and knowledge and have time for school governance work. Similarly, Ngonzo (2014) is concerned about the very SASA which outlines the roles of parent SGBs as if they have literacy skills. The allocation of prescribed roles and functions of SGB by SASA does not cater for those who lack of skills and knowledge to execute their functions (Mpanza, 2015).

Even though there is suspicion that the SGB parent component has low education levels, there is no benchmark of educational levels for parents to be elected as parent SGB members. This is so, especially in the developing countries, such as South Africa. In developed countries, skills, knowledge and experience are used to elect SGB members (Central Bedfordshire Council, 2013). In Zimbabwe, Chikoko (2008) states that most parents serving as SDC members have only Grade R to Grade 9 as their level of education. In S. A. parents are elected to serve as SGB members because they have children at the school (SASA, 1996). The laws on both developed and developing worlds are silent on the education levels of parents who must serve as SGB members. It is against this background that the researcher embarked on this study to find out to which extent the education levels of the SGB parent component influences their participation in executing the functions prescribed by SASA.

1.3. Statement of the Problem

Literature reveals that educational levels are important in educational management, including school governance participation (Mpanza, 2015; Mavuso and Duku, 2014; Dladla, 2013; Xaba, 2011; Mncube, 2009; Maluleka, 2008; Duku, 2006). For instance, in developed world educational levels, leadership and technical skills seem to be among the conditions for parents to participate in school governance. However, in developing countries conditions for parental participation are not usually set in.

Conditions in most of developing countries have policy legislation that does not prescribe educational levels for the members of SGBs. For example, Chikoko (2008) notes that, in Zimbabwe, the minimum educational levels of parent governors are the basic education equivalent to Grade 9. This is despite the silence of the policies on educational levels of parent governors as a condition to participate in school governance. In South Africa and other developing countries where parental participation is legislated, the criteria of parent educational levels are, however, not legislated. With the quality of their participation, which is reported as not the one SASA has prescribed, there is suspicion that parental education levels are low and might be negatively affecting their participation (Mpanza, 2015, Mavuso and Duku, 2014, Dladla, 2013, Xaba, 2011, Mncube, 2009, Maluleka, 2008, Duku, 2006).

Past studies on SGBs concentrate on their composition and effectiveness and not much has been done to research the educational qualification of the parents' component of SGBs, more especially in the rural areas. Hence, this study attempted to investigate the extent to which the educational levels of the SGB parent component influence their participation in School Governance

1.4. Main Research Question

To what extent do the educational levels of the SGB parent component influence their participation in School Governance?

1.5. Sub Research Questions

- What are the educational levels of the SGB parent components?
- How do parents in the SGB view the effect of education on their participation in the running of the schools?
- To what extent do the educational levels of the SGB parents' component relate to their participation in the appointment of educators and non-educators for the school?
- To what extent do the educational levels of the SGB parent component influence their participation in developing a code of conduct for learners at school?

- To what extent do the educational levels of SGB parent component influence their participation on managing school funds?
- To what extent do the educational levels of the SGB parent component influence their participation in the purchasing of textbooks, educational materials or equipment for the school?

1.6. The objectives of the Study

The objectives of this study are to determine:

- i. The benchmark of educational levels for the SGB parent members to participate in school governance.
- ii. The views of the SGB parent members on factors affecting them in participating as SGB members.
- iii. The extent to which the educational level of the SGB parents component is related to their participation in the appointment of educators and non-educators for the school
- iv. The extent to which the educational level of the SGB parent component influences their participation in developing the code of conduct for learners.
- v. The extent to which the educational levels of the SGB parent component influences their participation in managing school funds.
- vi. The extent to which the educational level of the SGB parent component has an influence on their role in purchasing textbooks and educational material of the school

1.7. Delimitation of the study

This study focused on the SGB parent component of fourteen selected rural primary school in the East London Education District. An SGB is a structure dealing with the entire governance at school and this study focuses on the extent of influence of educational levels of parents who are SGB members on their participation in school

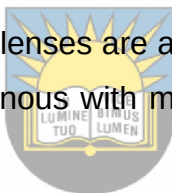
governance. The SGB Chairperson, Deputy Chairperson, Secretary, Deputy Secretary, Treasurer, and additional members of these selected schools were investigated.

1.8. The purpose of the Study

The purpose of the study is to explore the extent to which parent SGB members' education levels influence their participation in school governance work. It seeks to find out whether educational levels of parent SGBs influence their participation positively or negatively.

1.9. The significance of the Study

This study will benefit the national and provincial Department of Education to consider changing its policies to talk to contextual realities at school level, such as teacher and learner safety, use of drugs in school premises, teacher learner sexual harassment. The Department of Education might consider effecting some changes on the roles and responsibilities of SGBs so that its lenses are able to cover the diversity of all schools in the country, instead of its homogenous with middle class. The policy should embrace UBUNTU.



Researchers have the assumption that the low educational levels of SGB parent members in rural schools affect their participation in school governance. Mavuso & Duku, (2014), Heystek, (2011), Xaba, (2011), Mncube, (2009), Mavuso, (2009) and Duku, 2006), assume that SGBs in rural schools are not functioning as per expectations of the legislation (SASA) due to suspected parents' low levels of education. This may imply that educational levels of the SGB parent members affect their participation negatively. To bring about the functionality of SGB, the department should consider reviewing SASA on the part of parents who must serve. It should consider electing parents on the bases of skills, knowledge and experience, such as using retired professionals as the parent component in SGBs in rural schools.

1.9. Operational definition of Terms

School Governing Body: is a statutory body of people who are elected to govern a school in accordance with section 16 of SASA (Niitembu, 2006).

School Governance: is a premise where central government shares its authority with other stakeholders closer to school (Tsotetsi, van Wyk, and Lemmer, 2008).

Participation: is the extent to which the stakeholders and other members of the community are provided with equal access to the school governing body, irrespective of any form of discrimination (Ngonzo, 2014).

Parent Participation: is where parent and school are connected to enhance the learning and growth of a child; it is interchangeability and functionality of parental involvement and parental engagement (Pansiri and Bulawa, 2013).

Educational Level: refers to the highest level of schooling a person has reached.

Influence: the capacity to have an effect on the character, development, or behavior of someone or something.

Rural School: schools that are in areas where there is low population density, low levels of infrastructures and are characterized by inadequate resources which result in poor educational outcomes (Gazette NO: 41321, 2017)

Parents' component of SGB: Parents who serve in the School Governing Body at a school in their area, who are biological parents or guardians of children who are at that school.

LITERATURE REVIEW

Educational levels of SGB parent members in school governance

In developed countries literature is silent about levels of education of parent SGB members. However, skills, knowledge, and experience are considered when recruiting SGB parent members (McCrone, Southcott, and George, 2011). The recruitment of governors must have appropriate personnel attributes such as interest, commitment and skills (Ibid). Parents come with their knowledge, skills and experience from their workplace to contribute to school governance (James, Goodall, Howarth & Knights, 2014). Ofsted (2010) asserts that in England they also use retired professionals to serve as SGB parents because of their experience.

Similarly, in developing countries, literature is silent about the educational levels of parent SGB members. However, there is a suspicion that the limited education levels of the SGB parent component have a negative impact on their participation. In Namibia, Niitembu (2006) alluded to the fact that one of the factors that contribute to dysfunctionality of SGB is that parents are likely to have low levels of education. Chikoko (2008) notes that parent governor's levels of education are important in terms of their ability to perform school governance functions, however, in Zimbabwe, parents who are serving in SGBs have just finished the basic education level, which is the first seven years of formal schooling that is equivalent to grade 9.

In South Africa, Mavuso and Duku (2014), Xaba (2011) and Joubert (2006) assert that, instead of the SGB parent component using its majority to influence decisions taken at school level, they rather rubber stamp what the teachers are saying due to low levels of education. They further argue that the numerical representation of the SGB parent component is not the same as their participation; instead, they are pseudo partners in matters of school governance. Heystek, (2015) states that School Governing Bodies are less successful in their democratic model because, amongst other factors, are the low levels of the SGB parent component, since the primary objective for introducing democratic governance in schools was politically driven towards democratic participation. However, the government paid inadequate attention to putting in place people to govern schools (Heystek, 2015). This statement indicates that little attention was given towards providing high quality and sound governance structures. What was more important was to grant stakeholders, particularly parents, democratic participatory rights in school governance.

It is clear that, as much as there are no benchmarks of educational levels for parents to participate in school governance, literature indicates some desire or appetite for a need for better educational levels for SGB parents. The fact that the parent SGB component seems to abandon their responsibility to principals is a matter of concern (Mavuso and Duku, 2014, Duku, 2006). The law states that SGBs are juristic persons (DoE, 1996); they can sign contracts on behalf of the school and can sue or be sued. Yet, parents who are given centrality in school governance in rural primary schools are suspected of

having low levels of education, which might be a challenge to the very same legislation. Parents are suspected of being unable to read or write (Naong and Morolong, 2010). These are some of the challenges that require certain skills and understanding of the laws of school governance, which some SGB parents are suspected of not having. These skills such as reading and writing are acquired through education.

The role of SGB parent component on developing learner code of conduct

SASA requires that the SGBs must develop a code of conduct for learners and is clear that any form of corporal punishment is not accepted (SASA, 1996). The parent SGB component has numerical favour on their side to influence how the discipline of their children should be maintained at school. In the disadvantage areas, where people are unemployed and have suspected low levels of education and have that background, where children were beaten at school, and the law says beating a child is not accepted any more, it makes things so difficult to influence decisions on how to develop a code of conduct for learners. The suspected literacy levels of parent governors are likely to make it difficult for parents to design and enforce the learner code of conduct (Mestry and Khumalo, 2012). On the other hand, the department has provided the training of school governors on how to develop a code of conduct and has samples provided, but still, it is difficult to design the code of conduct for learners (ibid). Designing a code of conduct for learners requires certain skills and knowledge, which parent governors do not have, and parent governors are far from the day to day operations of the school (Mestry and Khumalo, 2012, Mncube, 2009, van Wyk, 2007).

Literature notes that parent governors are far from the day to day operations of the school and only get second hand information about any problems that happen at school, which makes things difficult for them to monitor the implementation of the code of conduct. The South African Schools Act states that a School Governing Body has to create safe, secured positive environment for the delivery of quality teaching and learning, this has to be done through a code of conduct of learners at school; however, the suspected limited education levels of parent governors might limit them from designing and implementing a code of conduct (Mestry and Khumalo, 2012). Adopting a code of conduct for the school needs sound knowledge of schooling, good writing

skills, and an ability to verbalize the content in an effective manner, which parent governors seem not to possess (van Wyk, 2007).

The role of the SGB parent component on purchasing LTSM

The School Governing Body has a responsibility to promote the best interest of the school, amongst other duties (SASA, 1996). In order for this to happen, the SGB has to ensure that every learner at school receives the best education possible, which starts with the determination of the curriculum and the purchase of textbooks and educational material. The purchasing of educational material has to do with the core business of the school, teaching and learning and that is a professional task. Professional duties are given to the school management team of the school.

For a School Governing Body parent component with a limited education levels, purchasing textbooks and educational material is a heavy burden on their shoulders (Maluleke, 2008, van Wyk, 2007). According to Maluleke (2008), suspected high levels of illiteracy in the disadvantaged communities is the main problem which might besets parents in their participation on performing school governance work; yet, managerial duties need sound knowledge of schooling, which parent governors might not have (van Wyk, 2007). Even though the parents have a majority voice in terms of the South African Schools Act, their suspected high illiteracy level limits their participation in purchasing textbooks and educational material for the school. These possible low levels of education of parent governors are compromising the responsibility given to them by the law and this is causing the dysfunctionality of the school governing body (Mavuso & Duku, 2014).

The role of the SGB parent component in managing school funds

The School Governing Body has a responsibility to oversee the managing of school funds. They have to plan, review, control, and develop the school budget and present it to parents for approval. School Governing Bodies must make sure that the school budget is in line with school educational needs and comply with departmental guidelines, regulations and, of course, prescripts provided in the South African Schools Act (Maluleke, 2008). Managing school funds has a direct impact on the functionality of

the school (Diamond, 2015). Therefore, whether the school improves or not depends on how financial matters are handled by the school governing body.

However, Diamond (2015) argues that parent governors seem to lack capacity to manage school funds and this is influenced by a number of factors, including low literacy levels. The fact that parents, as the SGB parent component, are likely unable to carry the mandate given to them by SASA to use their majority to influence the decisions on financial management of the school and they have, instead, they seem to have abandoned this function to professional components of the School Governing Body, educators, this is a matter that needs attention (Diamond, 2015, Mavuso and Duku, 2014, Duma, Kapueja, and Khanyile, 2011, Xaba, 2011, Mncube, 2009, Maluleke, 2008). Xaba (2011) concurs with Tsotetsi, van Wyk and Lemmer (2008) in their criticism of the nature of the functions of the school governing body as prescribed in the South African Schools Act as predominantly representing the middle-class community in the country.

Maluleke, (2008), attesting to the statement mentioned above, states that financial matters are complex; and the SGBs should have organized sub committees, who have sound knowledge of financial matters and budgeting, to be actively involved in school financial matters. In rural areas and deprived communities, this always proves to be difficult to achieve because there is lack of those with expert knowledge (Ibid). As a result, parent governors rely solely on the educators, especially the principal, to take the lead in fulfilling the financial responsibility. Low levels of education by the SGB parent component, which has resulted in parents abandoning their financial responsibility, has led to the misappropriation of school funds (Maluleke, 2008).

RESEARCH METHODS AND METHODOLOGY

Research Paradigm

This study employed a pragmatic research paradigm. This is a paradigm that advocates the use of mixed method research to sidestep the contentious issues of truth and reality and focus on what works as truth regarding the research questions under investigation (Shanon-Baker, 2016). It arises out of actions, out of situations, and

consequences, rather than antecedent conditions (Creswell, 2010, pp10). The pragmatic research paradigm is an alternative to positivism and interpretivism approaches. It allows the researcher to mix whenever one finds appropriate. It is also characterized by an emphasis on communication and shared meaning – making in order to create practical solutions to social problems (Shanon- Baker, 2015).

Research approach

This study adopted a mixed methods approach to investigate the influence of the educational levels of the school governing body parent component in their participation in rural primary schools of the East London Education District. Both Quantitative and qualitative methods have been incorporated. With the use of mixed methods, a researcher is not limited to techniques associated with traditional designs, either quantitative or qualitative. The advantage of mixed method is that it can show results on quantitative research and explain why it was obtained, using the qualitative method. This study used questionnaire (Quantitative) to collect data about Influence of Educational levels of SGB parent component in their participation in School Governance and used interview schedule (Qualitative) to explain why the researcher obtained the results.



Research design

A research design is a strategic framework for action that serves as a bridge between the research questions and the implementation of the research (Dibete, 2015). The purpose of research design is to specify the plan for generating the empirical evidence that will be used in addressing the research questions (ibid). Research design incorporates some of the most important methodological decisions that the researcher makes in conducting a research study. Survey designs involve the distribution of questionnaires (Watson, 2015; McMillan and Schumacher, 2010).

This study used triangulation of *Quan + qual* design. The quantitative method adopted a survey research design, while a phenomenological design was used for the qualitative part. A survey design provides a numeric description of trends, attitudes, or opinions of the population by studying a sample of that population (Creswell, 2014). Survey

designs also involve the distribution of questionnaires (McMillan and Schumacher, 2010). The researcher draws inferences to the population from the sample results. The researcher selected a sample from a target population, which is the SGB parent component of rural primary schools in the East London Education district.

The information was collected using questionnaires which were delivered to the principals of selected schools. A descriptive survey research design was followed when collecting data. Salaria (2012) points out that a descriptive survey research design is devoted to the gathering of information about the prevailing conditions for the purposes of description and interpretation. For a qualitative approach, the phenomenological design was used to collect data from individuals to make sense out of a situation. The phenomenological design aims at transforming lived experience into a description of its essence. It is a technique for a researcher to conduct interviews with the participants for the purpose of understanding their perspectives on their day to day lived experience with the phenomenon.

Population of the Study

The population of this study comprised of the SGB parent members of circuit eight of the rural schools of the East London Education District. The total number of rural primary schools from Circuit was 23.

Sampling Technique and Sample

Out of the 23 schools in the study area, 60% of the schools were randomly selected to get 14 schools that will participate in the study. Three (3) parent SGB members were randomly selected from each selected school to give 42 SGB parents members as the sample of the study for the quantitative aspect of the research.

For the qualitative aspect, five schools were randomly selected such that one school was selected from these five communities in the circuit. From each of these selected schools, one male parent and one female parent were randomly selected for the Key Informant Interview (KII). This gives the sample for the qualitative aspect of the study 10 parent governors.

Data Collection Instruments

For quantitative data collection, the researcher employed a questionnaire as an instrument to gather the information required in the study. The name of this questionnaire is “Questionnaire on Educational Levels of Parents in School Governing Body and their Participation” (QELP_SGBP). It has five parts, from Part A to E, where Part A sought to measure demographic information of participants in the study. The response was that all participants are staying in rural areas, majority of them have a high school qualification. Part B sought to measure levels of participation of parent SGB members in recommending the appointment of teaching and non-teaching staff at their schools and how their educational levels affect their participation.

The response was that parents with better educational levels participate in recommending the appointment of teachers at school. Part C sought to measure levels of participation of parent SGB members in developing the learner code of conduct. The response was that parents with better educational qualifications agreed that there is learner code of conduct at their schools; however, they all stated that they did not take part in formulating the learner code of conduct for their schools. They all accepted that their educational level does affect them in participating in the development of a learner code of conduct for the schools in which they serve as SGB members. Part D sought to measure the level of participation of parents SGB members in managing finances at their schools.

The response was that all parents are not taking part in the managing of school funds in schools where they serve as SGB members. Part E sought to measure the level of participation of parent SGB members in purchasing Textbooks, Educational Material and Equipment for their schools. They all responded that they do not take part in recommending books to be used at their schools and they do not participate in purchasing Textbooks, Educational Material and Equipment for their schools. A questionnaire is a written set of questions (McMillan & Schumacher, 2010). A questionnaire can use statements or questions, but the subject responds to something

written for specific purpose (Ibid). The type of questionnaire used was a closed form. Closed form responses were provided.

For the qualitative data collection aspect of the research, the interview schedule was used the Key Informant Interview (KII) that was used for the 10 parent SGB members. The KII full name is “Parents’ Educational Levels and School Governing Body Interview Schedule” (PEL_SGBIS) that covered all the four areas which the research questions were drawn from. It has t two parts, where on Part A sought to measure the demographic information about the parents who are serving as SGB members in their schools. Part A has got four leading questions where participants had to write the response at the end of each question. Part B sought to measure the four sub research questions and how influential the levels of education of parent SGB members are. The response was that parents with better educational attainment do take part in school governance work; however, all participants interviewed agreed that their levels of education do affect their participation in school governance work.

Data Analysis

Data analysis refers to scientific treatment of data in order to make it easier for the researcher to derive interpretation and obtain answers to the research problem. The analysis was carried out using explanatory triangulation, whereby the results from the qualitative aspect were used to complement the ones from the quantitative. For the qualitative, the thematic approach was adopted, whereby the research questions formed the themes to be followed.

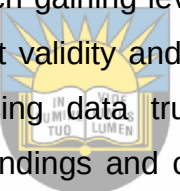
For the quantitative data, both descriptive and inferential statistics were used. For descriptive statistics of frequency count, percentage, mean and standard deviation were used while the inferential statistics used the Pearson product-moment correlation to reveal the relationship (influence) of the educational level and the participation of the parent school governors.

Data Trustworthiness

Dibete (2015) refers to trustworthiness as a conceptual soundness on which the value of qualitative research may be judged. She further states that the concept of reliability

and validity are similar to the concept of trustworthiness and are crucial aspects in quantitative research. Diamond, (2015) argues that the quality of a research design can be measured by using tests that involve concepts such as trustworthiness, confirmability, dependability and credibility. Whereas, Mavuso (2009) contends that data trustworthiness involves trusting the integrity and credibility of data and remains historic to judge data. He further notes that data trustworthiness components are validity, reliability, generalizability and objectivity. In this study, the researcher conducted a pre-test by selecting five primary schools and doing interviews in those schools. After the actual data collection, using the key informant interview, the researcher went back to the participants to check if the responses were accurate in terms of what the participants were saying during the interviews.

This is done in the interest of promoting values of transparency and professional ethics in the interest of qualitative research gaining levels of trust and fidelity (Rule and John, 2011). This means, therefore, that validity and reliability refer to research that is both credible and trustworthy. Assessing data trustworthiness of the study is a vital component of the data analysis, findings and conclusions in any qualitative research. That means data trustworthiness assists to find consistent conclusions and data analysis become perfect.



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Validity

Validity is the extent to which the measurement made by an instrument measures what the researcher is interested in. It measures the degree to which scientific explanation of phenomenon matches reality, truthfulness of the findings and conclusions (MacMillan and Schumacher, 2010:104). Validity means the research is able to check the accuracy of the findings by employing certain procedures.

In this study validity sought to explore the extent to which educational levels of the SGB parent component influence their participation. Questionnaires were distributed to 42 participants of 8 selected rural primary schools of circuit 10, which researcher considers sincere first hand and rich information.

Reliability

Reliability is the extent to which an instrument makes the same measurement each time it is used. In order for the results from the study to be considered valid, the measurement procedure must be reliable first. This study used internal consistency to determine the extent to which all the items in a questionnaire measure the same thing. It took thirty days for the questionnaires to be collected from the participants. Questions asked from the questionnaires were the same to all sampled subjects.

To do that he obtained approval from the university and from gatekeepers of the participants, which are the principals of the selected schools. The researcher clarified. Prior to data collection, the researcher gave a self-introductory letter to principals of sampled schools. In the letter, the researcher explained the purpose of the study and that the study involves parent SGB members and requested permission from them to take part in the study. Participants were informed about their rights to voluntary participation and that they can withdraw from the research at any given time.

Participants were assured that their names and all the information will be treated with strict confidentiality and be used only for the study. At the end of the letter, participants were requested to sign a declaration of consent to confirm their understanding of the content of the letter. The researcher assured the participants that he will respect the privacy of the participants and protect their anonymity by using pseudo names and this was done to maintain confidentiality of the participant

1.15. Chapter Demarcation

Chapter One: Introduction and Background:

This chapter discussed the background of the study, problem statement, purpose of the study, delimitations, research questions, research objectives, definition of operational terms.

Chapter Two: Literature Review:

This chapter will contain review of existing literature that will be consulted in order to provide theoretical background of the study and discussions.

Chapter Three: Methodology and Methods

This chapter will discuss methods that will be used to collect relevant information in order to find out the extent to which educational levels of parent SGB component influence their participation in school governance.

Chapter Four: Data Presentation & Data Analysis

This chapter will discuss the format that will be followed to present collected data and make analysis of the data.

Chapter Five: Discussion of the Findings, Summary, Conclusion, and Recommendations

Summary of the chapter

In this chapter, the researcher discussed the introduction of the study, background of the study, statement of the problem, purpose of the study, delimitations of the study, objectives of the study, significance of the study, operational terms, and a brief discussion of research questions, ethical issues and chapter demarcation.



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CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

The main purpose of literature review is to relate researched work to the specific topic under investigation (McMillan and Schumacher, 2006). A detailed literature review enables the researcher to gain further insight into the purpose and the results of the study (Dyantyi, 2014). The review of literature serves to define the research problem, to plan the study in contextual perspective, to avoid unnecessary replications and to relate findings to the previous knowledge (Ibid). Mpanza (2015) notes that, if the researcher fails to build a solid foundation on other researcher's findings in the field under investigation, the researcher will fail to understand what still needs to be investigated further.

In this chapter, the researcher will review related literature that has been researched by scholars about "The influence of Educational Levels of SGB parent component on their participation in school governance." The first part of this chapter deals with the conceptualization of school governance, roles and responsibilities of the SGB, the centrality of SGB parent component, factors affecting the participation of parent school governors in school governance and the influence of levels of education on parent participation in school governance.

On the second part of this chapter the researcher will use sub research questions to find out the accumulated information about the research topic. Sub research questions will be used as themes in this section.

2.2. Theoretical Framework

This study "The Influence of Educational Levels of the School Governing Body parent component on their participation" is influenced by Arnstein's ladder of participation (1969). Arnstein (1969) avers that the ladder of participation is a guide to see who has power, when important decisions are taken. She also believes that public participation brings the government closer to the people; it enables citizens to set policies, goals and

priorities and get involved in the decision-making process (Gershman, 2013). Participation is the redistribution of power that enables the have not citizens presently excluded from the political and economic process to be deliberately included in the future (Arnstein (1969). She further highlight that the fundamental point is that participation without redistribution of power is an empty and frustrating process for the powerless. This means that participation should be process through which members of an organisation are involved and have influence on decisions related to any activity that will affect them. Parent SGB members are the component of School Governing Body where there is a power struggle with other stakeholders such as the principal of the school, teachers of the school, learners who are in grade eight and up on influencing decisions taken at school level.

In describing the ladder of participation, Arnstein uses eight rungs to classify the levels of participation. She moves from the lowest rung to the highest. The lowest rung draws from the first two rungs; Manipulation and Therapy together are known as non-participation. Silveira (1990) describes the non-participation rung as placing people on advisory boards to educate them on the agency perspective, distorting the participation into public joy. The next three rungs, informing, consultation and placation are called degrees of tokenism. Power holders take this rung as the total extent of participation, where citizens are heard, but there is no assurance of changing the status quo. The following three are partnerships; delegated power and citizen control, known as citizen power, on these rungs citizens obtain the majority of decision-making seats.

This study focusses on rung seven, delegated powers, because the School Governing Body is one of the structures in the education system, where the central government has delegated some of authority decision making powers. Arnstein (1969) points out that the redistribution of power enables the have-nots excluded from the political and economic processes to be deliberately included. She further states that it is a strategy by which the citizens join in determining how information is shared, goals and policies are set, and programs are operated. The SGB is a citizen participation structure where stakeholders such as teachers of the school, parents who have children in the school, non-teaching staff of the school, learners who are in the eighth grade and up take part

in making decisions about how the school must function. Duku (2006) states that delegated participation mean that citizens achieve dominant decision-making authority over a particular plan. In this instance, programmes are significantly accountable to citizens (ibid).

In this study “The Influence of Educational Levels of the School Governing Body parent component on their participation in school governance”, the parent component of the SGB represents the majority of parents who have children in the school, where the law mandates them to account to the department and to parents about any programmes they made decisions on. Hence, Duku, (2006) contends that this participation is along the realm of participatory democracy, whose objective is that of a representational manner, where participation enables an individual or a group to influence agency decisions. All characteristics for this research are relevant for analysing parental participation in school governance of rural schools in the East London Education District. Mavuso & Duku, (2014) describe participation as a process of empowerment of marginalized people and their involvement in decision-making process and a process through which stakeholders’ control of development initiatives, decisions and resources



2.3. The Empirical Studies on School Governance

2.3.1. Conceptualization of School Governance

School governance is the devolving of decision making from the national level of education department to local level which is a school (McCrone, Southcott and George, 2011). This goes with range of issues such as, school budget, developmental priorities, and the endorsement of a code of conduct for learners (Mncube, 2009). School governance, therefore, is an institutional structure entrusted with the authority to formulate and adopt school policies (Ibid). Mavuso & Duku (2014) explain that school governance is the involvement of relevant stakeholders such as parents, teachers, non-teaching staff and learners in the 8th grade and up.

Governance is defined as the combination of processes and structures implemented by the board to inform, direct, manage and monitor an organization’s activities in the pursuit of the organizational objectives (Dibete, 2015). Governance relates to the

means by which organizational goals are established and accomplished (Ibid). Hence, Mncube (2009) refers to school governance as an institutional structure entrusted with the authority to formulate and adopt school policies. This may have a range of issues which include school uniform, school budget, developmental priorities, and endorsement of learner code of conduct (Mncube, 2009, Tsotetsi, van Wyk and Lemmer, 2008). This is in line with both international and national trends (Mncube, 2009). School governance is the devolving of decision making from national to local level, which is a school, in this instance (McCrone, Southcott and George, 2011). Hence, school governance involves relevant stakeholders such as parents, educators, learners in the 8th Grade and up, and non-teaching staff (Mavuso and Duku, 2014). These stakeholders make decisions about the way in which the school should be governed according to the provisions of SASA (Ibid). Thus, school governance involves making rules and policies to govern the school.

There must also be an assurance that such policies are implemented effectively in accordance to the legislations. Ngongo (2014) suggests four (4) factors that influence effectiveness of such policies; accountability; participation, freedom of information; and transparency. On participation he states that, stakeholders are provided with equal access to the SGB irrespective of any form of discriminations. To achieve this, a proper electoral and democratic system must be used for determining the members of the SGB. He further states that participation can be effective if there is a high level of literacy in the community. However, dependency may limit the effective participation of stakeholders and limit realization of effective governance (Mncube, 2009). Transparency means that the decisions taken and their implementation are done in a manner that follows rules and regulations outlined by the law. Information is freely available and directly accessible to those who will be affected by such decisions.

Dibete (2015) suggests three dimensions of school governance as Sovereign governance, which entails full public accountability of the work of the school as a whole to all interested parties and is rendered in various forms, including presentation of the annual reports to parents. Judicial governance entails accountability for meeting all the legal requirements to which the school is subject, including legislature relating to

finances, employment, the curriculum, health and safety. Performance governance entails accountability for carrying the activities of the school and in terms of which the vision of the school regarding the provision of a service to pupils is to put into practice.

These three dimensions mentioned above are so important for the effectiveness of School Governing Body. The legal framework of school governance covers these dimensions to give some guidelines as to what SGB members must do at school level. SASA (1996) mandates the SGB to account to parents about every decision they take including financial reports and the annual budget that must get approval from parents before it is implemented the following year. Legislation, as it stands, is expecting SGB to work within the legal framework, as the roles and responsibilities are outlined in the South African Schools Act, No: 84 of 1996 section 20 & 21. School Governing Bodies are mandated by the law to draft the school vision each year that will be their railway line on whatever they will be deciding through to actions they take for the year.

Nyaba (2009) views school governance as the exercising of authority on managing resources, involving nature and the extent of power and control applied to deploy human and material resources at school level. However, these above researchers agree on control and authority that the legislation gives to SGB to govern the school and that the SGBs are given a platform to dance to the South African Schools Act, which is a legal framework or a bible for SGB to look at from time to time as a reference.

SASA (1996), section 16, indicates that school governance in the South African context is the responsibility of School Governing Body. Therefore, the School Governing Body is a juristic person and a functionary of a school and an organ of state (Dibete, 2015). The School Governing Body is a crucial stakeholder in the education system and therefore has a fundamental impact on the quality of education received by the learners (Maluleka, 2008). Their functionality or lack thereof has a marked influence on the effectiveness of the school (Ibid). This means that they are at the centre of schooling in general because they determine the tone the vision and the ethos of the school, meaning, therefore, that for the school to achieve excellence, the SGB should play its role.

The school Governing Body has a primary obligation to shape and influence the quality of teaching and learning of the school and to ensure that individual learners are able to achieve their full potential in the education system. This structure is the lowest sphere of the education system (Maluleka, 2008). In South Africa, education is organised into three spheres, the national, provincial and local level and these spheres make rules and regulations which are interdependent and interrelated. The SGB is part of the system of governance with vested powers such as to create the mission and vision of the school, develop policies, etc. It is expected that the SGB should know and understand its position, its powers and its functions in order to make a crucial contribution in the education system.

This means that SGB members should know their collective and individual roles within the education system. Maluleka (2008) argues that, for the SGB to play part in the education system, its activities should preserve peace, harmony, and stability at school, they should secure well-being of all stakeholders, in education, they should provide effective, transparent and accountable governance for the school, they should cooperate with one another in mutual trust.

The SGB is expected to act in a satisfactory manner to carry out its duties on behalf of the school. It can stand on behalf of the school to sue or be sued on matters that are transgressive to the vision of the school. In addition to its roles and responsibilities, it has been given authority to take decisions that are binding on behalf of the school. For instance, it can enter into contracts with any company. It can sue that company if it breaches the contract, as much as it can be sued by that company if the SGB itself breaches the agreements.

2.3.2. Centrality of parents in school governance

Across the globe, parents are at the Centre of school governance. The main aim of devolving some of the authority from central government to local government was to bring parents and community on board. In Australia, parental involvement in school governance is seen as a legitimate way for parents to be active and they operate within the strict confines of policies and guidelines (O'Hehir and Savelsberg, 2014). Parents have a stand-alone council that allows them to put forward their views to the head

teacher and governing body (Nash, 2014). In some countries, parents have stand-alone bodies, such as in Australia, where parents have the Australian Council of State School Organization (ACSSO) which represents parents at national level to influence decision taken by central government. In England, parents have the Central Bedfordshire Council; this one enhances family-school partnership and increases participation in educational decision-making (Education Gateway, 2016). In New Zealand, parent bodies are granted by the law permission to be engaged in the strategic planning for education of the country (Willye, 2007).

They are also delegated a high degree of autonomy and responsibility for policy and strategic direction for a school. In terms of representation, parents have a bigger number than any other component in the Board of trustees (BOT). In USA, parents being part of governing body play an essential role in setting the strategic direction for the school and holding the leadership to account and, as a result, their involvement in school governance has been emphasized as a mechanism for improving public education (Washington, 2011). In these developed countries, parents in school governance are playing their significant role; as a result, their schools are reported to be improving learner achievement, and school boards are able to hold head teacher accountable.

In Africa, parents are given more representation than other members of the school board and are seen as an essential part for reinforcing successful education at school level (Azeem, 2010). In Nigeria, Tatlah and Gqbal, (2011) state that parental involvement in school governance is associated with school effectiveness and children performance, in general, and this is done despite the educational background of parents because parental involvement in school governance is underpinned by the assumption that parents would contribute positively to the learning of their children and, therefore, the quality of education would improve. In Kenya, parents in school governance assist in engaging communities and creating community ownership and commitment to delivery and management of education services to citizens (Onderi and Makori, 2012).

In Botswana, Pansiri and Bulawa, (2013) state that parental involvement has a long history in their country. Long ago traditional the education system was culturally based

and was driven by community leaders and focused on producing useful members of the society. With the arrival of missionaries, the missionaries ensured that they worked with traditional leaders to mobilize parents to participate in education. They further state that missionaries found out that education in Botswana was parent-driven. On the principle of self-reliance of schools in Botswana, parent teachers associations (PTA) became a cornerstone in the impetus for educational development.

In Zimbabwe, parental representation in School Development Committees (SDC) is always in the majority (Chikoko, 2008). She further states that this is done with the assumption that parental role of running schools will be significant. The chairperson of the SDC is also a parent so that parents could be influential on any decisions taken on school governance. Parental participation is presumed to lead to greater efficiency and effectiveness to the system because it energizes school in a greater role in setting school missions. Chikoko (2008) notes that by shifting decision-making from central government to grassroots aims at improving responsiveness and accountability to parents.

South Africa has national bodies where parents are taking part on decision making in school governance matters; such as National School Governing Bodies (NASGB) and Federation of South African Schools Association (FDSAS). These national bodies in both developed and developing countries have a common purpose: to sustain the voice of parents on school governance matters from school level to central level.

In terms of representation on the School Governing Body in South Africa parents are given the majority membership (Mavuso and Duku, 2014). The legislation states that parent members must be fifty percent plus one and the chairperson of the SGB must be a parent (DoE, 1996). Naong and Morolong (2010) argue that SASA has provided parent governors with a profound role to play in their children's education. In every sub-committee of the SGB, the chairperson must be a parent. Mavuso (2009), specified these roles as; Calling both SGB and parents meetings. The legislation states that the chairperson of the SGB must be a parent and the treasurer must be a parent, and that this determines the extent to which parents play a central role in calling and driving

these meetings. This is done to make it sure that parents are playing their role significantly and are influential in any decision they take to govern the school.

The belief is that the community of a school knows better the needs of that school; therefore, it would be proper to give the school community, more especially parents of children that are in the school, a responsibility to make decisions about how their children learn. The law mandates that the SGB must report from time to time to parents, whatever decision they are taking. It is a must that at the end of the year the SGB must have a general meeting with parents to give the year report and for the approval of the following year's budget.

2.3.3. Conceptualizing rural schools

Since my study focuses on rural schools, it is important to explain what it means to be a rural school. In Government gazette NO: 41321 (2017), Hamunyela (2008) refers to a rural area as a place where there is low population density, low levels of infrastructure; a place where people depend on pastoral and agricultural productions. Nelson Mandela Foundation, (2005), seem to note that rural areas is a place where there was a high level of poverty, unemployment and lowest levels of education. It is a place where traditional authorities are still playing a major role (Nelson Mandela Foundation and Ntsebeza, 2005). These tribal authorities had bylaws that rule their areas of operation.

The Nelson Mandela Foundation (2005) and Ntsebeza, (2006), noted that traditional leadership was most influential in schools that are in their areas of operation. Teachers who came from other areas to teach in their schools were given houses at a chief's palace. These teachers were treated as members of the royal family some were made secretaries of ibunga (the traditional gathering). Some schools are named after the kings and chiefs in areas of their operation. Duku (2006) seems to believe that participation in school governance cannot be understood without acknowledging the social and anthropological values and belief systems of a given context.

This means that traditional values appeared in school governance where men and the old should be respected by virtue gender and age, respectively. Men were preferred for strategic positions and the norm that says "old is wise" was used to elect parent SGB

members (Duku, 2006). Young people were not allowed to hold strategic positions in the SGB irrespective of their potential, competence and educational level. So, their participation was limited because they have to respect the old people. They cannot say old people are wrong and cannot contest the decision of the old.

These traditional values contradict the principles of SASA; in accordance to SASA participation is democratic, all relevant stakeholders participate in school governance. However, parents, as Duku (2006) puts it, brought “social baggage” to school governance, which does not favour the SASA principles. For instance, men were made chairpersons because they cannot be led by women or young people. The other parents were not given strategic positions because the custom does not allow the unmarried to lead married people and old people cannot be led by young people, that is, tradition.

Some researchers bring about the dichotomy between rural and urban (Nelson Mandela Foundation, 2005). It states that there is no agreement about what constitutes rural or urban areas in South Africa. This is due to the fact that people move between rural and urban makes definitions difficult. Their meaning and uses vary considerably depending on who employ them and for what purpose. There are urban features within rural areas vice versa (Nelson Mandela Foundation, 2005). For instance, HIV/AIDS ravages communities in both urban and rural areas youth unemployment and adult illiteracy features on both urban and rural areas. Similarly, Duku (2006) shared the same sentiments with Nelson Mandela foundation that there are urban features in rural schools. She noted that the tradition of men and old leadership dominated in rural schools the same way it does in urban schools.

However, rural areas are rich in agriculture. It is where both animal farming is practised and the planting of crops more especially maize and vegetables are grown. Some families have herd of cattle which help to fight poverty. Cattle or sheep are sold in order to get money. Some families have vegetable gardens, they don't buy they eat fresh vegetables and, where they have excess vegetables, they sell them in order to get money. Communities in rural areas are full of indigenous knowledge system which can harness to enrich teaching and learning in rural schools (Gazette NO: 41321, 2017).

These are the areas where UBUNTU was practised. People from rural areas would share food, those who have means to plough fields would assist those who do not have and those who do not have means would share their labour. In isiXhosa there is a saying “umntu ngumntu ngabantu.” You are what you are because of other people.

In one of his speeches, Nelson Mandela (2003) noted that rural communities were deprived and are still deprived of basic resources (ibid). He further suggested that rural South Africans have a task of improving the quality of their education. The researcher saw it fit that people from rural schools can utilize the services of traditional healers to get to know the herbs that heal some diseases such as stomach ache and head ache. Learners can learn agricultural subjects so that communities can produce for them and sell some of their products. Communities might also farm animals relevant to their environment.

The Nelson Mandela Foundation suggests that rural schools should be resourced and organized differently from urban schools to meet the needs of rural learners. Gazette NO, 41321 (2017) recommends that rural education needs to be a re-vision away from a focus on deficits, to one that examines opportunities for transformation within rural communities to promote a participatory and democratic governance process. This could be done by making use of the human resource and other resources that rural communities have.

There is a new trend nowadays, where the majority of educated people are retiring and are looking for places in rural areas; some are going back to their original homes. This trend, therefore, should mean that in rural areas there will be people with better educational background. These people should make a fundamental contribution, if utilized better in school governance. In the meantime, SGBs should recruit them as additional members so that they form part of the SGB itself and the sub committees of the SGB. This would be done in order to use their knowledge and experience.

The above paragraph highlights the fact that SGB parent members from a rural community are affected by the environment. Their lack of educational background, poverty, and other challenges that are there possibly makes them to fail to execute their SGB roles and responsibilities. SASA (1996) allows parents to decide on the curriculum

of their children and SGBs are given that power. However, literature seems to indicate that poor or no educational background have negative effects on governance work in rural schools.

2.3.4. Roles and Responsibilities of the SGB

The School Governing Body has vested powers to ensure effective and efficient governance of the school. It is the responsibility of the SGB to promote the interest of the school to ensure that the learners at the school receive the best education possible.

The roles and responsibilities of the SGBs are important in this study because this is where the SGBs can be measured, whether they are functional or dysfunctional. These duties are mandated to SGB by law (SASA, 1996, sec. 20 and 21). The duties of SGB are divided into those that are compulsory and those that are optional to perform section 20 and section 21. These role and responsibilities were introduced by SASA; previously they were assigned to the department of education. This policy framework was meant to fulfil the notion of devolution of some of its authority to lower levels. SASA (1996, section 16) states that the governance of each school is vested in its SGB and this includes a wide range of functions. These functions are explained in section 20 and 21 of the South African Schools Act. Amongst others, the SGB must promote the best interest of the school. It is important for them to know the mission statement of the school because the interests of the school are outlined in the mission statement of the school.

The school governing body must govern the school guided by these functions listed above. One of the most challenging tasks of the SGB is the school safety, more especially in rural schools. Most of these schools lack what Mahlangu (2008) referred to as basic resources necessary for a safe and healthy environment. Things, such as fencing the school to avoid trespassing in school premises, security guards who will make sure about safety of both teachers and learners are crucial for safety. According to Mahlangu (2008), some of these rural schools have no secure doors and windows, even those that are there are broken. The School Governing Bodies are also employers for Grade R practitioners (Government gazette NO. 28134, 2005). Although the SGB is not involved in developing a contract with conditions between the employer and the

employee, they both sign the contract developed by the provincial department. SGB is also granted permission to fund raise for the payment of the practitioner and the department will add a stipend.

2.3.5. Factors affecting participation of parents in school governance.

SASA, as a legal framework of school governance, emphasizes participative democracy in school governance (Heystek, 2011). This is where all stakeholders that are closer to a school share the responsibility of governing the school. These stakeholders are parents of children that are in the school, teachers in the school, principal of the school as an ex-officio member, learners that are in grade 8 and up in the school. The numerical majority representation of the parent SGB component in the School Governing Body affords parents a chance to participate in the decision making of their children's education. However, there are obstacles that possess challenges to that effect, more especially parent governors from disadvantaged schools.

Mavuso and Duku (2014) note that parent SGB members do not differentiate between school governance and school management work and parents do not know which policies to adopt. They found themselves wanting in the school governance work not knowing what to do or not to do. They become vulnerable and enter anywhere they see the gap. For instance, if they see a teacher who is late they want to take action to punish that teacher. Matshe (2014) puts the blame on the department of education by stating that the department fails to capacitate parent governors; as a result, some of parent school governors do not complete their term of office. Manamela (2014) terms the training the "hit and run" kind of training because it only comes when the SGB receives induction only and nothing will follow thereafter. Tsotetsi, van Wyk & Lemmer (2008) condemn even that training, saying that it lacks sensitivity to the diverse needs of SGB members.

When SGBs attend a workshop, they expect the facilitator to address the ill behaviour of learners that are selling drugs in the school yards, gangsterism that is manifesting in our communities and is transferred to school, the scholar transport issue that has been terminated by the government, boys from circumcision that are fighting in the school

yard and are not going to the classes. These are some of the issues that School Governing Body faces day to day and needs to resolve.

Naong and Morolong, (2010) notes the negative attitude displayed by some parents towards their role as school governors. This might be caused by non-understanding of what role parents should play as school governors. Sometimes the language used by those who are learned, and most of the time documents are written in English, which makes things difficult for parents who seem to have little or no school background (Tsotetsi, van Wyk and Lemmer, 2008). Hence, parents feel inferior in meetings and are not participating or even not attending those meetings. Another factor, as noted by Naong and Morolong (2010), is that of relations between the principal and parent component in the SGB. If relations are not sound, parent's attitudes will be displayed, infighting within the SGB might occur. The principal might use the advantage of having first-hand information to keep the information which might cause the SGB to fail on its work.

The School Governing Body parent members in rural schools are structured traditionally, wherein traditionally men rule and women are positioned differently (Duku, 2006). Natural attrition and the labour migration system, where men have to leave women behind in rural areas and look for work in urban areas, and women become members of the SGB, their role "to keep the fires burning at home" and school work clash (Ibid). ; Sometimes women have to prepare food for the family and where there is a customary work, women have to focus on that work sometimes the whole week and cannot leave home and do school governance work. In most cases, women dominate the parent component in terms of numbers, but will elect one man to be the chairperson of SGB with the notion that he is a man and cannot be led by women. Traditionally, he is the head of the family, therefore, must be the leader in the SGB.

The above statement makes a comment on the gender effect on school governance in most rural schools. Sometimes women have to compromise a genuine idea as being against what a man has proposed because of some marital relation to this man, with the idea that a woman cannot talk against her in laws. Since the focus of the study is on how Influential the Levels of education of the School Governing Body parent component

on their participation in school governance, It has to be pointed out that literature indicates that levels of education of the SGB parent member might have a negative effect on their participation as school governance. For instance, Naong and Morolong (2010) suspect that SGB parent members can't read nor write. Hence, they are likely to abandon their role to other components of the SGB and only rubberstamp the decision made by teachers more especially the principal of the school (Mavuso and Duku, 2014). They further note that parents turn to be pseudo participants in school governance.

The above statement is so unfortunate because SASA entrusted its devolved authority to parents mostly (SASA, 1996). According to SASA parents are given majority representation so that they may become influential in any decision taken by the SGB. This could be possible if they can speak with one voice and be clear about what is expected of them as a leading component in the SGB.

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Amongst the factors that are affecting parents' roles and responsibilities is the fact that they might have low levels of education (Dyantyi, 2014). Hence, the SGBs seem to be less successful in terms of participation on decision making due to the suspected low levels of education of SGB parent members (Heystek, 2011). SGB parent members seem to be less competent than others and, in most cases, rely on teachers on issues of school governance due to the suspicions that parent members have low levels of education (Mavuso (2009). It is for this reason that Ngonzo (2014) notes that achieving effective school governance in rural schools of South Africa is still out of reach. It is because the SGB parent members are elected based on the fact that a parent has a child in the school. During the time of election of SGB no one ever looks at the nature of the South African Schools Act. Everybody works on representation that parents should be fifty percent plus one, nothing else. Mncube, (2009) notes that SGB parents are not playing their role, as mandated by the legislation, they are reluctant to participate in the decision-making structure as a result of suspected low levels of education.

Hence, Duku, (2006) seem to argue that parent SGB component cannot be easily translated into tangible benefit that includes the quality of participation. She further argues that SASA does not give guarantee power and empowerment to the parents. This means that parent themselves must possess some qualities for them to be able to dispatch their responsibilities. This is just a wish in the South African context because no qualities are considered when recruiting parent representative to the SGB. SASA,

(1996), state that a parent with a child to that school stands a chance to be elected as SGB member. The aim of government was to empower the marginalised people on decision making process and for them to be able to influence those decisions. It was more on moving away from nominal and representation to a transformative participation (Duku, 2006).

The nature of prescribed functions of SGB brings confusion to the SGB parent component in the disadvantaged schools, where levels of education are suspected not to meet the standard (Xaba, 2011). These responsibilities require skills knowledge and experience to be executed (Ibid). Yet literature seems to note a lack of these skills and knowledge on parents who form part of the communities in rural areas. Ngonzo (2014) seems to concur with Xaba (2011) on the fact that the prescribed functions of SGB by SASA are meant for the middle-class communities, that is people who have better education levels, who can read and write, people who will be independent from other components and use their majority in numbers in terms of participating, influencing and taking decision on school governance as per the requirement of the legislation.

However, it is of a great concern that the same parents who seem to be underperforming on school governance work are leaders in the community; some are secretaries of church societies and are doing well in terms of writing minutes and giving reports some are treasurers of community associations and are keeping funds well and are able to account for them. A question is what happens when it comes to school governance, is it because of the nature of the SASA as Ngonzo, (2014), Xaba, (2011), Tsotetsi, van Wyk and Lemmer, (2008), who raise a concern about nature of SASA that it caters for the middle-class communities not for rural communities? Do parents fill inferiority when it comes to school governance? Is it because of the level of education as against the learned people? There can be many factors affecting parents when they become SGB members.

2.4. SECTION 2

Section 2 will be discussing the literature review of the sub research questions.

What is educational level of the SGB parent component in school governance? How does the SGB parent component view effects affecting their participation in school governance? It is imperative to get a sense of what other researchers say about how influential the Educational Levels of SGB parent members on their participation on school governance are.

2.4.1. The educational levels of SGB parent component in school governance.

In both developed and developing countries legislations of school governance are silent about levels of education for SGB parent component. Instead they talk about composition, the size of the School Governing Body, roles and responsibilities of the SGB. However, literature suspects that educational levels are a factor in the performance of School Governing Body. For instance, in developed countries such as England, parents who are employed come to school governance with their skills which make a significant contribution (James, Goodall, Howarth and Knights, 2014). Many skills needed in school governance are found in the workplaces (Ibid). They also found out that school governance is a place of two worlds – education and employment come together in a productive way to ensure satisfactory results in schools. The “inspiring governors’ alliance” inspire more people with skills needed by the school to volunteer as parent governors and school governing boards in England function well and are seen as moving towards right direction. These parents are using their educational background that has helped them to get work and school governance benefits on the skills and experience they gain in their workplaces and literature indicates satisfactory results.

In Australia, Nash (2014) states that the governing body is a key strategic maker and vision setter in every school and that need skills and experience to execute. School governors have a vital role to play in driving up schools and pupil’s performance and ensuring that the resources are used well to give every child the best possible education (Ibid). This can be done if school governors understand their responsibilities and focus on their strategic duties. Australian government ensures that school governors have necessary skills and are committed to their duties. These duties are to setup strategic direction for the school, hold the head teacher accountable and ensuring that the school funds are well spent.

In developed countries, school governors have clerks who are appointed to assist the governing body. Clerks advise the school board with the nature of their duties and ensure that governing body operates effectively and efficiently (Nash, 2014). Parents are allowed to serve in more than one school to gain more experience and to compare and contrast across the schools. This means that a parent serving in more than one school is able to take the good practice of one school to another school to improve its performance.

In Africa, Botswana, Boaduo, Milondzo and Adjei, (2008) highlight that parents in the SGB need to be armed with information to be able to make a meaningful contribution in school governance. However, there are suspicions of poor performance in schools due to divisions between communities and parents who are in school boards and parent board members are less educated. (Ibid.). Pansiri and Bulawa (2013) attest that BODs and PTAs always fail in decision making due to the fact that parents involved are not well educated and the rural environment affects them.

In Kenya, parental involvement in both PTAs and BOGs forms an integral part of school governance structures (Onderi and Makori, 2013). They contribute on the teaching and learning process in school (Ibid). Parent governors provide an important interface between schools and their communities (Pansiri and Bulawa, 2013). These parents form part of BOD; they are responsible for school development projects, salary reviews of staff, recruiting staff for the school, and quality assurance standard. Highlighting these responsibilities that make good governance, one would assume that parent governors have the necessary qualities, necessary skills, knowledge and experience. However, Onderi and Makori, (2013) are likely to have low educational levels.

These suspected low educational levels affect parents who are participating in school governance negatively. Hence, Onderi and Makori, (2013) contend that parents who participate in Board of Governors lack commitment and dedication due to suspected low levels of education. Kindiri (2009) who shares the same sentiments states that BOGs are incompetent in school governance due to suspected poor educational background. These suspected low levels of education from parents who are participating in school governance lead to underperforming because necessary skills are lacking.

Similarly, in South Africa, legislation highlights the composition of the SGB, roles and responsibilities of SGB and the nature of representation in the SGB. However, nothing is said about the benchmark of educational levels for parents to participate in school governance. Researchers reflect on how the factors affect the participation of the SGB parent component in school governance. For instance, Mavuso and Duku, 2014, Heystek (2011) highlight the importance of parental participation in school governance and numerical representation is according to prescriptions of the law. However, in terms of participation, as the legislation expect, they have been found wanting.

Mavuso and Duku (2014) are of the opinion that parents seem to position themselves as outsiders to other components in the School Governing Body. They rely on and rubberstamp decisions that they have already been taken by teachers in the SGB. This means that the parent component seems to be spectators in the field of school governance, instead of playing its position. When parents are not playing their rightful position in school governance, the SGB is likely to collapse because parents are in majority and devolving some of the authority was directed to them. This is against the finding of Gamage and Sooksomchita (2004) cited by Dladla, (2013) who revealed that parent SGB members have an important role to play, through their understanding of their roles, accountabilities and responsibilities. This lack of understanding of their roles might lead to interference into other's area of operation which might lead to unnecessary conflict. Dladla, (2013), noted that SGB parent members do not understand the neat separation of governance and management responsibilities.

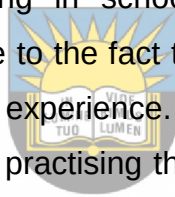
Heystek, (2011) contends that the parent component is less successful in participating in school governance due to factors such as suspected low levels of education. These suspected low levels of education of parents in school governance may affect the SGB and render it unsuccessful in supporting schools to improve the quality of education in that school.

2.4.2. The role of SGB parent component on recommending appointment of teaching and non-teaching staff

Literature indicates that in the international world school governors do not only recommend teachers for their schools, but they are the employers. For instance, in

England, one of the roles of School Governors is to hire or fire head teacher and teachers at school (McCrone, Southcott, and George, 2011). School Governors as an employer also determine salaries for teachers (Ibid). In Scotland, parents formed structures called Parent Council, which are involved on drawing job specifications, sifting, and interview panel (Peacock, 2006). Education authorities have a binding responsibility to inform these Parent Councils of any change to be made on appointing teachers at school (Ibid).

In New Zealand, Board of Trustees (BoT) seem to be noted as good employers, they employ head teacher and teachers at school and further draw up performance management system for teachers (Wylle, 2007). They do this in order to evaluate head teacher's performance and also to fire if the head teacher is under performing (ibid). Literature seem to indicate that in the international countries school governors especially parent who are serving in school boards are able to carry out their responsibilities. This might be due to the fact that school board members are recruited based on skills, knowledge and experience. McCrone et al. (2011), suspect that parents focus on parents who are practising the needed skills at their work places and retired professionals.



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In African countries literature seem to be silent about the role of recommending teacher and non-teaching staff to the school. However, in South Africa, legislation mandates School Governing Bodies at school level to recommend teachers to the head of the department (HOD) (SASA, 1996). This one of the responsibility given to them in section 20 of the South African Schools Act. This is a process that starts from the School Management Team to profile the post according to the needs of the school. A profiled post will be given to the department for advertisement. Interested and qualifying teachers will apply. After a closing date for applications the department will sift the applications. It is after the department has sifted the applications that they are taken to school for the SGB to shortlist and set up an interview date for the shortlisted candidates. The SGB has to for up an interview panel where parents are given more representation. After the interviews the panel has to report to the SGB the three recommended names of the candidates. The SGB has a right to reverse or approve the

recommended names and must write minutes to the HOD. In those minutes there should be motivations as to why these candidates were approved by the SGB.

However, Literature suspect that parents have abandon their responsibility to other stakeholders who have a better level of education such as educators and the principal. Mavuso and Duku, (2014), suspect that parent SGB members seem to be pseudonyms on performing roles of SGB. Parent SGB members in rural schools are suspected not to understand the surmountable task given to them by the legislation (Mncube 2009). This is due to the fact that they have suspected low level of education

Xaba, (2011), suspect that, roles of SGB require special skills and knowledge to execute their roles. The parent SGB component seems to be lacking these skills such as chairing meetings, writing skill, reading skill. These skills were needed to identify the suitable candidate to that post that has to be recommended to the Superintendent General of the department of education. Ngonzo, (2014), criticises the nature of SASA roles and responsibilities that they seem to favour parent SGB members form urban schools with better educational levels. Hence literature suspect difficulties from parent SGB component from rural schools seem not to perform as the legislation requires.

2.4.3. The role of the SGB parent component in adopting a code of conduct for learners.

The level of discipline maintained within the school underpins the functionality and performance of the school. The primary aim of code of conduct is to establish a disciplined and purposeful school environment (Maluleka, 2008). It is a legislated function under section (1), and 20 (1) (d) of the South African Schools Act of 1996 which requires SGBs to adopt learner code of conduct after consultation with parents, teachers and learners of the school. This is done to improve and maintain the quality of teaching and learning at school. Code of conduct based on human rights principles contains rules, regulations, sanctions, and disciplinary procedures (Maluleka, 2008). However, the SGB has to maintain a good balance between maintaining discipline in school and observing and protecting the constitutional rights of learners. All decisions made by the SGB should be in line with the values, spirit, and objectives of the Bill of rights.

The South African Schools Act places parents in a powerful position by giving them authority to influence fundamental decisions (SASA, 1996). Amongst others, it is to adopt a code of conduct for learners (Section 20). This is done to make parents accountable to their schools about the behaviour of their children. Ntuli (2012) suggests that, when developing learner code of conduct, legitimate disciplinary measures and procedures should be in place because learner code of conduct is a legal instrument regulating the maintenance of discipline in school. Ntuli (2012) further suggests that learner code of conduct must aim at establishing a disciplined and purposeful environment to facilitate effective teaching and learning at school. This implies, therefore, that the code of conduct for learners must ensure that there is order in the school environment. The school must be a place conducive for learning and teaching. When drawing learner code of conduct, it must be in line with the constitution of the country. It must reflect human rights and transparent communication to both teachers and learners. It must not be punitive but must facilitate constructive learning.

Diadla (2013) states that parent members should master the skills of developing a code of conduct for learners and do it within the prescripts of the legislation. The South African Schools Act provides that the SGB should adopt a code of conduct and help in the enforcement of such code of conduct to maintain discipline in the school (Mestry & Khumalo, 2012). The belief is that, for effective teaching and learning to take place, it is critical that a safe and conducive environment is created. Mestry & Khumalo (2012), contend that the SGB is in the middle to establish and maintain sound discipline at school.

The department of education (DoE, 2008) asserts that school is committed to providing a conducive environment for the delivery of quality teaching and learning by promoting, amongst others, the rights and the safety of learners. It is for this reason that the law mandates the SGB of the school to adopt a code of conduct for learners to create an environment that is free of disruptions. The code of conduct, therefore, should spell out rules regarding learner behaviours and describe the disciplinary processes to be followed concerning the learners who are seen as having transgressed the code of conduct. Khewu, (2012) makes the appeal that a code of conduct for learners should

be specific that discipline will be exercised in a non-violent manner and that it should be taken into cognisance that learners have a right to freedom from corporal punishment. She further spells out these alternatives to corporal punishment that should form part of learner code of conduct as, verbal warning, written warning, demerits and detention.

Mestry and Khumalo (2012) assert that a code of conduct for learners is a form of subordinate legislation that reflects the democratic principles of the constitution by supporting the values of human dignity, equality and freedom and, therefore, all relevant stakeholders must be involved in developing such a document. This means the SGB should adopt code of conduct within the prescripts of the law. These are the values of human dignity which are outlined in the constitution of the republic.

Sepadile (2009) assert that parents should determine the formulation of a code of conduct for learners. This statement highlights the fact that parents should take a lead on formulating learner code of conduct. However, in terms of representation that is fulfilled and in terms of participation, literature indicates that parents are less active than other stakeholders due to barriers, such as their low levels of literacy, which makes them to be less committed and reluctant to participate.

Mestry and Khumalo (2012) suggest three dimensional approaches in managing learner discipline, firstly, the prevention dimension, which entails that the SGB should adopt strategies to actively prevent disciplinary problems. Secondly, the action dimension, which refers to what action the SGB must take, when, in spite of all the steps taken to prevent disciplinary problem, they still occur. These dimensions are for designing and the enforcement of learner code of conduct. Thirdly, there is the resolution dimension, which implies that the SGB should develop strategies to resolve problems with more extreme out-of-control learners. The constitution has provided guidelines to assist SGBs on dealing with these three-dimensional approaches. The guidelines start with the abolishment of corporal punishment to all schools. Then it provides alternatives to corporal punishment, subsequently, it provides alternatives to corporal punishment such as detentions, demerits and any other way that would promote discipline at school. Mestry and Khumalo (2012) state that SASA has given the SGB a statutory responsibility to ensure that correct structures are put in place so that any disciplinary

measures taken against learners are administered fairly and reasonably, in accordance to the law.

Literature seems to identify some challenges on the part of the SGB parent component to fulfil the obligation of SASA in determining the adoption of a learner code of conduct. Xaba, (2011) observes that parents lack confidence to lead the SGB in adopting learner code of conduct, suspecting low levels of education, which resulted in parents not being accessible to information. This has led to the SGB to seem not be efficient and effective. Mncube, (2009) states that the SGB parent component's lack of participation is because of their suspected low educational levels of education and that factor inhibits SGB from operating democratically in schools. Van Wyk (2004) asserts that parents from disadvantaged areas seem to lack required skills, knowledge and experience to exercise their powers as the leading component in the SGB. Parents are also not involved in the day to day activities of the school, so they are not part of monitoring the behaviour of learners and enforcing the learner code of conduct.

Maluleka, (2008) argues that for the SGB to develop a learner code of conduct, they need to have skills and knowledge on how to write policy and have some knowledge of the law. This seems to be a challenge in a number of SGBs, particularly in rural schools as they do not seem to have either the capacity to develop policy or the resources to engage necessary expertise. Hence, many rural schools would not have proper policies and procedures in place. That might create serious disciplinary problems for the school. In spite of the SGB not to have the capacity to develop learner code of conduct, they still have to play a role in ensuring that the culture of teaching and learning prevails at school.

Each SGB might have its own ideas about what kind of behaviour need to be accepted in their school, these are the aspects that should form part in order to determine the legal validity of the learner code of conduct:

School Rules; set out what may and may not be done. They must be fair, reasonable, and realistic.

Sanctions; these are the actions that will be taken if a learner disobeys the rules.

Disciplinary Procedures; this involves procedures to be followed when dealing with cases such as investigations and specific procedures before taking action against a learner who has offended.

The above statement suggests that parents are given an opportunity to decide on dos and don'ts for learners and put in place disciplinary measures. However, circumstances prevent them from being part of supervising and enforcing the disciplinary measures they have suggested. This other part of maintaining discipline of learners in school is given to the principal and the SMT, parents are called after the incident has occurred and depend on the information from teachers about the incident. Some parents give teachers permission to decide what should be done with the learner who has transgressed because they think that teachers know better what needs to be done as everything in school is for knowledgeable people. (Mavuso & Duku, 2014, Duku, 2006).

2.4.4. The role of the SGB parent component in Managing School Funds.

Managing school funds is one of the most important responsibilities for the SGB since the implementation of SASA (Rasahaj, 2007). Funds form a backbone of running a school. As a matter of fact, funds have everything to do in a school because they serve to promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at a school; basically, the school must have money (Xaba, 2011). This is due to the fact that financial environment of the school has a direct impact on the functionality of the school. This responsibility is characterized by a range of tasks such as developing school finance policy, establishing a finance committee (Fincom) and managing funds from the provincial department, budgeting, compiling financial reports for parents and provincial department, because schools are funded from public funds which are regulated by the Public Financial Management Act (PFMA), which demands full accountability on managing school finances.

Fincom comprises of treasurer as the chairperson of that committee, secretary of the SGB, chairperson of the SGB, school finance officer, and one additional member of the SGB. This committee becomes a subcommittee of the SGB. The treasurer reports to the SGB and seek an approval of their decisions from the SGB.

According to the prescripts of the law, SASA, section 38, suggests that the SGB must prepare a budget and present it to a parent's general meeting for approval. This budget should reflect the school's objectives and be subjected to regular monitoring (Diamond, 2015). SASA, Section 42, requires the SGB to maintain financial records and draw up an annual financial statement at the end of each year. However, the School Governing Body can delegate this function to the Fincom of the school. These financial statements must be audited and audited financial statements must be submitted to the provincial department of education within 6 months after the end of a financial year. Diamond (2015) argues that parents are not stepping into their full capacity as school governors and are not fulfilling their role as mandated by policy. This is suspected as primarily a result of their low educational levels (Ibid).

Xaba, (2011), Tsotetsi, van Wyk and Lemmer, (2008) argue that both stipulated functions from section 20 and 21 are factors in an important skill-based and knowledge-based requirement of finance management. This implies that any person who has to manage school funds must have knowhow of dealing with monies, either at work or in the society. However, Tsotetsi van Wyk and Lemmer (2008) contend that prescribed duties of the SGB lack sensitivity to diverse needs of the SGB, particularly those SGBs that are from rural communities, which are characterized by parents who are suspected of having low levels of education. Having low levels of education would mean an SGB parent from a rural community cannot handle school funds properly due to lack of needed skills and knowledge.

Maluleka (2008) seems to share a similar view with the above statement by contending that financial matters are so complex that many school governors find it difficult to understand; as a result, some governing bodies organise people with a sound knowledge of finances to be actively involved in their financial matters. However, in rural schools this always proves to be difficult to achieve due to the fact that those with expert knowledge do not want to be seen as associating with people who are seen as amateurish in their approach (Ibid). This has resulted in parent governors relying on teachers to take the lead in fulfilling their financial responsibilities. In most instances,

many principals use this opportunity to usurp power from the SGB and direct the school governance to their satisfaction.

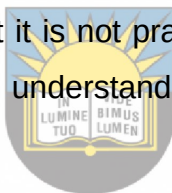
This undesirable situation demonstrates a lack of understanding of the financial management responsibility which impacts negatively on the functioning of the school (Maluleka, 2008). An SGB with sound knowledge and financial skills would find time to do budgeting and prepare financial records for auditing by themselves. A sound knowledge of financial management is imperative in administering the complex financial matters of the school. However, this sound knowledge of financial management seems to be insufficient in rural parent SGB members and this has legal implications and consequences.

SASA has provided some guidelines for the SGB to manage school funds. For instance, the SGB must have a cheque account and there should be one account where three signatories will be signing for anything that has to do with the bank, be it either to cash a cheque or get a monthly statement. SGB must work out a budget that will detail the use of school funds, prepare financial reports and take their books to Auditors by the end of the financial year. Manamela (2014) contends that managing school funds can be one of the most challenging responsibilities on the SGB parent component because it requires certain expertise and certain level of education. He highlights three (3) activities that the SGB should follow when managing school finances; **Financial Planning** which is a process that the school use to work out what resources it has available. In this regard are the state and the SGB.

The state finances the school using two categories such as Section twenty schools which are most rural schools, and Section twenty -one schools which are most urban schools. Furthermore, in 1998 the education department introduced quintile system which was part of the national norms and standards. The aim was to improve equity in education, as lack of money can be a barrier to schooling in South Africa. The education department also introduced two more policies; school fee exemption and No-fee schools policy to make education affordable to children of poor communities.

The No-fee school was introduced in 2007. It was designed to ensure schools could not charge learners school fees. This was initially for grade R to grade 9 compulsory school

going age. Initially 40% of the poorest schools were designated no-fee schools, those that are in quintile 1 and 2. Then in 2011 the classification was expanded to include quintile 3 schools. No-fee schools were allocated more money than quintile 4 and 5 schools to make up for the fees that they would have charged. The allocation is intended to cover non-personnel and non-capital expenditure items as government is responsible for paying the salaries of teachers and support staff and also for building schools and classroom. The state allocation is calculated by multiplying the learner allocation for the quintile by a number of registered learners in school. **Financial Control** which involve maintaining reliable financial records protecting the assets of the school, authorising the transactions and providing accountability. **Financial Monitoring** an on- going activity in financial management process. It involves recording, analysing, and reporting on the finances of the school. Hence, Diamond, (2015) highlights the fact that financial decisions are made mostly by school heads due to lack of empowerment of parents. She further argues that it is not practical for them to be actually involved in finances because parents do not understand the language of finance policy due to suspected low levels of education.



Dibete (2015) explains that finance management is about financial activities that are undertaken by the SGB, even those that are from rural schools, to achieve common objectives of the school. However, there are strategies that need to be implemented to achieve those objectives, such as planning, budgeting, programme evaluation and review technique. These strategies need certain skills and knowledge to execute, which, literature seems to note, that parents from rural schools do not have. Baffour, (2006) opines that parent SGB members seem to lack competence to execute their financial responsibility. This means they lack skills, knowledge and experience required to manage school funds. Diamond (2015) concurs that parents seem to lack the capacity to manage school funds. Parents are heavily reliant on educators in performing their role in financial matters, amongst the factors is that parents might have low levels of education (ibid).

Literature reveals that legislation has legally empowered the SGB parent members from rural schools but practically disempowered them (Rasahaj, 2007). This means that most

parents from disadvantaged schools cannot read or write and, therefore, cannot perform functions prescribed for them by SASA. Mavuso and Duku, (2014) support this view by stating that parent SGB members from rural schools depend on educators to read and interpret policies. Baffour, (2006) maintains that SGB parent members from rural schools do not have reading skills to enable them to read, interpret, and understand financial policies.

This factor does affect the level of participation of parent SGB members in rural schools negatively and has led to the dysfunctionality of the schools. Diamond (2015) argues that parent members have received training, and some have been serving in the SGB for more than one term, yet their schools have not reached the expected level of performance and the suspicion is on low levels of education. She further concludes that, due to low levels of education, no amount of training will enable the SGB parent component to function effectively. Besides this training is a hit and run kind of training, as Manamela (2014) refers to it, because it comes once, and it is done to people who have low levels of education.

There is a strong need for financial management skills for SGB parent members, as they are expected to perform their financial tasks with thoroughness (Mahlangu, 2008). However, the nature of these tasks needs people that would be able to draft finance policy, procurement procedures, and be able to control and monitor the budget of the school. On the other hand, the SGB parent members are suspected of lacking sound financial skills and knowledge. The above statement hampers the SGB parent component from executing the financial task provided to them by the legislation. Yet SASA has given the SGB the task to handle school funds and be able to account for them at the end of the year.

2.7.4. The role of the SGB parent component in purchasing textbooks, educational material and Equipment.

Purchasing Learning and Teaching Support Material (LTSM) for school is an extra function granted to SGB by the State. Section 21 (C) of SASA states that the SGB has

to apply in writing for this function to the Head of Department (HOD) and is granted to schools which are proven to have capacity to spend school monies in accordance to prescriptions of the law. For instance, according to Phakathi (2015), out of the total budget of the school's allocations from the government, 40% is for LTSM and that money cannot be transferred to any other thing. This is due to the fact that learning and teaching is central in the education system. The department therefore wanted to make it sure that there is enough of learning resources at school.

This implies that government prioritises purchasing LTSM and does not compromise the right of learners to receive quality education, as they are the participants with the school community on school governance. However, SGB must have needed skills and knowledge to be able to carry that task, as it is their responsibility to purchase LTSM. The SGB also has a responsibility to consider policy landscape towards purchasing LTSM of the school (Phakathi, 2015).

Policies such as the constitution of the republic, South African Schools Act, national norms and standard for school funding, Educational Laws Amendment Act, 24 of 2005 are quite crucial in this respect. The constitution mandates both national and provincial governments to honour the state duty to provide resources to safeguard the right to education of all South Africans (RSA, 1996), meanwhile the South African Schools Act 84 of 1996 states that the SGB, including the parent component, must take measures within its means, such as fund raising, to supplement the resources supplied by the state in order to improve the quality of education.

SASA also demands that the state must fund public schools from public funds in order to ensure the proper exercise of the right of learners to education. The national norms and standards for school funding is a policy that aims at providing a uniform system of organization, governance and the funding of schools (Phakathi, 2015). This is the policy that mandates the minister of Education to determine the norms and standards for funding public schools (SASA, sec, 35). This implies that norms and standards apply uniformly in all provinces to ensure that even children from poor backgrounds do get a right to education (Phakathi, 2015).

In terms of the Educational Laws Amendment Act, 24 of (2005), geographic areas, Income, unemployment and level of education in the community are the factors used to determine the poverty scores of schools (Phakathi, 2015). This resulted in schools being catergorised into 5 quintiles in South Africa (DoE, 1998). The poorest is rated as quintile 1, second poorer, rated to quintile 2; the least poor school is rated at quintile 5. Schools from disadvantaged areas are ranked between quintile 1 and 3, as they are the most affected ones when it comes to income, unemployment and levels of education in the community. All schools that are under quintile 1 to 3 are no fee schools. These schools are not allowed to charge school fees from parents. Their SGBs can make fundraising and receive donations.

The other quintile 4 and 5 receive less funding from the government and are allowed to charge school fees. The quintile 1 to 3 are granted a status of being section 20 schools where they used paper budget and funds are kept by the department to purchase their LTSM. This means that the government enter into contract with companies on their behalf. On the other hand, quintile 4 and 5 are given a status of being section 21. They do everything on their own even purchasing LTSM. They can enter into contracts by themselves. The aim of government in ranking schools by rating them according to quintiles is to ensure that schools from relatively poor areas receive the same allocations as those from advantaged areas.

It is important for a school to establish an LTSM committee made up of teachers and parents. This committee must develop some guidelines for selection, distribution, and retrieval of LTSM at school. This process is done for the school to deliver quality public education and parents must be hands on in their children's education. Heystek, (2011) states that quality education is the best possible performance of a school that teaching and learning can provide. This task is given to the SGB parent members, as they are in the majority, and with the belief from the government that the community knows better what learners should learn at their own school. Therefore, parents themselves will look for the material that will be of quality to produce quality education.

However, the purchasing educational material is faced with numerous challenges, according to Phakathi (2015). Amongst others, is that parent members find it difficult to

understand their role in selecting LTSM and making decisions on which LTSM must be used at school, precisely because teachers of various subjects do select textbooks of their choice, as they are the ones who teach in the classroom (Ibid). SASA (1996) mandates them to do as such. Including parent SGB members in the LTSM committee is just a symbol because it is done with the intention to change the situation where parents are completely excluded.

Mavuso and Duku (2014) contend that SGB parents are pseudo partners in school governance. Moreover, the legislation clearly excludes parents in teaching and learning activities. It is merely blaspheming parents to expect them to make choices of textbooks, whereas literature reveals that parents from disadvantaged schools have little or no background of education. The suspected little or no educational background of parents from rural areas makes it impossible for SGB parent members to come up with ideas that will influence decisions on which the teaching and learning material must be purchased by the school. The purchasing of LTSM for the school becomes the heavy burden on the shoulders of SGB parent members; hence, Mncube (2009) states that parents from disadvantaged schools are reluctant to participate in purchasing LTSM.



What mostly affect them are the suspected low levels of education. Mavuso and Duku, (2014), and Mavuso (2009) contend that SGB parent members depend on teachers to make decisions, they mostly rubberstamp what educators have decided. Hence, educators are the people who deal with procurement processes at school. These suspected low levels of education of the SGB parent component in rural schools seem to be influential in parents being unable to differentiate between SGB roles and those of SMT; moreover, the subcommittees of the SGB are seen as dysfunctional (Mavuso and Duku, 2014, Xaba, 2011, Mncube 2009, Tsotetsi, van Wyk and Lemmer, 2008).

2.5. Summary

In this chapter relevant literature review was discussed as well as the theoretical framework of the study. In terms of literature review, themes were taken from the sub-research questions: What is educational level of the SGB parent component in school governance? How does the SGB parent component view the factors affecting their

participation in school governance? To what extent does the educational level of the SGB parent component influence their participation in developing learner code of conduct? To what extent does the educational level of the SGB parent component influence their participation in managing school funds in the school? To what extent do educational levels of the SGB parent component influence their participation in purchasing Learning and Teaching material of the school?



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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

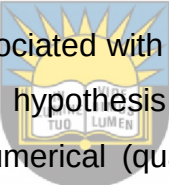
This chapter aims to discuss research design and methodology used to collect data in this study. These methods were research paradigm, research approach, research design, population of the study, sampling technique and sample data collection instrument, data analysis, validity, reliability, data trustworthiness, and ethical issues.

Research process has three major dimensions (Terre Blanche and Durrheim, 1999 cited by Cameroon 2007). These dimensions are Ontology: a branch of philosophy with articulating the nature and structure of the world. It how reality is constructed, the way participants of the study have responded to research questions that becomes the ontology of the study. Epistemology: a nature of relationship between the researcher and nature of human knowledge and understanding. Methodology: refers to how the researcher goes about practically finding out whatever he or she believes can be known. According to these dimensions, research paradigm is an encompassing system of interrelated practice and thinking that define the nature of enquiry.

Kasozi (2015) argues that research methodology is a theory of how inquiry proceeds. It involves analysis of assumptions, principles and procedures in an approach to inquiry (Ibid). It explains the procedures and processes involved in data collection, analysis and reporting. Leedy and Ormrod, 2010 (pp 12) refer to research methodology as the researcher's general approach in carrying out a research project. The general approach in research methodology means the use of techniques, methods, procedures and tools to conduct a research study. The purpose of this study is to explore the extent to which the educational levels of parent SGB members influence their participation in school governance.

3.1 Research paradigm

The term 'paradigm' is associated with Thomas Kuhn (1962, 1970) who defines it as the intellectual structure upon which research and development in a field of inquiry are based. Creswell (2014), however, refers to research paradigms as worldviews and distinguishes four of them as post-positivist, positivist, interpretivists and pragmatist worldviews. The appreciation of the various research paradigms at the disposal of the researcher assists him or her not to be prisoner to one research approach and associated designs. Cohen et al., (2011) contend that, a review of research philosophy is a vital aspect of the research process which opens the researchers' mind to other possibilities, which can lead to enrichment of their research skills and enhance their confidence that they are using the appropriate methodology. A description of the various associated approaches and research designs now follow starting with the post-positivist paradigm.



The post-positivist paradigm is associated with the "scientific" method of carrying out an investigation which often involves hypothesis testing through conducting surveys or experiments in order to collect numerical (quantitative) data. It represents traditional form of research. It is the thinking after Positivism challenging the traditional notion of the absolute truth of knowledge and recognizing that we cannot be positive about our claim of knowledge when studying the behaviour and actions of humans. Post-positivist hold a deterministic philosophy in which causes determine effects or outcomes. The problem studied through post positivism has to reflect the need to identify and assess the causes that influence outcomes, such as found in experiment. It is also reductionistic in that the intent is to reduce the ideas into a small, discrete set to test, such as the variables that compromise hypothesis and research questions. The knowledge is based on careful observation and measurement of the objective reality that exist in the world.

The positivists move from the belief that any phenomenon is predictable and that generalizations can be made from a small sample to apply to large populations. It is based on the philosophical ideas of observation and reason as the best means of understanding human behaviour and true knowledge is based on experience of senses and can be obtained by observation and experiment. True positivists believe that there

is one reality that can be verified through observation. Positivists approach research deductively and use research designs like tests, experiments and surveys (Cohen et al., 2011; Creswell, 2003, 2014). The positivist research design starts with the identification of a topic, reviewing previous literature, formulating a hypothesis, preparing a research design, collecting and analysing data and, finally, reporting the findings. Below is the summary of procedure that positivist use to formulate research

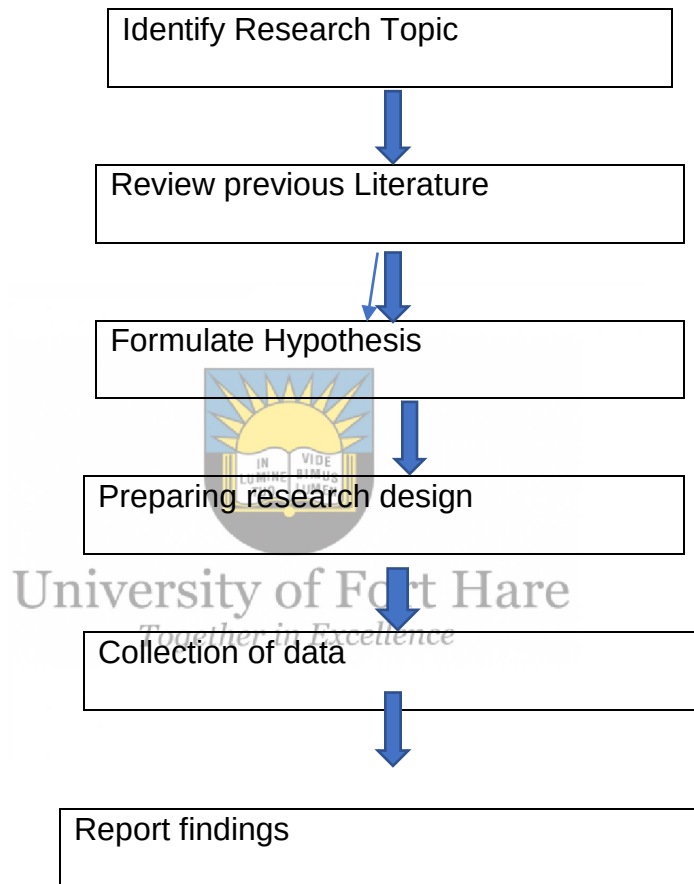
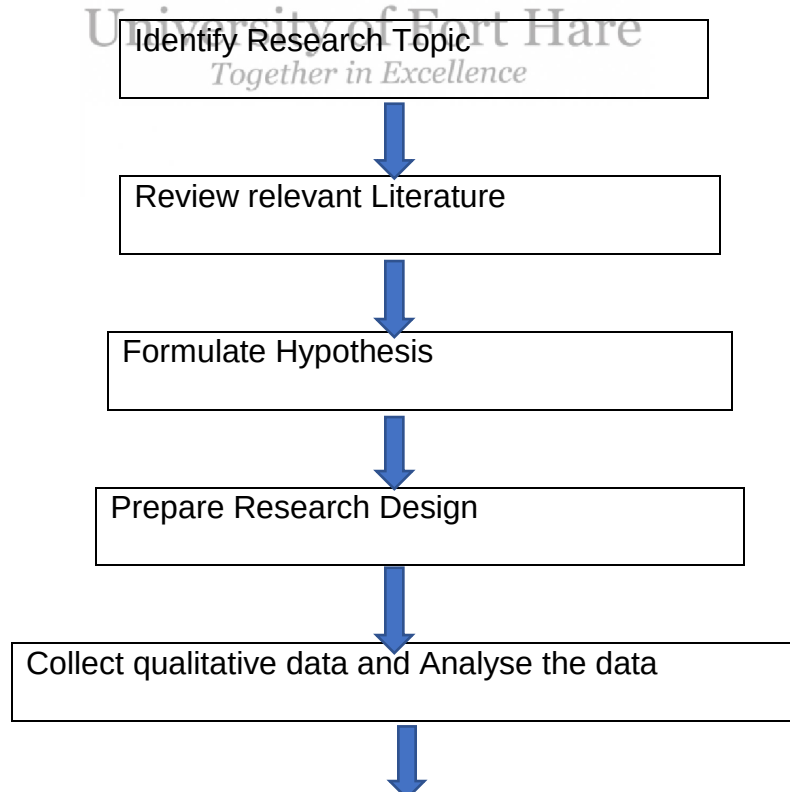


Table. 3.2.1.

The interpretivists, on the other hand, are associated with subjectivity and multiple realities. They tend to research issues from a personal experience viewpoint. Their findings are often not generalizable to entire populations but are rather specific to particular situation. They are often associated with the collection of qualitative data that leads to multiple interpretations (Creswell, 2003, 2014). Just like positivists, the researcher first identifies a topic, reviews literature, designs the research, collects

qualitative data, analyses the data and further elaborates on the underlying concepts and theories and, finally, reports the findings. Interpretivists collect data through observations, analysis of documents and narratives, interviews, case studies and audio-visual materials. They use thick descriptions to detail their findings (Cohen et al., 2011; Creswell, 2003, 2014). On the other hand, the interpretivists are associated with subjectivity and multiple realities (Kasozi, 2015). They research issues from a personal experience perspective (Ibid). Their findings are not generalizable to the entire population. They are rather specific to a particular situation and circumstances. They collect qualitative data that leads to multiple interpretations. In terms of procedure, the interpretivists just like positivists, first identify the research topic, review literature, research design, collect qualitative data, analyse the data, further elaborate on the underlying concepts and theories and report the findings. Interpretivists collect the data through interviews, case studies, observation, analysis of documents, and audio-visual material (Creswell, 2003).

Interpretivists use thick descriptions to detail their findings. Below are the procedures followed by an interpretivist when planning to conduct a research:



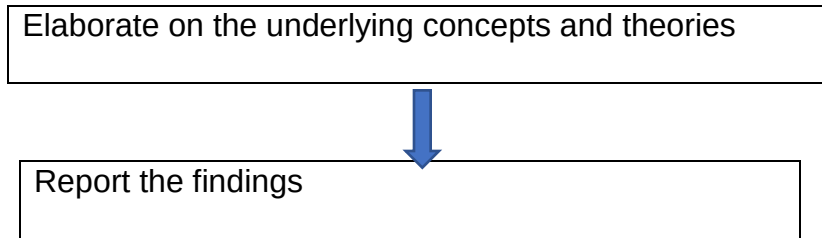


Table.3.2.2

The pragmatic (mixed method) research paradigm combines the features of the two paradigms and therefore allows the researcher to mix and match as s/he finds appropriate. Pragmatic paradigm rises from ashes of paradigm wars (Cameroon, 2007). Purists the other school of thought asserts that, paradigms should not be mixed. In other words, if a researcher is using the positivist paradigm, s/he cannot use interpretivist paradigm. Another school of thought, referred to as situationists, contends that certain methods can be used in specific situations. Opposition of purists are the pragmatics, who argue against a false dichotomy between qualitative and quantitative research paradigm.



They advocate for the efficient use of both approaches. Many researchers such as, Green and Caracelli, 1997, Johnson & Onwesegebuzie, 2004, Tashkarri and Teddlie, 2003) agreed that mixed method research movement that consideration and discussion of pragmatism by research methodologist and empirical researchers will be productive. It offers an immediate and middle position philosophically and methodologically. It offers a practical and outcome orientated method of enquiry that is based on action and leads to further action and elimination of doubt.

Cohen et al. (2011) came up with a critical theory as a fourth research paradigm. Critical theorists investigate the underlying reasons why things are the way they are. They argue that, critical theory does not merely describe or give an account of society and behaviour but works towards the realisation of equality and democracy of its members. Critical researchers do not merely stop at descriptions, but work towards challenging and changing the *status quo*. Critical theorists advocate methods that allow all involved

in the research to have a voice, thus the use of participatory action research and critical ethnography. Other writers such as Creswell, (2003, 2014), however, view critical theorists as belonging to the interpretivists' school of thought.

Research paradigm as a tool useful to the research process but not intending to be exclusionary, it represents a collection of mutually accepted achievements such as theories, exemplary solutions, predictions and laws. The choice of a paradigm is guided by what the researcher wants to achieve. In this study, the researcher wanted to establish the extent to which the educational levels of the SGB parent component influence their participation in school governance. Armitage (2007) states that a paradigm is a cluster of beliefs and dictates which, for scientists in a particular discipline, influence what should be studied, how research should be done and how results should be interpreted. Armitage (2007) further argues that paradigms are opposing worldviews that are a reflection of and guide the decisions that the researcher makes.



In this study, the pragmatic research paradigm was employed. A pragmatic research paradigm is a paradigm that advocates the use of mixed methods research to sidestep the contentious issues of truth and reality and focus on what works as truth regarding the research questions under investigation (Shanon-Baker, 2016). It gives a researcher a freedom of choice collecting and analysing data. It arises out of actions, out of situations, and consequences, rather than antecedent conditions (Creswell, 2010, pp10). It is a third set of believers that emerged from the debate of mixed method (Tashakkori and Teddlie, 1998).

It undercuts the traditional dichotomistic warfare between conflicting paradigms by providing a philosophical base grounded in pluralism (Armitage, 2007). Pragmatism is a philosophic alternative to abstract and rationalistic science (Goldkuhl, 2004). It has a clear foundation in empiricism but goes beyond a pure orientation to observation of a given reality. Pragmatism has an interest not on what "is" but also for what it might be. A pragmatist researcher lets the actions appear as something significant and fundamental to study. Other matters may be important to the study but are centred around actions as a primary unit of analysis.

A pragmatic research paradigm places a research problem at the centre of the research process and applies all approaches to understand the problem (Ibid). The problem in this study is how do educational levels of the SGB parent component influence their participation in school governance in their rural schools. The researcher tried to find out the extent to which educational levels of SGB parent members influence their participation in school governance.

The pragmatic research paradigm uses both features of post-positivist and interpretivist paradigm. It, therefore, allows the researcher to mix whenever he or she finds it appropriate. Therefore, this study will neither be quantitative nor qualitative. It is outcome orientated and interested in determining the meaning of things. The essence of pragmatism is in its root word “pragma” a Greek word meaning “action.” This is an indication that knowledge comes from acting and learning from the outcome (Morgan, 2013 pp. 7). In pragmatism, inquiry is a specific term that is applied to processes such as research (Ibid).

The researcher used a pragmatic research paradigm in this study because a pragmatic research paradigm does not make the researcher a prisoner of one research approach. It allows the researcher to use different techniques, and procedures. Pragmatists link the choice of approach directly to the purpose of and the nature of the research question posed (Creswell, 2003). The pragmatic research paradigm is characterized by an emphasis on communication and shared meaning -making in order to create practical solutions to social problems (Shanon-Baker, 2015).

In this study the question posed is “To which extent do education levels of SGB parent component influence their participation in school governance.” This study then used mixed methods as an approach to this study. The researcher used both quantitative and qualitative approaches to investigate the sub research questions. These are the sub research questions that the researcher used to get comprehensive answers for this study.

- What is educational level of the SGB parent component in school governance?

- How does the SGB parent component view factors affecting their participation in school governance?
- To what extent do educational levels of the SGB parent component influence their participation in developing learner code of conduct?
- To what extent do educational levels of SGB parent members influence their participation in managing school finances?
- To what extent do educational levels of the SGB parent members influence their participation in purchasing Learner, Teacher and Support Material (LTSM) at school?

Furthermore, researchers have a freedom of choice of methods, techniques and procedures in the pragmatic research paradigm (Creswell, 2010, pp103). As Kasozi (2015) contends data collection and analysis methods are chosen as those most likely to provide insight into the study without any philosophical allegiance to any alternative paradigm. This study used both a questionnaire and interview schedule to collect data.

3.2 Research Approach

Research approach is a plan and procedure for research that spans the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2003). This plan involves several decisions, and they need not be taken in the order in which they make sense to one person and the order of their presentation (Ibid).

Since this study used the pragmatic research paradigm the approach was Mixed Methods Research Approach. Kasozi, (2015) argues that a research approach is an indication of how the research is to be conducted. It outlines the broad procedure emanating from a selected paradigm and informs the design of a study. Creswell (2014) discusses three (3) approaches that a researcher can make a choice. These are **quantitative approach**: which is a method of involving the process of collecting, analysing, interpreting and writing the results of a study. It uses survey research design and experimental research design that relate to identifying a sample and population (Ibid). **Qualitative approach**: which works the same as quantitative approach in terms

of collecting, analysing and interpreting the data but report writing is different. The sampling is purposeful and collects open- ended data and analysis of text or pictures.

Mixed Method Approach: Mixed method approach as used in this study is an approach that combines quantitative and qualitative form of research (McMillan and Schumacher, 2010 pp 25). It starts with a philosophical assumption, through to data collection, interpretation, analysis and reporting of findings. Mixed Methods Approach involves gathering both numerical (quantitative) information as well as text (qualitative) information. The purpose of mixed method is to provide a more complex understanding of a phenomenon that would otherwise not have been accessible by using one approach (Creswell and Plano, 2011).

Babbie and Mouton (2001), consider these **approaches** as paradigms. For purposes of this study, the three were treated as approaches to avoid the confusion of terms linked with research paradigm that were more than three depending on which author is being quoted and the field of study in which the research is being conducted. The three approaches move from different philosophical assumptions as to what constitutes knowledge, the nature of inquiry and the detailed ways of collecting evidence, analysing and reporting findings. Any research proposal is premised on: (1) what theory of knowledge is embedded in the research: Is it objectivist or subjectivist? (2) what philosophical stance is embedded in the methods used to collect data: Is it positivistic, interpretive or pragmatic? (3) What methodological plan of action will link methods to outcomes: Is it experimental research, survey research or ethnographic research? (4) What design and data collection tools are used? Is it surveys using questionnaires; case studies or; using interviews or document analysis (Creswell, 2003, 2014).

The mixed methods approach is a new approach that has gained its popularity since the early 1980s and 1990s (Creswell, 2014). Creswell (2014) defines it as an approach to inquiry that combines qualitative and quantitative forms of research starting with a mix of philosophical assumptions all the way through to data collection, interpretation, analysis and reporting of findings. The mixed method approach involves gathering both numeric information as well as text information.

This may occur when one phase of the research uses quantitative methods while another phase uses qualitative methods. Alternatively, within this approach, the elements of mixed approach are employed in that both quantitative and qualitative research approaches in one stage or across several stages of the research are envisaged. The approach has also been referred to as integrating, synthesis, quantitative and qualitative, multi-method or mixed methodology (Creswell, 2014; Tashakkori and Tiddlie, 2003).

Advantages of the mixed methods approach include but are not limited to the fact that the mix (triangulation) of qualitative and quantitative data results in greater validity. This is in addition to the fact that there is an element of completeness in the picture created of the phenomenon under investigation and the use of qualitative and quantitative approaches offsets weaknesses of either approach resulting in stronger inferences. The combination of approaches may also help in answering different questions arising from the research. A hypothesis developed from a qualitative investigation can be tested using quantitative methods. In some cases, a qualitative study may help generate items for a quantitative study.

Cameron (2009) explains that mixed method design offers a useful middle position philosophically and methodologically, it offers a practical and out-come orientated method of inquiry that is based on action and leads to further action and eliminate doubt and it offers a method for selecting methodological mixes that can help researchers better answer many of their research questions. She further suggests two (2) forms of mixed methods; a Parallel form also known as Concurrent form where two types of data are collected and analysed more or less the same time. The Sequential form where one type of data provides a basis for the collection of another type of data.

In the study the sequential form was used. The researcher began by collecting quantitative research, and thereafter qualitative data was collected. Quantitative data was used as a basis of qualitative data. This has assisted the researcher to go deep in digging the data from the participants. On quantitative data questionnaire was used as an instrument to collect the basic data and scheduled interview was used to qualify the quantitative data collected. McMillan and Schumacher (2010), on the other hand,

divides mixed methods into explanatory designs, exploratory designs and triangulation designs.

In explanatory designs data is collected first and, depending on results, qualitative data is gathered second to explain the quantitative findings. In terms of explanatory designs, the main thrust is quantitative, qualitative results are second, in simple terms, it is quantitative, then qualitative. Exploratory designs qualitative data is collected first, and quantitative data follows. This kind of design is used to develop a survey because qualitative data is gathered to identify themes, ideas, perspectives and beliefs that can be used to design a quantitative part of the study.

Triangulation design is another design which McMillan and Schumacher (2010) have commented on. In terms of this design both qualitative data and quantitative data were gathered more or less at the same time. Triangulation is used when the strengths of the one method offset the weaknesses of the other. This is done so that they provide a comprehensive set of data; and the results of each method indicate the same results. In this study, triangulation design was used. A qualitative design was used to give more in-depth information of what quantitative design has provided. Hence, this study had incorporated both quantitative and qualitative approaches to seek to clarify on sub research questions. With mixed methods, the researcher is not limited on techniques associated with traditional design, either quantitative or qualitative.

McMillan and Schumacher (2010) state that mixed methods provide a complete investigation. The researcher used triangulation design in this study to gather the data. Advantages of mixed methods approach include the fact that the triangulation (mix) of quantitative and qualitative data result in greater validity (Kasozi, 2015). This shows that there is an element of completeness in the phenomenon under investigation. Using both approaches helped to answer different questions that arise throughout the research. Another advantage was that the researcher was able to identify weaknesses of both approaches.

The researcher was able to gather sufficient information to meet the goals of the study. Using mixed methods is an advantage in identifying issues, factors, and relevant questions that can become the focus of a quantitative study (McMillan and Schumacher,

2010, pp, 395). The researcher is not limited to using techniques associated with traditional designs (qualitative or quantitative design). In mixed methods results are shown (quantitative) and explain how those results were obtained (qualitative).

How does the mixed method approach relate to this study?

In the case of this study a mixed method approach was used in that in the first (quantitative) phase a survey of SGB parent members from fourteen rural primary schools of East London Education District were done. Data was collected by using a questionnaire that had close ended questions. In the second (**qualitative**) phase, ten SGB parent members from five rural primary schools two parent from each school (a male and a female) were interviewed using an interview schedule with open-ended questions.

In this way, the researcher fulfilled the fundamental principle of mixed research in which the researcher mixed paradigms, methods and procedures this resulted in complementing the strengths and reducing weaknesses of the individual approaches (Creswell, 2003, 2014). The mixed methods approach also offered the researcher the opportunity to complement data collected using different data collection methods. In this study the researcher was able to validate data gathered through the use of questionnaires with data from in-depth interviews.

3.3 Research Design

Research design is a strategic framework for action that serves as a bridge between the research questions and the implementation of research (Dibete, 2015). The purpose of a research design is to specify the plan for generating the empirical evidence that was used in addressing the research questions (Ibid). Therefore, it forms the blueprint that a researcher follows to complete a study, as it serves as a master plan specifying the methods and procedures for collecting and analysing the needed information.

Research design incorporates some of the most important methodological decisions that the researcher makes in conducting a research study. A research design is a plan to collect and analyse evidence that will make it possible for the researcher to answer the questions posed (Manamela, 2014). Hence, it sets guidelines and instructions to be

followed in addressing the research problem, including the aim of the research and the design of a particular method.

Mixed Methods Research has more than one research designs. Creswell, (2014) outline these designs as follows; **Convergent Parallel Mixed Methods**, where researcher collects both quantitative data and qualitative data and are compared and analysed separately to see if the findings confirm or disconfirm each other. The assumption of this design is that both qualitative and quantitative data provide different types of information. The key idea with this design is to collect both forms of data using the same or parallel variables, and concepts. Cameron, (2009) noted these challenges of this design as that, both quantitative and qualitative approaches need expertise. How to merge two types of data and how to deal with a situation in which quantitative and qualitative results contradict each other. **Exploratory Sequential Design**; researcher begins with exploring qualitative data and analysis then use findings in a second quantitative phase.

This type of design is used to develop better measurements with specific samples of population. It is also used to see if data from qualitative phase can be generalized to a larger sample (in quantitative phase). The two databases are analysed separately and use the findings from the initial exploratory database to build into quantitative measures. The researcher needs to pay attention to the qualitative data analysis steps and determine what findings to build on.

The third one is **Explanatory Sequential Design**; where quantitative data was collected first, and then qualitative data collection followed. Steven (2012) states that, the primary focus of explanatory sequential is to explain quantitative results in more details or helping explain unexpected results using follow-up interviews to better understand the results of a quantitative study. Hence, the purpose of Explanatory Sequential Design is to use qualitative approach to explain quantitative results. Quantitative results also inform the type of participants to be purposefully selected for the qualitative phase (Creswell, 2014). In this design quantitative and qualitative database are analysed separately. Quantitative results are then used to plan the qualitative follow-up.

This study followed the Explanatory Sequential Design where quantitative data was collected first, analysed. The results were used to formulate types of participants and types of questions to be asked in the interview part (qualitative phase). Interview questions were used to give more clarity on some of the questions that need clarity from questionnaire (quantitative phase).

The strength of explanatory sequential design is that it is relatively straight forward due to clear, distinct stages and easier to describe than concurrent strategies and the weakness is that it is very time consuming, especially when both phases are given equal consideration and priority. Quantitative data was collected as a form of situational analysis in order to select participants for the qualitative stage (Cameron, 2009). This means the researcher purposefully selected participants of the second phase (qualitative phase) from the same field where the researcher used to collect quantitative data using data analysis of quantitative results.

The researcher used Quan-qual design. Where capital Q for Quan means emphasis is on quantitative data, lower case q for qualitative means lesser emphasis on qualitative data. However, Quantitative data connects with qualitative data. The researcher draws inferences to the population from the sample results. For the purposes of this research, the researcher selected a sample from a target population which is the SGB parent component of Rural Primary Schools of East London Education district. The information was collected using questionnaires which were delivered to principals of selected schools. Questionnaires were translated to parent's home language (IsiXhosa) for the target population to interact easily and freely.

A questionnaire "Questionnaire on Educational Levels of parents in School Governing Body and their Participation (QELP_SGBP) was used for collecting quantitative data. The questionnaire had six (6) parts, where part A, investigated demographic information of the participants. Part B, dealt with sub research question number one, how educational levels of SGB parent component influence their participation on Recommending the appointment of teaching and non-teaching staff at the school. On part C are questions based on sub research question two, investigating how influential the levels of education of SGB parents on are Developing learner code of conduct.

The fourth part which was Part D, were the questions drawn to investigate level of influence of educational levels of SGB parent members on school financial management. Part E, in the questionnaire tried to find out how influential were the educational levels of education of SGB parent members on purchasing the LTSM and then Part F was a qualitative part where participants were asked to explain other parts which were not covered in the questionnaire. Yet affected their participation on school governance work.

The qualitative phase of this study used interview schedule as an instrument to investigate the Influence of Educational Levels of SGB parent members on their participation in School Governance. The Interview Schedule was “ Parents’ Educational Levels and School Governing Body Interview Schedule (PEL_SGBIS)”. This schedule had two (2) parts Part A, dealt with demographical information about participants and had four questions and Part B whose questions linked directly with research questions.

For qualitative approach, phenomenological design was used to collect data from individuals to make sense out of the situation. Phenomenological design is the capturing of the essence of the experiences as perceived by participants (McMillan & Schumacher, 2010, pp, 346). Phenomenological design aims at transforming of lived experience into a description of its essence (Ibid). It is a technique for a researcher to conduct interviews with the participants for the purpose of understanding their perspectives on their day to day lived experience with the phenomenon. Edmonds & Kennedy (2013, pp. 136) attest that phenomenological design is used when researchers are interested in exploring the meaning, composition and core of the lived experience of a specific phenomenon.

In this study, the researcher wanted to explore the Educational Levels of the SGB parent component members who had participated in school governance in rural primary schools of East London Education District. This was done in an attempt to tap into their experiences (Edmonds and Kennedy, 2013). It focused much on the consciousness of human experiences. Below are the stages that are followed using mixed method approach:

Research Paradigm	Pragmatic	Combination of positivist & interpretivist
Research Approach	Mixed methods	Quantitative and qualitative approaches were used
Research Design	Explanatory - sequential	Quantitative phase precedes qualitative phase
Data collection Methods	Survey interviews	Survey was conducted in the quantitative phase and interviews was conducted in qualitative phase
Data collection Tools	Questionnaire (quan) interview schedule (qual)	Questionnaire was used to collect quantitative data and interview schedule was used to collect qualitative data

Stages that are involved in conducting research using mixed methods approach.

3.4 Population of the study

Population is a total group to which the results can be generalized (McMillan and Schumacher, 2010, pp 346). The population of this study was SGB parent component of Rural Primary Schools of East London Education District. East London Education District had a total of Twelve (12) Circuits. Rural Circuits are six (6) in the East London Education District. The researcher used Circuit Ten (10) rural primary schools which is a closer Circuit for him. Circuit Ten was made up of Twenty-Three (23) Primary Schools and had In this study forty-two parent SGB members were randomly selected from fourteen rural primary schools of circuit ten of the East London Educational District.

3,5 Sampling Technique and Sample

The total number of rural primary schools for selection was 23 primary schools of circuit ten. Out of this, 60% of the schools were randomly selected to give 14 schools that participated in the study where the total number of primary schools in circuit ten was twenty-three. Random selection means that each member of population has an equal chance of being selected (McMillan and Schumacher, 2010, pp 345). Three (3) SGB parent members were randomly selected from each selected school to give 42 SGB parents members as the sample of the study.

For the qualitative phase, a number of five (5) schools were stratified randomly select such that 1 school was selected from five communities of circuit 10. From each of these selected schools, 1 male parent and 1 female parent were randomly selected for the Key Informant Interview (KII). A Key Informant Interview is an in- depth interview of a group of people focusing on a list of issues regarding a topic with which interviewees have first-hand knowledge (UCLA Centre for Health Policy Research, McMillan and Schumacher, 2010, pp, 355). In this study, the KII interview schedule was “Parent’s Educational Levels and School Governing Body Interview Schedule” (PEL_SGBIS). This schedule focuses on issues such as in Part A, demographic Information about the participants and Part B, with seventeen questions, which were trying to investigate the level of influence of educational attainment of SGB parent members in their participation in school governance.

Advantages of KII are that it provides information from knowledgeable people, in the case of this study the SGB parent component members who are participating in school governance of their schools, it is inexpensive and easy, it creates an opportunity to explore unanticipated ideas. This gives the sample for the qualitative phase of the study to be 10 parent governors.

3.6 Data Collection Instruments

Since this study was using Quantitative and Qualitative design, this researcher employed a questionnaire for quantitative approach and a Key Informant Interview schedule (KII) as instruments to gather the information required in the study. A questionnaire is a written

set of questions (McMillan and Schumacher, 2010). A questionnaire can be used in the form of statements or questions, but the respondent responds to something written for specific purpose (Ibid). The questionnaire was in closed-ended form and they were delivered to principals of 14 selected schools by hand. The researcher explained to the principal how the SGB parents should respond to the questionnaire.

For the qualitative phase the researcher requested the principal of selected five schools to schedule a meeting with Two SGB parent members selected from his or her school. The research's objectives were then translated in their home language (IsiXhosa) for parents to understand exactly what is expected of them. There are two types of questions in a questionnaire, an open-ended and a closed- ended form; in open-ended form respondents provide their own responses in a question and in closed form responses are provided (McMillan and Schumacher, 2010, pp.197).

Advantages of open ended questions are such that they permit an unlimited number of possible answers, respondents can answer in detail and can qualify and clarify responses, unanticipated findings can be discovered as they permit adequate answers to complex questions and reveal a respondent's logical thinking. However, the disadvantages are that coding responses are too difficult, answers take up a lot of space in the questionnaire, responses may be irrelevant in useless detail, comparison and statistical analysis becomes very difficult.

For quantitative data collection, the researcher employed a questionnaire as an instrument to gather the information required in the study. The name of this questionnaire is "Questionnaire on Educational Levels of Parents in School Governing Body and their Participation" (QELP_SGBP). It has got five parts, from Part A to E, where Part A seeks to measure demographic information of participants in the study. Part B, seeks to measure the level of participation of parent SGB members in recommending the appointment of teaching and non-teaching staff at their schools and how their educational levels affect their participation. Part C seeks to measure the level of participation of parent SGB members in developing a learner code of conduct. Part D seeks to measure the level of participation of parents SGB members in managing finances at their schools. Part E seeks to measure the level of participation of parent

SGB members in purchasing Textbooks, Educational Material and Equipment for their schools.

In a qualitative data collection method an interview schedule was used; the Key Informant Interview (KII) that was used for the Ten (10) parents SGB members. The KII's name is "Parents' Educational Levels and School Governing Body Interview Schedule" (PEL_SGBIS) that covered all the four areas which the research questions were drawn from. It is divided into two parts; where on Part A seeks to measure the demographic information about the parents who are serving as SGB members in their schools. Part A has four leading questions where participants have to respond at the end of each question. Part B seeks to measure the four sub research questions and how influential are the levels of education of parent SGB members.

These sub research questions were based on some of SASA's roles and responsibilities of the SGB. Parent SGB members had to respond on the question of SGB had to recommend the employment of teaching and non-teaching staff of the school. They had to respond on their role on development of learner code of conduct. The other question was on how much the SGB parent members are contributing on the financial management of the school. Lastly, what was their role in the purchasing LTSM of their schools?

3.8 Trustworthiness of the study

Babbie (2008) is of the opinion that the principle of good qualitative research is found in the notion of trustworthiness. This means findings must be believable when a reader believes that they are credible. The study must convince its readers to believe that the findings are worth studying. Data trustworthiness involves trusting the integrity and credibility of data and historic criteria to judge data trustworthiness are validity, reliability, generalizability and objectivity.

3.9 Validity

Validity is the extent to which the measurement made by an instrument measures what the researcher is interested in. It measures the degree to which scientific explanation of phenomenon match reality, truthfulness of the findings and conclusions (MaMillan and

Schumacher, 2010:104). In this study, validity sought to explore the extent to which educational levels of SGB parent component influence their participation. Questionnaires were distributed to 42 participants of 14 selected rural primary schools of circuit 10 which the researcher considered to be sincere first hand and rich information.

3.10. Reliability

Reliability is the extent to which an instrument makes the same measurement each time it is used. In order for the results from the study to be considered valid, the measurement procedure must be reliable first. This study used internal consistency which provides the extent to which all the items in the questionnaire measure the same thing. Questionnaires took thirty days to be collected from the participants. Questions asked from the questionnaires were the same to all sampled subjects.

3.11. Limitations of the study

The researcher experienced problems with regard to slow responses, where respondents asked to complete the questionnaire at home. The researcher believes that the slow response was due to the fact that the questionnaires were administered towards the end of the term of SGBs where SGB members of schools were busy holding meetings preparing to step down. Principals of the selected schools were so helpful in that they collected questionnaires by themselves from parents. Some questionnaire had to be collected after several reminders. However, no respondent refused to participate in the exercise in spite of being given the option to do so.

3.11. Ethical Considerations

According to David and Resnik, (2015), ethical considerations are norms for conduct that distinguishes between acceptable and unacceptable behaviour. Ethical considerations are principles of right and wrong that a particular group, such as educational researchers, accept. These ethical issues are important because educational research deals with human beings and, therefore, it become necessary to understand ethical and legal responsibilities of conducting research (McMillan and Schumacher, 2010, pp117). These principles compel researchers to respect the rights,

dignity, privacy and sensitivity of participants. It is important to consider ethical issues when conducting research. These ethical issues are anonymity, confidentiality, privacy, do no harm, and informed consent.

3.11.1 Informed consent

Informed consent is where participants agree to participate with knowledge of the study (McMillan and Schumacher, 2010). They further state that it is achieved by providing participants with an explanation of the research (Ibid). It is obtained by asking participants to sign a form that indicates understanding of the research. It also implies that the participants have a choice as to whether to participate or not. After signing the consent form participants are taken as agreed to participate in the study.

In this study, in respect of informed consent, the researcher informed participants verbally that participation is voluntary and that one can withdraw from the research at any time. It was made clear to them that choosing not to participate will hold no adverse consequences. The nature of the study its aim, was revealed to participants. This would mean that their consent is based on full and open information. They were also informed that research findings will be published but their identities will be protected. Participants were also given an opportunity to seek clarification on any matter of concern to them.

a. Privacy

Privacy means that access to participants' information is restricted to the researcher only (McMillan and Schumacher, 2010). To ensure privacy, the researcher can use anonymity, confidentiality and the appropriate storing of data (Ibid). On anonymity, the researcher cannot identify the participants from the information gathered. This means that there is no way for the researcher to know who did what. Confidentiality means that no one has access to individual data or names of participants, except the researcher.

On the right to privacy, participants were informed verbally that their right to remain anonymous will be fully respected. Pseudonyms names were used in research report. To protect participant's dignity and identity, the researcher gave the participants an

assurance that he will ensure that all research material collected will be kept safe even after the research has finished.

b. Protecting from harm

In terms of protection of participants from harm, be it psychological or physical participants were informed by means of signing an agreement form that the researcher will guarantee their protection. They were also told that they will be treated with respect. Questions were not intrusive or insulting. Participants were given an opportunity to indicate when the research procedure threatened them or was causing discomfort.

c. Anonymity

Anonymity refers to participant's identity not being revealed to everybody (Debete, 2015). In this study, the researcher used parent A up to J as names for the participants in a questionnaire for quantitative data. Then for qualitative data the researcher used pseudonyms for the 10 participants who took part in the study.

d. Confidentiality

On confidentiality, the researcher assured the participants that no participant was linked to any data they have provided. The participants were given an assurance that their identities were not disclosed. The information collected during the study was treated as confidential. The researcher locked the responses in a safe where he is the only one with a key to open.

3,12 Data Analysis

Data Analysis refers to the scientific treatment of data in order to make it easier for the researcher to derive interpretation and obtain answers to the research problem. Data analysis is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusions and supporting decision making. Mashall and Rossman (1990) described data analysis as a process that brings order, structure, and meaning to the mass of collected data. It is messy, ambiguous, time consuming, creative, and fascinating process (ibid). Data analysis takes two processes, Linear and Cycle process, where the linear process works through the

components in order, from the beginning to the end. This has an advantage of being structured and organized, as the steps of the process are arranged in a fixed order. The disadvantage of the linear process is that the step by step nature of decision making may limit its effectiveness.

The cyclical approach to data analysis provides more flexibility to the nature of the decision making and also includes more different kinds of decisions to be made. Different components can be worked on at different times and in different sequences, as long as everything comes together at the end. The advantage to this approach is that the researcher is not bound to work on each step in order. Also, the researcher might learn by doing and make improvements on the process before it is completed.

The above description of data analysis tells the researcher that data analysis serves as an eye-opener as to which way the researcher must choose suitable data in order to make some informed decisions. The three scales for data analysis, **an ordinal scale**, where data is classified into a non-numerical or named categories and the order in which these categories can be written is arbitrary, **an ordinal scale**, where data can be classified into non-numerical or named categories of ordinal scales are seen in questions that call for ratings of quality (e.g. very good, good, fair, poor), **numerical scale** where numbers represent the possible response categories, there is natural ranking of the categories. There is a quantifiable difference within categories and between consecutive categories.

The analysis was carried out using explanatory triangulation, whereby the results from qualitative will be used to complement the one from quantitative data. For the quantitative phase the researcher used tables as strategy to analyse the responses from the questionnaire. Then explains what the table is highlighting. For the qualitative phase, the thematic approach was adopted whereby the research questions formed the themes to be followed. For the quantitative data, both descriptive and inferential statistics were used. Descriptive statistics of frequency count, percentage, means, and standard deviation was used while the inferential statistics was the Pearson product-moment correlation to reveal the relationship (influence) of the educational level and the participation of the SGB parent component.

Pearson Product-Moment correlation used in this study is used to measure the strength of linear association between two variables which is in this study “the Levels of education and Participation.” The researcher used tables and symbols to explain further the findings where; N = a total number of participants, Mean = an average of scores, r = correlation coefficient, and on explaining the table the researcher used p symbol as a significant value and < or > to determine whether the significant value is greater than -1 or less than 1.

Summary

This chapter discussed the technique used in this study to collect the relevant data. The paradigm employed, Research approach, Research design, Data collection methods, Data collection tools, Population of the study, Sampling techniques, Data collection instruments, Data analysis, Data trustworthiness, Validity of the study was also discussed, Reliability, Limitations of the study and Ethical consideration were discussed.



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CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter aims to present and analyse the data generated through questionnaires for the quantitative phase and Key Informat Interviews for qualitative phase. The study followed a mixed methods paradigm to investigate the influence of educational levels of the SGB parent component in rural primary schools of the East London Education District. Data were collected among SGB parents whose identities were hidden in recognition of anonymity ethical principle. The researcher was assisted by the following Research Questions in collecting data:

What are the educational levels of the SGB parent components?

How do parents in the SGB view the effect of education on their participation in running the school

To what extent do the educational levels of the SGB parents' component related to their participation in the appointment of educators and non-educators for the school?

To what extent do the educational levels of the SGB parent component influence their participation in developing a code of conduct for learners at school?

To what extent do the educational levels of SGB parent component influence their participation on managing school funds?

To what extent do the educational levels of the SGB parent component influence their participation in the purchasing of textbooks, educational materials or equipment for the school?

As indicated in chapter 3, the investigation was done among forty two (42) SGB parent members from the selected rural primary schools in the East London Education District. These 42 participants were selected for quantitative approach. From the Forty-Two (42) participants ten (10) were further selected for the qualitative phase of the study.

This chapter is divided as follows:

4.2. Data presentation

4.2.1. Demographic of the participants

Table 4.2.1 (a): Distribution of SGB parent members on gender

Gender	Freq.	%
Male	10	23.8
Female	32	76.2
Total	42	100.0

Table (a) above shows the distribution based on gender from the total of 42 participants that participated in this study. The Table shows that thirty two (32) were females, and ten (10) were males. The larger portion were females making 76% of the total population, while the minority, 24% of the total population were males. This implies that both males and females participated in the study and females dominated participation.

(b) Distribution of participants based on years of experience

Table (b), Years of Experience as SGB Member

Years of Experience	Freq.	%
<1yr	1	2.4
1-5yrs	26	61.9
6-10yrs	5	11.9
11yrs+	6	14.3
No Indication	4	9.5

Total	42	100.0
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The above table, Table (b) shows that 2% of the parents had served for less than a year in the SGBs, meaning that this one has not completed an SGB cycle, as prescribed by SASA. The majority of the parents, according to the Table, 62% had served between 1 up to 5 years in the SGB Committee. In this 62% most have completed 1 cycle, 5 parents which is 11% have completed between 2 to 3 cycles serving in the SGBs, 6 which makes 14% are above 3 cycles but not completed the fourth cycle and 4 of them which makes 9% have not indicated their years of experience in the SGBs. According to the policy a cycle of SGB is 3 years.

(c) Distribution of parents based on their age

Table (c)



AGE of participants	Freq.	%
32 to 35 yrs.	16	38.09
36 to 40 yrs	6	14.28
41 to 45 yrs	5	11.90
46 to 50	8	19.04
55 to 60	7	16.66
TOTAL	42	100.0

Table (c) above indicates that sixteen (16) of the participants, which make 38% were between the age of 32 and 35 years. This is followed by six (6), which make 14% that were between the age of 36 and 40 years. Only five (5) parents, 11%, were between the age of 41 and 45. Eight (8) parents which make 19% are between the age of 46 to 50. The last group, made up of seven (7) parents were between 55 and 60 which make 16%. This may indicate that the age of participants in this study was between the active

working age and pension age. The implication was that some may not be the biological parents of the learners who were in primary school.

Research Question 1: What is the educational level of SGB parent component?

To answer this question, the analysis, as shown by Table (d) is presented thus:

Table (d) Distribution based on educational attainment of the parents

Educational Level	Freq.	%
No formal education	2	4.8
Less than primary education (between grade 1 and 7)	11	26.2
Basic education (between grade 7 and grade 9)	4	9.52
Incomplete high school	24	57.1
Matric	1	2.4
Total	42	100.0

Table (d) above indicate that two (2) parents which make 5% had no formal education. Also about eleven (11) which makes 26%, possessed less than basic education. Four (4) which make 9% had basic education, whilst twenty-four (24) parents which make 57% attended high school which is Grade 8 to Grade 12, but did not complete it. Only 2% had reportedly completed matric qualification.

This implies the majority attended high school but did not complete (24). This category was followed by the category who possessed less than grade 7. This group was equal to 26.2% that is 11 parents. There were 4 parents who completed grade 9, 1 who completed grade 12 and 2 had no formal education.

4.2.2. Parent's views regarding effects of educational levels on their participation in school governance:

Demographics of parents who participated in the Key Informat Interview (KII).

School Name	Participant	Gender	Age	Education Level	SGB Position
Hebron Primary	Skopo	Male	49years	Grade 6	Chairperson
Hebron Primary	Nokulunga	Female	35years	Grade 6	Deputy Secretary
Msundulo Primary	Nozimasile	Female	42 years	Grade 8	Secretary
Msundulo Primary	Khontolo	Male	58 years	Grade 4	Chairperson
Overton Primary	Sphotho	Male	60 years	Grade 7	Additional Member
Overton Primary	Nothandile	Female	42 years	Grade 10	Deputy Secretary
Sinomonde Primary	Phumlani	Male	47 years	Grade 6	Deputy Chairperson
Sinomonde Primary	Nokuthula	Female	32 years	Sub A/Grade 1	Chairperson
Xhama Primary	Sithembiso	Male	52 years	Std. 2/Grade 4	Chairperson
Xhama Primary	Nowongile	Female	43 years	Std. 5/Grade 7	Deputy Secretary

Table 4.2.2. above shows the demographical information of participants who took part in Key Informat Interview. The total sample was ten (10) participants. The table also indicates the gender balance of the participants, five (5) males, and five (5) females. This implies that both males and females participated in this phase equally and it was not gender biased. These participants reportedly served as SGB members in five schools as indicted in the Table. The names of the schools, in recognition of ethical principles are pseudonyms. Similarly, the names provided for the participants are also pseudonyms.

With regards to the age groups of the participants, the table also indicates that the age group ranges between thirty- two (32) and sixty (60). The majority of the participants fall below the pension age, except Sphotho who was sixty (60) years old.

With regards to the attained educational levels of the participants, Table 4 indicates that the highest educational level attained by the participants was Grade 10. The lowest educational level is Grade 1. Whilst the majority fall between Grades 6 and 8. This implies that the majority of the participants are in possession of the General Education Band (GET), as the majority have not reached the Further Education and Training levels. However, the policy is silent with regards to educational levels of parents who must participate in SGBs.

With regards to the SGB positions occupied, out of the four (4) SGB members participated in this study, three (3) are males. While all four (4) Secretaries participated in the study are female, with relatively higher educational levels as compared to the Chairpersons. The SGB profiles in Duku, (2006) study also showed older men, with low levels of education participating as Chairpersons, whilst all Secretaries were women, relatively more educated.

4.2.2 (c) View of parents with regards to appointment of teaching and non-teaching staff

With regards to the SGB role, which is recommending the appointment of educators, all the participants reported that they had participated on recommending educators in the school. It was not clear as to whether they participated or just involved. For instance, as the majority only reported on being physically present during teacher appointment and just endorse the teacher panellists on the choice they have made. Nozimasile, from Msundulo School, with Grade 8 as the highest educational level reported:

Asiboni ngxaki thina kule nto yokuba ootishala baxoxe bathathe izigqibo ngomntu abazakusebenza naye. Ukhumbule ukuba zitishala zonke ezi thina singabazali abafika ngelo xesha esikolweni.

In English, the above may be translated as:

We do not have problem with teachers discussing the candidate that they are going to work with. Remember these are the teachers and we are parents who come to school on given times.

The assertion above implies that the SGB parent members were physically present during the process of recommending teachers for their schools but participated less.

Whilst Khontolo who was SBG Chairperson at Msundulo Primary shows discomfort with parents not participating on recommending teachers, he explained that parents must represent the voice of parents in the SGB, when he uttered: *“Teachers are teaching our children and schools belong to the community. Parent SGB members are the voice of the community”*. Khontolo further was concerned about the possible stumbling blocks to parental participation, especially in the recommendation of teachers. He, however seemed to have a clue of the stumbling block, which according to him was the language used during the interviews. He explained:

Ingxaki apha iqala ngemibuzo afika nayo uMhloli, xa siqesha itishala. UMhloli uza nayo le mibuzo ingesingesi. Uza nemibuzo yakhe, sib eke thina sifuna ukubuzisa imibuzo yethu, izinto abe umhloli esibhalele ezakhe

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The issue here is that the EDO brings prepared questions which are in English. We cannot change these questions even if we want to. As parents we do have issues that we want to raise with the applicants but we are not given a chance, as the EDO brings questions.

Echoing a similar sentiment, Skopo, from Hebron School, whose educational level were Grade 6, uttered the following:

Ootishala mabathethe bona bazakusebenza nalo tishala. Kwaye umhloli wayethe kufuneka sancedise ootishala, kakhulu uprincipal. Ngapha koko asifundanga thinaasibazi abantu abafundileyo ukuba bafuna ntoni.

Teacher must have a say more than us because they are going to work with the candidate. The EDO told us to support teacher more especially the principal. Ours is to support more than asking questions. Besides, we are uneducated we would not know what learned people want.

Whilst Nowongile from Xhama School, whose educational level is Grade 7 does not feel comfortable with the current status quo. She expressed a wish to participate in recommending teachers and non-teaching staff. She uttered the following:

We need to take more responsibility about our work as SGB not to live everything to teachers as if this is not our school.

She was also at pains explaining that the majority they enjoy in the panel, does not translate as real power. She continues:

On the panel we are three parents and teachers are two yet we do not have power to influence decision. I am not comfortable at all with this state of affairs.

This is in line with SASA (1996), which demand that parent representation be in the majority and powers are given to them, however, Mavuso and Duku, (2014), noted that parents seem to be less participation in school governance work.

When further asked why are not comfortable with what is happening? She explained that parents should participate better than what is happening they must ask questions because the candidate is going to teach their children.

When asked about the knowledge of SASA that gave them a responsibility to recommend teaching and non-teaching staff at their schools they reported that they were only told about that SASA policy during the induction. After induction, they were never told about SASA. It is not clear therefore if parents could use the knowledge introduced to them about SASA in the everyday roles at school governance. This, therefore, indicates that SGB parent members in rural schools had abandoned their responsibility to recommend educators for their schools to educators. Parents are what Mavuso & Duku, (2014), noted as pseudo partners on recommending educators in their schools and only rubberstamp what teachers are saying.

The views expressed by Nokuthula, the SGB chairperson of Sonomonde Primary School whose educational level was reportedly Grade 1 were share by Nowongile of Xhama Primary School when she said:

Mna tishala andingetsho ukuba sithatha inxaxheba kuba imibuzo siyenzelwa ngumhloli, kwelinye icala ootishala bona baza sebesixelela ukuba bafuna umntu owenza ntoni.

The above can be translated as follows:

I cannot say we are participating because questions are brought by the EDO, teachers on the other side come with their needs to the candidate and they force us to follow these needs...As parents we are supposed to ask the most questions. In fact we are supposed to draft our own questions according to our needs.

The views expressed above seem to be a deep yearning for real participation in the appointment of educators. More importantly, she mentioned that they (Parent SGB members) be allowed to ask questions according to their needs, which the current dispensation does not provide, according to the respondents central to the needs of the parents SGB members is learner misbehaviour and teacher unprofessionalism as respondent explains.

Learners misbehave these days. Teachers have relationships with learners so we have to know the kind of teacher we are choosing further the candidate is going to teach our children.

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Interestingly, she seemed to feel that the EDO does not trust them enough for the important task she uttered:

I sometimes feel that the EDO and the teachers do not have confidence in us. They do not trust our abilities to appoint the appropriate teachers for them.

When the researcher asked whether low levels of education mean they cannot discharge a role of recommending an appointment of an appropriate person to teach their children, she responded; "We are not confident ourselves we just fill inferior to some of the issues because these teachers use English too much and tell us that the candidate is going to teach so they must have a say more than parents".

Contrary to the views expressed by Nokuthula above, Phumlani, reportedly was the Deputy Chairperson from Sinomonde Primary School claimed that parents participated on recommending the appointment of teachers. He reported;

I participated in a panel that appointed a teacher, I managed to ask some questions to the applicant. The questions were written by the EDO in English, whenever I experienced challenges with expressing myself, the teachers were available to assist me. Sometimes I was allowed to use my own language isiXhosa to ask questions.

When asked which language he was using when asking those questions, he responded; “They were in isiXhosa my own language”. The EDO brought those questions in English and both the EDO and teachers who were members of the interview panel translated them into isiXhosa. When further asked as to why questions were not drawn by themselves using their own language, he responded that as parents “we might not know everything the school wants because we are uneducated”.

The researcher asked “What does that mean, does it mean that when uneducated you cannot ask questions that will assist the school to choose the right teacher? He responded:

Mfondini baske banxibe kakuhle naba bantu phofu notishala ababethu bafake amaqhina ubon'ukuba lomcimbi ubalulekile kubo sibe thina singenawo kaloku sihlalele.

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Both the candidates and the teachers wore expensive ties and suits on the day of interviews that we do not have as parents because we are not working. Furthermore, we cannot run away from the fact that our educational background is not sound.

This also meant the task of appointing educators was very important. Phumlani further explained that he left school when he was doing standard two (Grade 4). When further asked; “Does that mean somebody who has Grade 4 cannot read or write?” His response was that it has been a long time since he left school. He uttered:

I do not think I can remember English words now I'm old now. If I were educated better I would read for myself and write my own questions. The only problem here is to read and write English I can hear the language and respond but cannot read and write it.

Skopo who reported that he was the SGB Chairperson of Hebron Primary, his age was in the late 40s had similar views with Phumlani that parents were participating in

recommending teachers to the Department of Education. He stated that they are part of the panel that conducts interviews and they are part of the SGB that will recommend the names of the three candidates to the department of Education. He further reported that even the candidate they have chosen is the one that was introduced to them by the EDO.

On the other hand, he agreed that questions are drawn by the EDO and they allow educators to choose the candidate they want to work with. “Educators tell us whom they want from the candidates and give us reasons. Nowongile from Xhama Primary School who was a Deputy Secretary and Nokuthula from Sinomonde Primary School the Chairperson of the SGB was also shared this view of questions drawn by EDOs. These parents seem not comfortable with the status quo. They expressed their wish that it would be better if they ask their own questions. After the interviews we let teachers say more on how interviews went.” Teachers check our scoring and calculate our scores in order to be sure we have the right scores for the candidate they want.”

With regards to the recommendation of appointment of teachers some participants agreed that they did not take part in recommending teachers. Though they form part of the SGB and even the interviewing panel, they reported that they are there as warm bodies, but the actual talking is done by other components of the SGB. Reasons vary because some feel inferior, some complained of not being given a chance to play their role as part of the school leadership. This is in line with what Duku (2006) had noted that parents from rural schools have that inferiority complex when they are with other SGB components who have better educational levels than theirs. The other reason is that they have low levels of education, which affect their participation. These low levels of education seem to deprive parent SGB components of knowledge because they tend to give away what the legislation has given to them.

Parents further show discomfort on what is happening when it comes to the recommendation of teachers. For instance, Nowongile from Xhama Primary School and Nokuthula from Sinomonde Primary School complained about not being allowed to ask questions of their own. Also, Nokulunga from Hebron Primary School and Nothandile from Overton Primary School shared same feelings about asking their own question

which talk to their needs as they are operating in schools. They even stated their own needs such as learner discipline, and educators' behaviour, which they feel, are not addressed by the other components. The other reason they mentioned was that of their low levels of education. Heystek, (2011) noted that School Governing Bodies in rural schools of South Africa are less successful in participative democracy due to, amongst the factors, low levels of education.

The suspected less successful participation of parents in school governance affects the delegated powers, as the ladder of participation rung seven put it, where the central government delegates powers to the local government, which is the SGB, especially parents whom the Department of Education believes are the ones who must lead and influence decisions made at school level. Heystek, (2011) stated that Central Government believes that the local community knows better the needs of the school, hence the decentralization of some of resources to local government, which is the SGB at school. SASA has given the parent component the majority representation in order to influence decisions. The policy therefore, favours parents more than any other component in the SGB. Literature notes that the parent's numerical advantage does not always translate to political power.

Contrary to the view that parents are not taking part in the recommending of teachers, there are those who are reportedly saying parents do participate in recommending teachers; with the reasons being that they are represented in the SGB and in the panel; they ask questions and score points for the candidates. However, they agreed that they depend on learned components for drawing questions and translation of those questions to their language.

With regards to the appointment of non-teaching staff, all the participants reported not to have participated in their appointment. Out of the five participated schools, participants from two (2) schools reported that their schools do not have any non-teaching staff. In the three remaining schools, they only heard from the principal that they are going to get a non-teaching staff member from the office schools. All the administrators, according to the participants, "were given to the principal by the District Director." When further asked if they were satisfied with non-participation in the appointment of non-teaching

staff, the majority showed no discomfort. For instance, Nokulunga, an SGB member from Hebron Primary School, who was the deputy secretary of the SGB, retorted:

kaloku asifundanga thina samkela lonto siyixelelwayo.

In English, the above can be translated as follows, we are not educated so we accept what we are told by the principal.

The above analysis shows that some participants did not take part in recommending teaching staff and some did participate. However, those who are reported as having participated were not leading and influencing decisions, instead, they were rubber-stamping the decisions of the other components. This is in line with what Mavuso and Duku (2014) have noted, namely, that the parent component from rural schools rubber-stamps the decisions of teachers, especially the principal. This indicates that they delegate their powers to teachers. Yet, the ladder of participation talks of delegating powers to the whole structure. In accordance to the department of education, the parent component should lead and influence decisions taken in the SGB (DOE, 1996).

All participants in this study did not take part in recommending non-teaching staff, some claim that they participate, but the response shows that they were involved, not participating because they only write what teachers have decided upon. This was due to the fact that the participants were not clear about the roles and responsibilities given to them by the law (SASA, 1996, section 20 and 21). The aim of decentralizing some of the authorities to SGB was to give parents an opportunity to influence decisions taken at school level (DOE, 1996). The situation here is similar with what Duku (2006) has noted, that parents did not participate in staff recommendations. This was the case even for those parents who claimed to be educated (had attained Grade 10)

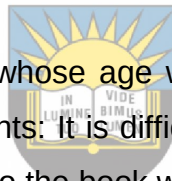
4.2.2 (d) Views of parents with regard to development of Learner Code of Conduct

With regards to development of learner code of conduct, five participants reported having participated in the development of learner code of conduct. These five participants are reported as having been just sitting in a meeting, but the teachers were leading the discussions and taking decisions. Three participants reported that they did

not participate in developing learner code of conduct. Instead, they only hear about it when a teacher wants to discipline a learner and quotes from the papers and talk about disciplinary procedures. Two of the participants reported that they do not know whether there is a learner code of conduct in their schools

With regards to the development of a learner code of conduct, five participants reported that they have participated in developing the learner code of conduct. However, the response from the interview shows that they were there only in numbers to represent the parent component. Even in the case of those who claim to have participated, it was not clear whether they participated or were just involved in the process. Khontolo from Msundulo reported: We were just listening to teacher whilst they were talking because they were using book and told us that, gone are those days where a child was beaten inorder to maintain discipline in school. So, things were difficult for us. We let them do their own thing.

Sithembiso from Xhama Primary whose age was 52 years and educational level was grade 4 shared the same sentiments: It is difficult when you are not educated to argue with educated teachers they refer to the book which you do not have even if you had but you cannot read it.



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Khontolo who was chairperson of Msundulo Primary whose age was in the late 50s shared similar views with Sithembiso of Xhama primary school, that educational levels were affecting parent participation in developing a learner code of conduct because teachers always tell them about SASA, which they cannot read, which tells them not to use corporal punishment to discipline children, which was not what they know. Khontolo said,

“Xa bengabethwa ababantwana baza kuba ngabantu abanjani ngomso, sixakwe ngabo emakhaya nalapha esikolweni ufika bathi ootishala abasabethwa kutsho incwadi evela kurulumente.”

The above can be translated as follows, “If these children are not beaten where is their future? Teachers tell us about the book from the government which does not allow teachers to beat children, yet they are not listening in our homes.

When further asked: What does the book give as an alternative to discipline learners? the answer was the teachers only tell them that it tells them not to beat children I never heard anything alternative.

On the other hand, Nowongile whose level of education is grade 7, from the same school as Sithembiso, claimed that she did not participate in developing a learner code of conduct in the school where she serves as an SGB member. She reported that children are beaten in their school just like the old days and they do not see any funny thing about that. She reported: There is no fuss about disciplining a child, we were beaten also we did not die here we are we have houses and families. Beside it is good for the child to be beaten. Echoing the same sentiment, Nokulunga from Hebron school responded: I never saw anything like that in our school. We never had any meeting to discuss learner code of conduct. We just see children chased by teacher to call their parents when the child has done anything wrong.

Similarly, Khontolo, from Msundulo, whose educational level was grade 4, his age was in the late 50s reported: We were beaten during our days at school and there was no case. We do not know what is happening in your days really.

With regards to the other two, who reported that they do not know whether their schools do have learner code of conduct, they indicated that they do not recall any meeting discussing learner code of conduct. They were never told, even by the teacher, that there is a learner code of conduct in their school. Even if they were called to do that, how will they do that because that is the domain for the teachers. Nozamile from Msundulo uttered: We cannot do the other person's responsibility. What are these teachers going to do when we do their own work?

Nokuthula from Sinomonde sharing the same sentiment she reported: No that is none of our business, ours is to take a child to school teachers must discipline children when they are at school.

When further asked what their role is, as far as disciplining children at school is concerned, because legislation directs that SGB have a responsibility to develop learner code of conduct for the school, she responded:

They must write it in our own language so that we understand what they say and how are we going to do that? They must provide reasons for them to say let us take teachers work because when children are at school they belong to teachers.

The above analysis shows that participants did not participate in developing a learner code of conduct. There is an indication that participants felt excluded, there is a bookish perspective which teachers always used (the book says, the book says). Parents are not given these books and teachers also used language which does not favour parents. This is in line with what Naong and Morolong (2011) have indicated that the rural SGB parent component cannot read nor write. Mncube (2011) noted that language used in these books becomes the barrier to parent component.

One claimed that he did not participate. Siphotho who was an additional member of pension age at Overton Primary said he did not participate because he does not believe in other alternatives other than corporal punishment. He reported that there was no better way of teaching respect to children and, even biblically, corporal punishment is mentioned as the best way of disciplining children. Even those who claimed that they have participated were just there as warm bodies which support what other components have decided. In this regard, participants gave three different responses: there were those who reported to have participated and those who reported that they have not participated and there are those who do not even know if there is a learner code of conduct in their schools.

4.2.2. (e) Views of parents with regards to school financial management.

With regard to managing school finances ten participants reported that they did not take part. This is due to the fact that funds are coming from the government. The principal and teachers must plan for the money and use the money. We expect them to report to us and to the department. Principal must prepare books for auditing and bring back report to us and we take that report to parents. Even though some participants reported that they have contributed some ideas to fund raise for their schools that did work because they did not receive any money from parents. Nothandile from Overton reported that parents claim that they do not have money and the school gets the money from government. She uttered: Parents do not want to support the school because the

school gets the money from government. When they are getting a report, they are told about big amounts of money. That is not good they do not want to be responsible

Sharing the same sentiment Nowongile from Xhama she reported: Money is coming from the department we see nothing wrong when teacher spend the money as long as they are reporting to us we don't have a problem. When asked whether do they have finance policy in their school? She reported: I do not know; I had never seen it even other members had never told us of any of such. However, there is accountability on finances in our school.

Whilst Skopo from Hebron showed unhappiness with the situation where teacher plan and use the money without involving parents. He reported that they must know what is going to happen not just getting a report after the work have been done. When he was asked if they have procurement committee in his school? He didn't know what the procurement committee is and what is it for. The researcher asked him about the finance policy to govern school monies which is supposed to be drafted by the SGB. He reported



Thina siva ngotishala omkhulu ukuba imali ingenile yimalini na?

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We only get a report from the principal that the school had received money.

When further asked who sign cheques for the school he responded:

“ Nam ndiyasayina kuba kuthiwa imali izakwenza iimfuno zasikolo.”
I sign because the money is going to do school needs.”

On school finance policy he responded that he doesn't know of any finance policy.

Phumlani who was the deputy chairperson from Sinomonde Primary shared similar views with Skopo from Hebron, that he didn't know if his school had a finance policy, but their secretary, who is a teacher, gives them the financial report in their meetings and on parent meetings; she is the one who report on finances. When further asked as to why is this happening. Where was their treasurer? He reported: she is there but she cannot read or write. Does that mean a person who cannot read or write cannot explain what she has been told and accepted in the SGB meeting? He reported that she

claimed that she is afraid of many people and also her educational level was low. When further asked how do they respond to questions from parents on a parent meeting? He responded that this gives them a challenge when asked by parents in a meeting. They can't give a detailed report about money. Furthermore, they cannot answer the question that says what is it that they are doing as the parent component as the questions are answered by teachers only.

“Heyi siba sekoneni, kuba nzima kuba nathi asibinazimpendulo, nalapho basithethelele ootishala ngokuthi sisigqibo sethu sonke masingacalulwa.”

We find ourselves in trouble, however, teachers defend us by saying we belong to the committee we must not be divided. On the contrary, Nokulunga, who was the secretary to Skopo from the same school as Skopo, differed from him in terms of her views on this, as she reported: We don't have a problem because we take books to auditors and give us report from the auditors to show that they do not misuse money. We form part of finance committee, after the school had purchase any thing they report to us, and Fincom report to the SGB where we form part off. So, I feel that we are participating in handling school funds. When asked if they suggest any ideas on how to handle funds, she reported: Yes, things like what needs to be done for fund raising as a school, such as beauty contest, Jean's day cultural day. When she was asked how long did you serve as SGB member she reported: “This is my third cycle, it has been a while; I know some of the things. When asked further, which are those that you know? She reported, things like signing cheques, buying food for learners, attending meetings, even district meetings where we are needed to represent our school.

Sithembiso, from Xhama Primary, shared similar views with Nokulunga to say they have a procurement committee in his school which buys things for the school. When asked how do you buy school things? He reported that the procurement committee goes and looks for three quotes and the SGB chooses the one they want to use, ask teachers as to why are they choosing this one rather than the others, and they tell us that they look for the quality. I sign almost all the cheques here at school so I know when there is money that is going out. When asked whether they have a finance policy at your school he reported: I do not know we never use it, I cannot say it is there or not only teachers can answer that question. Why do you refer me to other components whilst you form

part of school leadership? He retorted; they are the ones who have time to read these books.

We left school when we were in lower grades. Which grade were you doing when you left school?

“Ndayeka ndiku grade 4”

I left school when I was doing grade 4.

The researcher asked him, if he left school doing grade 4, does that mean he cannot read nor write. The response was that, It is difficult to read more, especially English in which most of these documents are written. Does that mean your educational level affected your participation in school governance? Yes, because I would not depend on anybody for reading and writing. I would also be able to discuss freely with educated people.

The above analysis indicates that some participants in this study did not take part in financial management. Participants are not even involved in managing school finances. In terms of participation they depend on other components, more especially teachers and principal of schools. Mavuso and Duku, (2014) noted that SGB parent component depends on other components with better educational levels. Parent members did not take part in policy formulation. They are part of the finance structures such as procurement committee, finance committee and SGB. They only sign cheques to purchase food and to transport children to play sport. And sign the monthly nutrition report. However, that report is written in English which they cannot read. This is in line with Naong & Morolong (2010) which states that SGB parent members from rural schools cannot read nor write. As a result, they rely on teachers to do their responsibility (Mavuso & Duku, 2014).

4.2.2 (f) Views of parents with regards to purchasing Learning and Teaching School Material.

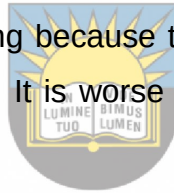
With regards to purchasing LTSM for school, participants did not take part. All ten of the participants never knew that they have a responsibility to decide which books must be used at school for their children. All ten of them saw it as beyond them to

recommend which books will be right for their children at school. Sphotho, whose age is above the pension age, even asked:

Who is making this joke about illiterate people, how can we tell Teacher who are better placed than us to choose a particular Book for the school. When he was asked if he knows that it is his responsibility as an SGB member to recommend which books and other learning material to be used at school he reported: This is news to me, besides I cannot even read nor write my name. This can be very difficult for me to do.

Khontolo, sharing the same views as Sphotho he argued: It is fine with me even if teacher do not call me to recommend books to be used at school because I am not educated. I will not be able to choose which book is better than the other, which reasons make it better than other books.

Nowongile from Xhama also reported that: This work belongs to teachers who are teaching, ours is to look on building because they only need to be cleaned and that is what we are doing at our homes. It is worse today because they use which were not there before



Phumlani from Sinomonde who was reported to be the deputy chairperson, at the age of the late 40s reported:

“Ngumcimbi okude kuthi lowo.”

The above can be translated as follows “That is not our work. When further asked: Do you know that SASA gave the responsibility to purchase LTSM to the SGB? He responded: Even if that is the case we as parents cannot do the work for teachers, teachers must choose books they are going to use at school. Why must teachers choose and purchase LTSM? The response was that teachers know what is supposed to be taught at school because of their educational levels. He further asked: Andithi na ngabo abaya fundela ubutishala? They themselves went to school to be teachers.

This is in line with Ngonzo, (2014), who critically analysed SASA roles and responsibilities of not being in favour of SGBs from rural schools. This is due the fact

that literature noted low levels of education to most of parents who are serving in the SGBs.

The above analysis indicates that participants did not know that it is their responsibility to purchase Learning and Teaching School Material. It becomes worse to recommend for the teacher who has a better level of education that this is his responsibility. Rurality and educational levels of the SGB parent component had an effect on their understanding and participation in recommending and purchasing LTSM for their schools. This implies that the SGB parent members from Rural Primary Schools did not participate in recommending and the purchase of LTSM in their schools. They did not perform their responsibility, which is outlined in SASA, (1996). This is in line with what Mncube (2009) noted that SGB parent members from rural schools do not understand their roles and responsibilities, as outlined in SASA, No. 84 (1996).

Research Question 3: To what extent does the educational level of the SGB parent component relate to their participation in the appointment of educators and non-educators for the school?

To answer this question, the Pearson product-moment correlation statistics was performed to determine the relationship between the level of education and participation in the appointment of staff. Table 4. presents the summary:

Table 4: Summary of the Pearson Product-Moment Correlation Showing Relationship between Educational level and Participation in Appointment of Staff

Variable	N	Mean	Std.	r	Sig.	Remark
Educational Attainment	42	3.143	1.983	.613	.000	Sig.
Participation in Appointment	42	10.929	4.708			

Description of symbols used in a diagramm

N= number of participants

Mean=

Std= Standard deviation

r= correlation coefficient

Sig= Significance

Table 4. reveals that there is a significant positive relationship between educational attainments of the parents in the SGBs and their participation in the appointment of school staff ($r = 0.61$; $p < 0.05$). The positive relationship implies that the higher the level of educational attainment, the more chances of participation in the appointment of staff for the school.

Therefore, the educational level of the parent component of SGBs relates significantly or in other words, has a significant influence on their participation in the appointment of staff for the school. This finding corroborates the finding from qualitative data, where parents with higher educational levels were the ones that had recommended teaching staff for the schools in the past.

Research Question 4: To what extent does the educational level of the SGB parent component relate to their participation in developing a code of conduct for learners at school?

Table 5: Summary of the Pearson Product-Moment Correlation Showing Relationship between Educational level and Participation in Development of Code of Conduct

Variable	N	Mean	Std.	r	Sig.	Remark
Educational Level	42	3.143	1.983	.114	.473	Not Sig.
Participation in Development of Learner Code of Conduct	42	12.524	6.256			

Table 5. reveals that there is no significant relationship between educational levels of the parents in SGBs and their participation in development of Learner Code of Conduct ($r = 0.11$; $p > 0.05$). The literature suspected that literacy of parent SGB members made it difficult for parents to design and enforce a learner code of conduct (Mesrty and Khumalo, 2012). Designing a learner code of conduct requires certain skills and knowledge, such as reading and writing (Ibid). Sharing the same sentiments, van Wyk (2007) stated that adopting a learner code of conduct might need sound knowledge of schooling, good writing skill and an ability to verbalize content in an effective manner, which parent SGB members are suspected not to possess.

The above statement, therefore, suggests that parent SGB members should be able to read and be able to explain clearly the code of conduct they have developed. However, parents are suspected not to have such needed skill and knowledge due to suspected low levels of education. Hence, this study found that the educational level of the parent component of SGBs does not relate significantly to their participation in development of code of conduct for learners of the school. Educational levels of parent SGB members had an effect on their participation in developing a learner code of conduct.

Research Question 5: To what extent does the educational level of SGB parent component relate to their participation in managing school funds?

Table 6: Summary of Pearson Product-Moment Correlation Showing Relationship between Educational level and Participation in Financial Management

Variable	N	Mean	Std.	r	Sig.	Remark
Educational Attainment	42	3.143	1.983	.069	.664	Not Sig.
Participation in Financial Management.	42	18.548	7.787			

Table 6. reveals that there is no significant relationship between educational attainments of the parents in SGBs and their participation in managing school funds ($r = 0.07$; $p > 0.05$).

Literature indicated that parent members in rural schools have not reached the expected levels of performance and suspected their low levels of education (Diamond, 2015). Supporting this argument, Mahlangu (2008) suspected a strong need for financial management skills that might assist rural schools to perform better in school finances, which parent SGB members are suspected not to have, due to their suspected low levels of education

Therefore, the educational level of the parents' component of the SGBs does not relate significantly to their participation in managing school funds.

Research Question 6: To what extent do educational levels of the SGB parent component relate to their participation in purchasing textbooks, educational materials or equipment for the school?



Table 7: Summary of the Pearson Product-Moment Correlation Showing Relationship between Educational level and Participation in Purchasing of Text Books and Educational Materials

Variable	N	Mean	Std.	r	Sig.	Remark
Educational Attainment	42	3.143	1.983	.725	.000	Sig.
Participation in Purchasing	42	17.286	7.510			

Table 7. (i) reveals that there is a significant positive relationship between the educational levels of the parents in SGBs and their participation in purchasing textbooks and materials for the school ($r = 0.73$; $p < 0.05$). The positive relationship means an improvement in the educational attainment of the parents in SGBs brings about an

increase in their chances of participating in the purchase of textbooks and other materials for the schools. This is in line with literature that indicated that suspected high levels of illiteracy in the disadvantaged communities was the main problem which besets parent SGB members on their participation on purchasing LTSM in their schools (Maluleke, 2008). Phakathi (2015) also indicated that purchasing LTSM faced numerous challenges, such as that parent SGB members found it difficult to understand that they are part of the committee that has to purchase LTSM of the school. This is an indication that parent SGB members have abandoned their responsibility given by the law to stakeholders that have better levels of education. They add numbers in the committees where they were supposed to lead in terms of influencing on the taking of decisions. The findings, therefore, show the significance of the levels of education and their participation in purchasing LTSM. Therefore, the educational level of the parents' component of the SGBs affects their participation in the purchase of textbooks and other materials for the schools.



Part C: Summary of Findings

Based on the analysis done so far and the interpretation given, the following were the summary of findings of this study:

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The educational attainment of the majority of the parent members of SGBs - 89% - was reportedly of less than high school level. For instance, out of 42 participants, educational attainment of 37 participants was reportedly between grade 1 and grade 7. SGB parent members who had better educational attainment were able to participate, and influence decisions taken at school level in school governance work. In these instances, educational levels seem to have positively affected participation.

The educational level of the parent component of the SGBs related significantly to their participation in the appointment of staff for the school. The relationship between the Educational levels of parents who had better education related positively with their participation on the recommendation of appointment of educators in their schools. An increase in the educational attainment of the parents seem to have brought about increase in their chances of participation in the appointment of staff for the school.

The educational level of the SGB parent component did not relate significantly to their participation in the development of a code of conduct for learners of the school. The relationship between educational levels of SGB parent component and their participation seem to be negative in that parents were not involved on developing the Learner Code of Conduct. Some were not in favour of the changes such as not to use corporal punishment. They believe on beating children claiming that they were beaten themselves to be what they are today.

The educational level of the SGB parent component did not relate significantly to their participation in managing school funds. Parent component seem not participating on managing school funds. They seem to reject attitudes displayed by teachers who undermine them because they seem to posses low levels of education. Yet these parents are serving in community structures such as church societies, and their stokvels. They also seem to reject the use of English as a language in the meetings of SGBs.

The educational level of the SGB parent component related significantly to their participation in the purchase of textbooks and other materials for the schools. An increase in the educational attainment brought about an increase in the chances of participation in the purchase of books and other materials.

CHAPTER 5

Discussion of Key Findings of the Study

5.1. Introduction

In this chapter the researcher discusses the findings of the study and provides a summary of the study, conclusion and recommendations from the findings of the study that emerged from chapter four.

5.2. Discussion of the findings

The first finding of this study was that the majority of the SGB parent component in rural areas of the East London Education District had less than high school education levels and this affected their participation in the school governing bodies negatively. This finding might be because of the location of the schools, which are in the rural areas. The largest population of people living in rural areas have less formal education. This might have a great deal to do with the history where people from rural areas had their herds of cattle and ploughing fields as a means of existence. Boys or even girls, for that matter, at that time, were largely confined to looking after cattle and ploughing fields. Girls were prepared for marriage; traditionally, in African societies they used to say the future of a girl is with her husband, so there was no need to take a girl to school. Boys had to look after cattle and, when they are old, they would be sent to the mines to work for themselves. In essence, people living in rural areas had less interest in education.

This finding is in line with Mavuso & Duku, (2014), Heystek, (2011), Mncube, (2009) as well as Duku (2006), who found that parents in rural schools are not playing their role as leaders in school governance due to their low levels of education. Heystek (2011) found out that SGBs are less successful in a participative democratic model because of low literacy levels of the SGB parent component. Mncube (2009) argues that the parent component of the SGBs is an important component in school governance; however, SGB parent members are reluctant to participate in the decision-making processes due to their low levels of education.

5.3. The second finding of this study is that the SGB parent component that had better educational attainment participates and influences decisions taken at school level.

This finding reveals that SGB parent members with better educational levels participate in school governance work. There are very few parents who have gone to high school and are participating in the school governance work. SGB parent members must be the ones that initiate the discussions about what must be thought at school and determine the duration of teaching and learning. That is what the legislation states (SASA, 1996). This means that the SMT should manage what the SGB parent component, in particular, has decided upon. The government believes that parents are the ones who know better what the needs of the community are and, therefore, parents in the SGB must influence the education of their children to fulfil their needs as the communities. However, the educational levels of most of the parents serving in SGBs in rural schools are indicated as poor. This, therefore, affects their role to influence the decisions towards fulfilling their needs as the community.

5.4. The third finding of this study is that educational levels of the SGB parent component in rural schools related significantly to their participation in the recommendation of the appointment of teaching and non-teaching staff of the school.

In terms of this finding, parents with better educational levels are the ones who participate in recommending the teaching staff at school. The educational levels of the SGB parent component related significantly, meaning they have a significant influence on their participation in recommending the appointment of teaching staff for the school. This might be caused by the nature of SASA, which allows the SGB to recommend the appointment, but the profiling of the post is done by the SMT by looking at the curriculum needs. Most of rural communities have a poor educational background, therefore, cannot read the laws that have to do with the recommendation of staff. In some cases, they cannot differentiate between recommending and appointing, they always want their preferred candidate to be the one appointed. The language used on paper is not their home language, so they depend on other components for interpretation and clarification.

This finding is in line with Naong & Morolong (2010), who found out that, due to the poor educational background of the SGB parent component in rural schools, they cannot read nor write. Mavuso & Duku (2014) submitted that the SGB parent component has abandoned its responsibilities to other SGB components as a result of low educational levels. They further state that, although representation in SGBs is in line with the prescripts of the law, however, in terms of participation, they are pseudo partners; meaning, they are not participating as expected by the legislation.

5.5. The finding of this study is that the educational levels of the SGB parent component in rural schools does not relate significantly to their participation in the development of a code of conduct for learners of the schools. All parents interviewed did not take part in developing a code of conduct for learners in the schools.

This finding revealed that all parents interviewed are not taking part in developing a code of conduct for learners in the school. This might be attributed to their educational levels. SASA (1996) has given SGBs powers to develop the learner code of conduct, more especially parents who have children in the school. The main aim of devolving some authority, such as the development of code of conduct for learners, was for parents of the children in the school to take decisions.

This does not find expression in rural schools. Parents who are members of the SGB do not understand their roles and responsibilities. Nozimasile from Msundulo primary, said

“Nathi sikhule kusithiwa ndizakuxela kutishala, ke ngutishala onikwe umsebenzi wokuqeqesha abantwana.”

The above can be translated as follows, when we were young our parents used to tell us that they are going to tell the teacher if I have done something wrong, so it is the duty of the teacher to discipline a child.

This statement tells us that the SGB parent component has abandoned its responsibility to teachers. This is against the prescriptions of legislation, which stipulate that, amongst other duties of the SGB, is to develop a learner code of conduct for the school.

This is in line with the findings of Mestry & Khumalo (2012), who discovered that the SGB has a responsibility to adopt a learner code of conduct for the school and help in

the enforcement of such a code of conduct. They further noted that the SGB, in particular, the parent component, is at the centre of establishing and maintaining a sound discipline at school (ibid). The Department of Education (2008) submitted that schools are committed to providing a conducive environment for the delivery of quality teaching and learning by promoting the rights and safety of children in school. That is why the DoE has given this responsibility to the SGB as a statutory body for the school.

Dladla (2013) submitted that the adoption of a code of conduct for learners by the SGB is done to make parents accountable to their schools. Hence, SASA (1996) placed parents in a powerful position to influence fundamental decisions, such as the mechanism to maintain discipline at school. However, Xaba (2011) submitted that the SGB parent members from rural areas lack confidence to participate in the developing of a code of conduct for learners at school due to their low literacy levels. Sepadile (2009) also found out that low literacy levels of the SGB parent members from rural schools are preventing parents in school governance from participating in developing the code of conduct.

The fifth finding of this study is that educational levels of the SGB parent component in rural schools do not relate significantly to their participation in managing school funds of the school.

This finding might be because of the educational levels of the SGB parent component which are deemed as low levels. The low levels of the SGB parent component affect them negatively in their participation in managing school funds. There are legislations such as SASA, PFMA, that regulate how to handle government monies. Parents with low levels of education might find a challenge in this regard because of the language and would not be familiar with the calculation of figures that has to do with school funds. The department of education regulates that the school must have a bank account, it must be a cheque account, the treasurer must be a parent and the chairperson must be a parent.

These two treasurers and chairperson have low educational backgrounds and are working with an educator who has matric plus three years. Surely by virtue of their levels of education, and because handling of school funds requires skills and

knowledge, these parents are at a disadvantage. The other challenge is that parents are not always in the school yard to be able to see what is lacking, what needs to be bought; they are told by teachers, in a way they are fulfilling the needs of teachers. Yet, the aim of government, when it was devolving these authorities and giving parents majority representation in the SGBs, was for parents to be influential in any decision taken at school level; in other words, parents must be in control and must govern the school.

The educational levels of parents from rural areas affect this aim of central government negatively. Parents with low levels of education must plan, budget and develop programmes to spend the school funds and develop financial policy. This sounds as a milestone to the SGB parent component of rural schools.

This is in line with what Diamond (2015), found, that the SGB parents lack knowledge and skills of how to manage school funds and, as a result, they rely heavily on educators in participating in financial matters. Dibete (2015) argued that SGB parent members lack the competence required to manage school funds effectively due to their poor educational background. Manamela (2014) found that, even the capacitation, becomes hit and run. Parents with low levels of education are microwaved when it comes to training; meaning SGBs are trained in few hours for the work they have to carry for three years. The language used in those documents and by the facilitator is not their mother tongue. Manamela (2014) also contends that managing school funds is a challenging responsibility for the SGBs who are coming from rural schools because it requires certain expertise and a certain level of education.

The sixth finding of this study is that the educational level of the SGB parent component in rural school relates significantly to their participation in the purchase of the LTSM for the school. A higher level in terms of the educational attainment brings about an increase in the chances of participation in the purchase of the LTSM for the school.

This finding might be attributed to a poor background of education of SGB parent component in rural schools. This responsibility is new to parents and is stipulated in SASA (section 21). Parents who live in rural areas are noted as having little or no educational background. This affects them and makes them to back off from their

mandated responsibility. Most of the parents in rural areas are grandparents of these children that are in school now. Their actual parents have left rural areas for urban areas and the grandmothers or grandfathers are not used to meeting teachers and discussing something with them. Most of the time people with little schooling always trust the educated ones. So, they don't believe in contesting the decisions of those who have better education.

In terms of the budget, most of the school budget is allocated for the purchase of the LTSM. All schools are expected to carry the mandate to use LTSM allocations according to department requirements, such as making variances on LTSM funds. This function is too heavy for SGB parents who do not have a sound background of the school. Including parents on the LTSM committee is just to please the law.

This in line with what Mavuso & Duku (2014) pointed out, namely, that the parent component of the SGB in rural schools is just pseudo representative. They further found out that parents in the SGB depend on teachers and merely rubberstamp what has already been decided upon. This is due to their low educational levels. Naong & Morolong (2010) submitted that the SGB parent component in rural schools can neither read nor write. Mncube (2009) found out that these low levels of education of the SGB parent component in rural schools caused them to be reluctant to participate and sometimes they ended up not attending meetings of the SGB. Purchasing LTSM demands skills and knowledge, which parents from rural schools do not have.

Recommendations

This section provides the recommendations that are derived from the findings that are outlined in this study. The purpose of outlining these recommendations is to stimulate future research.

On the basis of this research, the researcher recommends that:

The Department of Education has to develop a suitable and sustainable model to capacitate the SGB parent component in rural schools

The policy, as noted by Ngonzo (2014) and Saudien (2003) is seen as homogenous with the middle - class lenses;

The policy should embrace Ubuntu in its conceptualization of parents in the SGB

The department of Education should consider the recentralization of the recommendation of school staff and the purchasing of the LTSM

Policies must talk to contextual realities, such as male initiation, teacher safety, learner safety and burglaries in schools.

Policies must talk about skills, knowledge, experience and educational level of parents elected to participate in School Governance.

Conclusion

In this study, the researcher concluded that the SGB parent component is an important stakeholder in school governance. These parents are in the centre of decentralization of school governance. The main aim of devolving authority by the central government was for the SGB parent members to be influential in taking decisions at school levels. However, educational levels of SGB parent members, which are less than high school level seem to affect them negatively in their participation in school governance. The researcher has also deduced that SGBs in rural schools are dysfunctional due to the fact that members of the SGB component, around which all matters of devolving powers are centred, are unclear about their roles and responsibilities.

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Annexure: A

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Amalinda

EAST LONDON

5247

The Chairperson

Faculty Research Ethical Committee (FREC)

University of Fort Hare

East London

5201



Sir

University of Fort Hare
Together in Excellence

Re: APPLICATION FOR ETHICAL APPROVAL

I, Thamsanqa Kombela, MEd Student number: 201609490, am writing this letter seeking an approval to conduct a research study on the selected schools. The working title of my study is "The influence of Educational Levels of the parent SGB component on their participation as school governors in rural schools of East London District". Should you wish to enquire about anything feel free to contact me on the following contact number: 0787757651, Email address: thamsanqakombela@gmail.com or 201609490@ufh.ac.za.

Kindly receive the attached ethical application together with the Synopsis of my study

Sincerely yours

T. Kombela

INFORMED CONSENT

I hereby agree to participate in research regarding “The influence of Educational Levels of the parent School Governing Body in their participation in school governance”. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue, and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview process.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

Signature of participant

.....

Date:

Annexure: C

QUESTIONNAIRE ON EDUCATIONAL LEVELS OF PARENTS IN SCHOOL GOVERNING BODY AND THEIR PARTICIPATION (QELP_SGBP)

Introduction

This questionnaire seeks information about your level of participation in School Governing Body for academic research purposes. The information you give will be kept in confidence and cannot be traced to you. Kindly feel free to respond to the item as it best describes your level of participation.

Thank you.

Part A: Demographic Information

Instruction: Mark 'X' in front of option that best described your situation.

Gender		Education Attainment		Experience in SGB	
Male		No formal educ.		Less than a year	
Female		Less than basic educ.		1-5 years	
Marital Status		Basic educ.		6-10 years	
Single parent		High school but not complete		11+ years	
Married		Matric		School Location	
Out of marriage		Certificate		Rural	
Name of the School:		Diploma		Semi-urban	
		Degree		Urban	
		Honours		Parent Resident:	

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		Postgraduate Diploma			Rural	
		Masters			Semi-urban	
		PhD			Urban	

Part B: Participating in the Recommendation of Appointment of Educators and non-educators in the school

Instruction: Indicate your extent of participating in the following activities of SGB by marking 'X' in the appropriate column.

Note: ***NP** = Not participating, **LP** = low participating, **SP** = sometimes participating, **FP** = Fully Participating*

S/N	Item	NP	LP	SP	FP
1	Assessing the quality of educators				
2	Assessing the quantity of educators				
3	Searching for human resource needs of educators in the school				
4	Identifying needed non-educators of the school				
5	Interviewing and recommending educators				
6	Interviewing and recommending non-educators				

Part C: Participating in the Development of Code of Conducts for Learners

Instruction: Indicate your extent of participating in the following activities of SGB by marking 'X' in the appropriate column.

Note: **NP** = Not participating, **LP** = low participating, **SP** = sometimes participating, **FP** = Fully Participating

S/N	Item	NP	LP	SP	FP
1	Taking disciplinary measures on the learners				
2	Identifying the do(s) and don't(s) for learners in the school				
3	Holding discussions on the do(s) and don't(s) for learners with teachers and parents				
4	Creating awareness among learners about the school do(s) and don't(s)				
5	Place penalty on school rules and regulation breakers				
6	Monitoring and supervising learner's compliance with the school code of conduct				

Instruction: Indicate your extent of participating in the following activities of SGB by marking 'X' in the appropriate column.

Note: **NP** = Not participating, **LP** = low participating, **SP** = sometimes participating, **FP** = Fully Participating

S/N	Item	NP	LP	SP	FP
1	Taking decisions in sourcing funds for the school				
2	Taking records of income and expenditure of the school				
3	Taking part in deciding what to spend the school money on				
4	Taking part in accounting for all school money spent				
5	Taking part in policy formulation for school finances				
6	Drawing up the annual school budget				
7	Monitoring the implementation of the annual school budget				
8	Taking part in presenting the financial report to parents				
9					

Part D: Participating in Purchasing Textbooks, Educational Materials and Equipment

Instruction: Indicate your extent of participating in the following activities of SGB by marking 'X' in the appropriate column.

Note: *NP = Not participating, LP = low participating, SP = sometimes participating, FP = Fully Participating*

S/N	Item	NP	LP	SP	FP
1	Participating in deciding which books are to be				

	bought for the school				
2	Participating in deciding which materials or equipment to be bought for the school				
3	Participating in the purchase of books for the school				
4	Participating in the purchase materials and/or equipment for the school				
5	Participating in reviewing outdated books, materials or equipment in the school				
6	Monitoring the use of books by learners in the school				
7	Monitoring the use of materials and equipment by the teachers for teaching the learners				
8	Deciding which book, material and/or equipment is most appropriate.				
9	Participating in drawing up the policy on purchasing textbooks and educational material				

Part E: Qualitative Information

In what other ways do you think your level of education is affecting your participation in SGB activities?

1.
2.
3.

Annexure: D

PARENTS' EDUCATIONAL LEVELS AND SCHOOL GOVERNING BODY INTERVIEW SCHEDULE (PEL_SGBIS)

Introduction

My name is Thamsanqa Kombela and I am carrying out a research for my Masters Degree programme at University of Fort Hare. This interview is meant to assess your level of participation in SGB activities. The information gathered will be used for academic research purpose only and such will be kept in confidence.



Part A

1. What is the name of the school where you are member of SGB?

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2. Where is the school located, rural, or urban area?

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3. How many years have you been serving as SGB member?

..... years

4. What level of education did you complete while schooling?

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Part B:

1. Does the SGB which you belong to recommend people for employment in the school?

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2. What type of staff does the SGB recommend for appointment, teaching, non-teaching or both?

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3. Have you, as a member of SGB, recommended anyone for employment in the school?

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4. Do you think your level of education affects your participation in recommending people for employment in the school?

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5. Has the SGB made a list of the code of conduct for learners?

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6. What were your contributions to the code of conduct?

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7. Do you think your level of education affects your contribution to the development of the code of conduct?

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8. Do the SGB parent members take part in making decisions on how to generate and/or spend school money?

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9. Have you been contributing ideas on how to raise or spend the school money?



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10. If yes, can you tell me some of the ideas?

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11. Have you participated in formulating the finance policy of your school?

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12. Does your level of education affect your participation in SGB roles on school Finances?

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13. Do the parent members of the SGB participate in recommending and purchasing textbooks, instructional materials and other equipment?

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14. Have you recommended textbook, instructional material or equipment during SGB meetings?

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15. If yes, can you tell us some of your recommendations or any other form of participation?

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16. Do you think your level of education affected your participation towards the purchase of Textbooks and Educational Material?

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17. What other comments do you have concerning your participation in the SGB?

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Thank you so much for the time spent.



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