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AN ASSESSMENT OF THE TRAINING PROVIDED TO SCHOOL
GOVERNING BODIES BY THE DEPARTMENT OF EDUCATION IN FORT
BEAUFORT DISTRICT: A CASE STUDY OF 3 SCHOOLS

By

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degree of Master of Education

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Date

13 JUNE 2014

DECLARATION

I hereby declare that this dissertation for the degree of Masters of Education at the University of Fort Hare, is my own original work and has not been submitted to any other institution of higher learning. I further declare that all sources cited or quoted are indicated and acknowledged by means of a list of references.

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ABSTRACT

This study assesses the training provided to the school governing bodies by the Department of Education in the Fort Beaufort District of the Eastern Cape Province. The study focuses on three schools and the Fort Beaufort District of Education. The researcher used a qualitative approach in the study. Interviews were conducted with the principals, educator governors, parent governors, learner governors as well as two facilitators from the Fort Beaufort District of Education.

The findings suggest that the training provided to the school governing bodies in the Fort Beaufort District does not empower them (SGBs) adequately to perform their roles and responsibilities. There are a number of factors such as illiteracy, low level of education, language used during the training, lack of mentoring and monitoring and inappropriate training methods that contribute to the inadequacy of the training of school governing body members.

It is therefore important to train school governing bodies properly so as to enable them to perform their roles and responsibilities as required by the South African School Act, Act 84 of 1996.

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My heartfelt gratitude goes to my wife, Litha, my children Kamva, Tozi and Singcwalise for their support.

To all those who deserve mention but have been left out, I thank you for your support and encouragement.

DEDICATION

I would like to dedicate this study to the following people:

- My wife, Litha, my daughters Ubenathi and Singcwali and my son Kamva for their support and encouragement.
- My colleagues for their wonderful support.

ACRONYMS

CEO - Chief Executive Officer

DoE - Department of Education

HoD - Head of Department (Provincial level)

MEC - Member of the Executive Council

NEPA - National Education Policy Act

SGB - School Governing Body

SMT - School Management Team

SASA - South African Schools Act, Act 84 of 1996

LRC – Learner Representative Council

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CHAPTER 1

BACKGROUND AND PROBLEM STATEMENT

1.1 INTRODUCTION

The researcher has often observed that stakeholders such as teacher unions, parents and educators, complain that most members of the School Governing Bodies are unable to perform their duties and responsibilities properly. These roles and responsibilities include issues such as adopting a code of conduct for learners, formulation of policies for the school and providing support to the principal and the School Management Team, to mention a few. According to Tsoetsi, Van Wyk and Lemmer (2008), subject to Sections 20 and 21 of SASA (Republic of South Africa (RSA), 1996), the governing body of a public school must develop the mission statement of the school, adopt a code of conduct for learners of the school, determines the admission and language policy of the school. Marishane (1999), argues that the governing body exercises its power in areas affecting discipline, grievances, appraisal, promotion, recruitment, selection, recommendation and dismissal of educators. Complaints about SGB members in Fort Beaufort District persist despite the fact that they are being trained. Section 19 Of the South African Schools Act stipulates that the Head of Department should provide introductory training for elected governing bodies to enable them to assume additional duties (Mncube, 2009).

However Van Wyk and Lemmer (2001), argue that the major objective of the South African Schools Act is that the state has inadequate financial and organizational capacity to do everything for the schools, all stakeholders such as the parents, educators, learners and local community members should be actively involved in the organization, governance and funding of schools.

The purpose of this chapter was to assess the training provided to school governors in the Fort Beaufort District by the Department of Education.

1.2 BACKGROUND OF THE STUDY

The government recognizes that many school governing bodies, particularly in rural and less advantaged urban areas, do not have the required skills and experience to exercise their new powers and many have difficulty in fulfilling their functions. According to Van Wyk and Lemmer (2001), this lack of skills and experience manifests itself when educators feel that the governing body members lack confidence in what they are doing and are also not sure about their duties. Some educator SGB members reported that other school governors often feel “inferior” in their presence because they think they are undermined. To deal with this, the SASA (RSA 1996 a: section 19) obliges provincial governments to provide training for governing bodies. In this way, the state hopes to build a framework for the governance of schools. Thus the broadsheet on governing bodies and effective schools point to six features for effectiveness: working as a team; good relations with the principals; effective time management and delegation; effective meetings; knowledge of the school; and the training and development of school governors (Creese and Earley in Van Wyk 2004). The government through its National Department of Education delegates this important task to Provincial Departments of Education in various provinces.

The Provincial Department of Education expects various districts to conduct training sessions for SGB members. This is done once a year, normally after the appointment of SGB members. According to Tsoetsi, Van Wyk and Lemmer (2008), the South African Schools Act, 84 of 1996 (SASA 84, 1996) advocates the legal base of SGBs training for successful school governance as portrayed in Section 19 of the Act (RSA 1996 b) The Section reads as follows:

19 (1) out of funds appropriated for this purpose by the provincial legislation, the Head of Department must establish a programme to-

- (a) Provide introductory training for newly elected governing bodies to enable them to perform their functions; and (b) provide continuing training to governing bodies, to promote the effective performance of their functions or to enable them to assume additional functions.

2. The Head of Department must ensure that principals and other officers of the education department render all necessary assistance to governing bodies in the performance of their functions, according to the Act.

According to Maluleke (2008), it is also the responsibility of the principal to guide and even train the governing body members on their roles and responsibilities. However, Nyambi (2004), notes that principals do not receive adequate management training although they are expected to provide advice to the school governing bodies. Mncube (2005), argues that principals are to facilitate, support and assist the SGB in its execution of its statutory function even though principals are often too busy to attend to the training of SGB members concerning their roles and responsibilities.

Although the state is primarily responsible for the initial training of SGBs, it is also expected of parents and the community at large to assist the government as partners in education to realize this objective, (Tsoetsi, Van wyk and Lemmer, 2008). According to Marishane (1999), it is the state's responsibility in partnership with other stakeholders to develop capacity for governing bodies. He, Marishane (1999), argues that the state alone cannot control schools, but has to share its power with other stakeholders. However, this can only happen if participants in school governance are trained to have the power and capacity on matters affecting their schools. Hence the training is a cornerstone of affirming the governors in the execution of their roles and responsibilities. According to Karlsson (2002), the effecting training is central to decentralized decision-making and capacity-building. According to Maluleke (2008), capacity-building refers to initiatives done by the Department of Education to invest time and resources in the capacity-building activities of the SGBs to ensure that they are well prepared to accept and successfully discharge the delegated powers in the governance of the schools. Capacity building ensures that SGBs exercise their legislated power by providing them with the necessary skills and knowledge.

Allen in Adams and Waghid (2003) refers to capacity as the mental power or legal competence to perform a given task. In explaining this statement Maluleke (2008), asserts that this explains the talents, skills and ability to effectively and efficiently perform one's duties.

According to Mestry (2006), the South African Schools Act, Act 84 of 1996 mandates SGBs to have special skills so as to manage school funds.

Heystek (2004) notes that in schools where school governing body members have little skills, knowledge or experience and even lower levels of literacy, they might find it difficult or impossible to assume responsibility for drafting and managing the budget. According to Maluleke (2008), the training of SGB members is crucial in ensuring that they have the necessary capacity, full knowledge and understanding of their roles and responsibilities and that they will be able to set their own goals, targets, time frames and allocate functions to each other. Maluleke (2008), argues that well-trained SGBs will be able to monitor their progress and the participation of individual members in school governance. Besides, they will be able to check, quantify and prioritize the needs of the school to ensure that there is quality teaching and learning in the school. According to Marishane (1999), it is not only the training which is important in the functioning of the SGB, but constant monitoring and control is also crucial to ensure that the intended functions are fulfilled. Holt and Murphy in Looyen (2000), note that appropriate training of governors is crucial to contemporary education, as children should not be exposed to a “second class” schooling system just because individuals responsible for administering and managing their schools are inadequately prepared to perform their duties. According to Van Wyk and Lemmer (2001), the knowledge and skill base of school governors and its relevancy to school governance cannot be left to chance if schools are expected to offer the best education possible to learners. Thus the two researchers assert that the responsibilities for school governing bodies are so important and complex that they cannot be expected to discharge them effectively without some training. According to Potgieter (1997), school governance as regards the governing body’s function, means determining the policy and rules by which the school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school.

Van Wyk and Lemmer (2001), state that in order to perform their duties and responsibilities effectively and efficiently, school governing bodies should have the necessary capacity to do so. In other words for schools to be effective, they depend

heavily on the level of knowledge, skills and expertise of the school governors. According to Mahoney in Van Wyk and Lemmer (2001), the responsibilities for governing bodies are so complex that they cannot be expected to discharge them effectively without some form of training going beyond the normal process “picking the job by doing it”. Some of these complex responsibilities for school governing bodies involve taking crucial decisions that can either reflect positively or negatively on the education of learners. Mabasa and Themane (2002), are of the opinion that although school governing bodies are required to be involved in making important decisions that have an impact on the quality of education, this has not been easy. One of the challenges has been lack of preparation for new governors before they start with their work, which finds expression in the following problems: governors tending to be unfamiliar with meeting procedures, failure to understand the specialist language used, lacking knowledge needed to make a contribution, lacking knowledge of appropriate legislation, feeling inhibited by the presence of colleagues who seem to possess more knowledge and perceiving their roles as simply “rubber stamping” what others have already decided upon. To argue this further Holt and Murphy in Van Wyk (2004), note that in view of the complex functions prescribed for school governing bodies (SGBs) in South African schools, sound training should be provided for proper discharge of the multiple duties bestowed upon them to avoid the so-called “muddling through approach”. According to Looyen (2000), successful training of SGBs, based on the needs of their members, is believed to be a prerequisite for effective, decentralized and co-operative school governance. In other words a successful partnership develops among stakeholders in schools when school governing body members are adequately trained. According to Looyen (200), the school governing body has a prime obligation to shape and influence what is offered to children in schools and to ensure that each child is able to achieve their full potential in the education system. Thus the nature and quality of governance will determine the success of community empowerment from school activities. Van Wyk (2004), argues that the training of governors forms a cornerstone in affirming and empowering governors to execute their functions with the view to increase school effectiveness and efficiency based on the principles of democracy. According to Heystek (2004), the limited training of the main role-players in

management of schools, coupled with their uncertainty regarding their functions and duties, sometimes makes it difficult for principals and parent governors to work together harmoniously.

Tsotetsi, Van Wyk and Lemmer (2008), argue that since school governing bodies are composed of a cross section of people with different ideologies, expectations and levels of education, training is necessary to prepare them for co-operative governance. Without adequate and on-going in-service training, it is unlikely that school governing body members can make informed decisions. The researcher's current observation is that some parents serving on the SGB in Fort Beaufort District feel that they do not understand their duties and responsibilities properly. Some educators on the other hand feel that SGB members do not support them adequately.

Van Wyk (2004), argues that, according to the SASA (RSA 1996, 18) the membership of SGBs should comprise elected members, the school principal and co-opted members. Elected members of the governing shall comprise individuals from the following categories:

- Parents of learners at the school
- Educators at the school
- Members of staff who are not educators
- Learners in the eighth grade or higher at the school

Based on the researcher' observation and what other researchers have written on the inadequacy of the training of SGBs, the researcher feels there is a huge need to assess the training provided to SGBs by the Provincial Department of Education. The research study will focus on Fort Beaufort District

1.3 STATEMENT OF THE PROBLEM

The South African Schools Act (Act 84 of 1996) mandates the establishment of school governing bodies that allow stakeholders such as the state, parents, educators and learners (in secondary schools) to play an active role in taking decisions on behalf of the school, (Van Wyk, 2004). This happens if school governors are adequately trained to decide on matters affecting their schools. According to the Department of Education in

Fort Beaufort, school governors are trained once in each year of their three year term. School Governors are trained by officials from the district office (DoE 2004; 65). The training is based on the Training Manual for School Governing Bodies, provided by the province. Despite the training, there are still complaints from some stakeholders that SGBs do not perform their duties and responsibilities properly. Some stakeholders believe that the problem is with the manner in which the training is implemented.

1.4 RESEARCH QUESTIONS

1.4.1 MAIN RESEARCH QUESTION

To what extent is the training provided to SGBs by the Department of Education empowering them to perform their duties and responsibilities properly?

1.4.2 SUB – RESEARCH QUESTIONS

1.4.2.1 What are the duties and responsibilities of school governing bodies?

1.4.2.2 Why is it necessary to train SGBs to carry out their duties and responsibilities properly?

1.4.2.3 To what extent does the training provided to SGBs by the Department of Education accommodate the various training needs of SGBs?

1.4.2.4 What support monitoring mechanisms are provided to SGBs after the training sessions?

1.4.2.5 How should school governors be trained, mentored and be monitored to perform their duties and responsibilities properly?

1.5 PURPOSE OF THE STUDY

The research is as a result of an observation, practical concern and personal interest. The researcher would like to do an assessment of the training sessions provided by the Department of Education to school governors in the Fort Beaufort district.

1.6 RESEARCH OBJECTIVES

To discuss the roles and the responsibilities of the school governing bodies

To determine the necessity of the training provided to SGBs by the Department of Education.

To establish whether the training provided to SGBs accommodates their (SGBs) various training needs.

To establish whether the SGBs are adequately monitored and supported after the training sessions

To recommend proper ways on how SGBs should be trained, mentored and be monitored to perform their functions properly.

1.7 SIGNIFICANCE OF THE STUDY

Training of SGB members is essential in building capacity for all members and ensuring successful school governance. Training also ensures that all members of the SGBs understand their roles and responsibilities within the school. According to Van Wyk (2004), it seems as if the ultimate success of the school governing bodies in many communities depends on the type and extent of training the government has undertaken to provide. Mthiyane (2006), suggests that the School Governing Bodies have to be properly trained to be aware of the Department of Education's vision, strategy goals, be focused and properly understand their roles as school governors. The findings of this research will contribute to the advancement of knowledge on SGB's training, in that well-trained school governors would provide the necessary support to the school. It is significant to conduct this research, because it (research) could contribute to quality education. Well-trained school governors would provide the necessary support to the principal and teachers. This will also lead to better communication amongst all stakeholders, namely, parents, teachers, and learners. The study will help in consolidating the democratic participation of parents in the education of their children. According to Marishane (1999), the concept of decentralization originates from the belief that the state alone cannot control schools, but should share its power with other stakeholders, particularly those closer to the school, on a partnership basis. This will enable the school governors to provide the principal with the professional support he or she needs. This will in turn benefit the entire school community. Learners will benefit in

the form of learning in secure and conducive environments. Teachers will get the necessary professional support when these SGBs are trained properly. Proper training would go a long way in ensuring that school governors do their duties and responsibilities properly.

1.8 ASSUMPTIONS OF THE STUDY

Despite the training provided to school governors by the district office in Fort Beaufort district, some SGBs still cannot perform their duties and responsibilities effectively. The assumption is that the training provided by the Department of Education in this district to school governors is inadequate and ineffective. The training fails to capacitate or empower school governors to execute their duties and responsibilities properly.

1.9 DELIMITATION OF THE STUDY

The study will focus on three schools. The study will be done on a primary school, junior primary school, a secondary school and a combined school in the Fort Beaufort District which is part of the Eastern Cape Province. The primary schools either start from grade R to 3 or grade R to 7, the junior secondary schools start from grade R to 9 or grade 7 to 9, secondary schools start from grade 8 to grade 12 and combined schools which start from grade R to 12. The focus group will be school governors made up of parents, educators, non-educators and learners in the three schools as well as two departmental officials from the Fort Beaufort district.

A research study that was conducted by the Eastern Cape Provincial Department of Education revealed that according to the 2006 Annual Survey:

- Combined schools constituted 44% of schools in the Province;
- Primary schools constituted 41%;
- Secondary schools constituted 14%;
- Overwhelming proportion of learners caught up in the combined schools tier- 51% of 44% of schools;
- Combined schools constitute 61% of schools in 14 districts.

The three schools in the study were purposefully selected from a multicultural school, township school as well as an urban school. The reason for such a selection emanated

from the belief that school governors in these schools come from different backgrounds. This refers to their socio-economic status and literacy levels which might have a bearing on the SGBs of these schools. This view is supported by Heystek (2004), who argues that South African parents have had different experiences with their participation in school activities. Parents of previous former Model C schools (mostly the White schools before 1994) were used to a powerful governing body managing their schools. In contrast parents of former Black-only schools have little or no experience with management or participation in their schools. According to Mavhira as cited in Heystek (2004), although Black parents were traditionally involved in the education of their children according to their local needs and norms, the traditional westernized school system was not part of the reference framework of Black parents. According to Heystek (2004), in general Black parents do not see the school and the education of their children as their responsibility.

1.10 DEFINITIONS OF TERMS

Assessment – According to Palomba and Banta (1999), assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

In this study assessment means getting a thorough understanding on the manner in which the training is done with the aim of making recommendations towards its improvement.

Training-According to Mthiyane (2006), training is the systematic modification of behaviour through learning that occurs as a result of education, development and planned experiences. Its purpose in the work situation is to develop the ability of the individual and to satisfy the current and future manpower needs of the organization. SGB members are invited by the Departmental officials to a workshop for purposes of training them on a particular skill or module.

In this study, training refers to the efforts done by the Provincial Department of Education to capacitate and empower SGB members.

School Governing Body (SGB) - According to Mncube (2008), an SGB is statutory body of people who are elected to govern a school. These people are placed in position of trust and they are obliged to promote the best interest of the school and to ensure that the learners receive the best education possible. They are entrusted to help the principal to organize and manage the school's activities in an effective and efficient way. According to Mncube (2005), the term "School Governing Body" is used uniformly to describe an elected body that is entrusted with the responsibility and authority to formulate and adopt school policies within the national, provincial and district vision for education, and functioning in terms of the provisions of the South African Schools Act, 84 of 1996.

Governing bodies are representative of the main stakeholders such as:-

- Elected members,
- The principal of the school, in his or her capacity
- Co-opted members

Elected members of the governing body comprises of a member or members of each of the following:-

- parents of learners at the school
- educators at the school
- members of staff at the school who are not educators
- learners in the eighth grade or higher at school.

Linked to the term school governing body, is the concept of school governance.

School Governance- According to Mncube (2008), in South Africa, school governance refers to the institutional structure that is entrusted with the authority to formulate and

adopt school policy on a range of issues such as school budget and developmental priorities, the code of conduct for learners, staff and parents and broad goals and educational quality. Mncube (2001) argues that this definition on school governance implies that parents, teaching and non-teaching staff, the principal (in his or her capacity), and learners should be involved in school governance. According to Mncube (2005), this in turn enables the stakeholders to develop a sense of ownership of the school and as such take responsibility and accountability for what is happening at the school.

According to Bruce-Reeds as cited in Maluleka (2008), school governance has three dimensions:

- Sovereign governance – which entails full public accountability for the work of the school as a whole to interested parties, rendered in various forms, including the representation of the annual report to parents.
- Judicial governance – which entails accountability for meeting all the legal requirements to which the school is subject, including the law relating to finance, employment, the curriculum and health and safety.
- Performance governance – which entails accountability for carrying out activities of the school through the vision for the school and providing a service to pupils are put in place.

According to Maluleka (2008), these dimensions of governance entail specific and legal obligations, which require particular, knowledge, skills and expertise to be fulfilled.

Fort Beaufort District- Fort Beaufort district is one of the twenty four (24) districts in the Eastern Cape Province of South Africa. It is situated in the central part of the Eastern Cape Province. This province consists of eleven (11) circuits and the majority of schools are situated in rural areas where there are both literate and illiterate parents who serve on various school governing bodies.

A Case Study-According to Mouton as cited in Mahlangu (2008), a case study is described as referring to research that investigates a few cases, often just one, in considerable depth. Casley and Lury in Mahlangu (2008), assert that the essential

methodological feature of a case study is that it provides in-depth, detailed analysis. This view is supported by Heystek (2004), who elaborates that the case study researcher typically observes the characteristics of an individual. It is precisely due to this view that the researcher used a case study method in the study because the researcher will conduct a study on three schools.

South African Schools Act, 84 of 1996 (SASA, 84 of 1996)- According to Duma, Kapueja and Khanyile (2011), The South African Schools Act is the engine of school governance. It deals with the most important school administration policies. It is the *defacto* kingpin of parent governors' activities in schools, as it contains the important information on the following:

- Admission to public schools,
- Language policy of public schools,
- Freedom of conscience and religion at public schools,
- Suspension and expulsion from public schools, and
- Prohibition of corporal punishment.

According to Heystek (2004), the South African Schools Act, Act 84 of 1996 is based on South Africa's democratic Constitution. For instance, the South African Schools Act, No 84 of 1996 has the following important constitutional principles:

- The right to an education. Learners have a right to basic education. The right must be respected, protected and fulfilled by all involved in education, including the state, schools and individuals.
- Admission policy. No school can refuse admission to a child because he or she has failed an entrance test set by the school or because the parents afford the school fees or do not subscribe to the school's mission statement.
- Language and culture. Language and cultural rights are protected in the democratic Constitution. Every learner has the right to receive education in an official language of his or her choice, where this is practical. Governing bodies have the power to decide the language policy of the school, provided this does not result in racial discrimination.

- Freedom of religion. Freedom of religion is guaranteed under the Constitution. School governing bodies can decide the school's religious policy, but neither learners nor staff members can be forced to attend any religious observances.
- Partnership. This means that the state, teachers, parents, learners, the private sector and members of the governing body must all accept their responsibilities to make the education system work as well as possible.

1.11 CHAPTER OUTLINE

- Chapter one deals with the background of the study, statement of the problem, research questions (main research questions and sub-research questions), purpose of the study, research objectives, significance of the study, assumptions of the study, delimitation of the study and the definitions of terms.
- Chapter two deals with the theoretical framework appropriate for adult training, literature review. Emphasis is placed on the concept of school governance and all aspects related to school governance.
- Chapter three deals with the methodology. The rationale for qualitative approach is explained. The chapter also deals with data collection strategies used in the research study.
- Chapter four deals with data analysis. The chapter describes the data collected and discusses the results or findings of SGBs' training.
- Chapter five provides a summary of the research as well as the recommendations for improving the SGB training.

1.12 CONCLUSION

This chapter was about the introduction and background, statement of the problem, research questions, purpose of the study, research objectives, significance of the study, assumptions of the study, delimitation and definitions of terms. Chapter two will be about the literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to Mc Millan and Schumaker (2006), the main purpose of a literature review is to relate previous research to the specific topic that is now under investigation namely; the assessment of the training provided to SGBs in Fort Beaufort District of Education. Creswell (2003), contends that the literature review in a research project has several purposes, namely:

- It shares the results of other studies that are closely related to the particular study that is undertaken, with the reader.
- It relates the investigation to the larger study that is undertaken on the topic.
- It attempts to fill in gaps and extend other prior studies.
- It provides the framework within which the importance of the study is established.
- It serves as a benchmark for comparing the results of the study with findings from other studies.

According to Fouche and Delport (2003), a detailed literature study enables the researcher to gain further insight into the purpose and the results of the study. Ary, Jacobs and Razavieh (2006), argue that a review of literature serves the following purpose and important functions:

- Defining the research problem;
- Planning the study in contextual perspective;
- Avoiding unnecessary and unintentional replications; and
- Relating findings to previous knowledge.

The researcher will reviewed literature from sources such as professional journals, scholarly books, government documents and dissertations. According to Ndou (2012), literature review is the review of available body of knowledge which assists the researcher to see how other scholars have investigated the research problem. This will further reveal the instrumentation the researchers have used and to what extent they have yielded the expected results.

This chapter discussed the appropriate theoretical framework for the study and what other researchers have written about the research topic. The questions were presented as themes in this chapter. In this part of the study, the researcher discussed the following aspects:

- Theoretical framework;
- The election criteria for school governing bodies;
- The composition of the school governing bodies;
- The sub-committees of the school governing bodies;
- The duties and responsibilities of the entire school governing bodies;
- The duties and responsibilities of the principal as an ex-officio member of the school governing bodies;
- The duties and responsibilities of the educator governors on the school governing bodies; and
- The duties and responsibilities of the learner governors on the school governing bodies.

The school governing bodies are supposed to operate as a collective and not in various components that constitute them. The researcher has decided to discuss their (school governing bodies) various components separately so as to reveal what the existing literature says on them. The discussion will be influenced by the research questions.

2.2 THEORETICAL FRAMEWORK

According to Vithal and Jansen (2006), a theoretical framework is a well developed coherent explanation of an event. It is done to locate the research, i.e., to signal from where the research comes. Creswell (2003), argues that qualitative researchers increasingly use theoretical lens or perspective to guide their study and raise the questions they would like to study. Neuman (2000), describes theoretical frameworks as orientations or sweeping ways of looking at the social world. They provide collections of assumptions, concepts, and forms of explanations.

The study was guided by Learning and Training Theories on Adult Education and Training. According to Knowles (2005), the Andragogical model is one of the most widely employed learning and teaching strategy when teaching and training adult

learners. The researcher considers adult learning theories and strategies appropriate because the majority of SGB members are adults. According to Van Wyk (2004), regardless of the school size, parents always hold a majority through 50% plus one member representation. According to Karlsson (2002), school governing bodies are structures through which parents, educators, non-educators and learners of secondary schools are brought in partnership to govern public schools. All these governors are parents except for the learners. According to Knowles (2005), the pedagogical model is appropriate for children or young learners and the andragogical model is suitable for adult learners. Knowles (2005), discusses the following differences between the pedagogical and the andragogical methods:

Table 2.1 Differences between the Pedagogical and the Andragogical Models.

| | Pedagogical | Andragogical |
|----------------------------------|--|--|
| The learner | <ul style="list-style-type: none"> ▪ The learner is dependant upon the instructor for all learning. ▪ The teacher or instructor assumes full responsibility for what is taught and how it is learned. ▪ The teacher or instructor evaluates learning. | <ul style="list-style-type: none"> ▪ The learner is self-directed. ▪ The learner is responsible for his or her learning. ▪ Self-evaluation is characteristic of his approval. |
| Role of the learner's experience | <ul style="list-style-type: none"> ▪ The learner comes to the activity with little experience that could be tapped as a resource for learning. | <ul style="list-style-type: none"> ▪ The learner brings a greater volume and quality of experience ▪ Adults are rich-resource for one another. |

| | | |
|-------------------------|--|--|
| | <ul style="list-style-type: none"> ▪ The experience of the instructor is most influential. | <ul style="list-style-type: none"> ▪ Different experiences assure diversity in groups for adults. ▪ Experience becomes the source of self-identity. |
| Readiness to learn | <ul style="list-style-type: none"> ▪ Students are told what they have to learn in order to advance to the next level of mastery. | <ul style="list-style-type: none"> ▪ Any challenge is likely to trigger a readiness to learn. ▪ The need to know in order to perform more effectively in some aspects of one's life is important. |
| Orientation of learning | <ul style="list-style-type: none"> ▪ Learning is a process of acquiring prescribed subject matter. ▪ Content units are sequenced according to the logic of the subject matter. | <ul style="list-style-type: none"> ▪ Learners want to perform a task, solve a problem and live in a more satisfying way. ▪ Learning must have relevance to real life tasks. ▪ Learning is organized around life or work situations other than subject matter units. |
| Motivation for learning | <ul style="list-style-type: none"> ▪ Primarily motivated by external | <ul style="list-style-type: none"> ▪ Internal motivators: self-esteem, better |

| | | |
|--|--|---|
| | pressures, competition for grades and the consequences of failure. | quality of life, self-confidence, self-actualization. |
|--|--|---|

According to Knowles (2005), the Andragogical model is based on six general assumptions. These assumptions are the following:

- The need to know;
- The learners' self-concept;
- The role of the learners' experiences;
- Readiness to learn;
- Orientation to learning; and
- Motivation.

The need to know: Adults want to know why they need to learn something before undertaking learning, (Knowles 2005). Facilitators must clarify the importance of the training and pinpoint some challenges or problems of not undergoing training as an SBG member.

The learners' self-concept: According to Knowles (2005), adults believe that they are responsive to their lives. They need to be seen and treated as capable and self-directed. Therefore, according to Brookfield (2005), facilitators should create environment where adults develop their latent self-directed learning skills.

The role of learners' experiences: According to Knowles (2005), adults come into education activity with different experiences than to youth. This view is also supported by Merriam and Caffarella as cited in McKeachie (2002). According to Silberman and Auerbach in Knowles (2005), there are individual differences in the background, learning style, motivation, needs, interests, and goals, creating a greater need for self-individualization of learning and teaching strategies. Therefore tapping into their experiences through experiential techniques (discussion, simulation, problem-solving activities, or case study methods) is beneficial (McKeachie, 2002)

Readiness to learn: Adults become ready to learn things they need to know and do in order to cope effectively with real-life situations, (Knowles, 2005). Adults want to learn what they can apply in the present. Training must be focused in order to relate to their situation. If training is not focused, it is deemed ineffective by adults.

Orientation to learning: According to Knowles (2005), adults are life-centered (task-centered, problem-centered) in their orientation to learning. They want to learn what will help them perform tasks or deal with problems they confront in everyday situations and those presented in the context of application to real-life.

Motivation: According to Knowles (2005), adults are responsive to external motivators (e.g., better job, higher salaries), but the important motivators are internal (e.g., desire for increased job satisfaction, self-esteem). Their motivation can be blocked by training and education that ignores adult learning principles.

According to McKeachie (2002), in line with Knowles' theory of andragogy, trainers should recognize that the richest resources for learning reside in adult learners themselves; emphasis in adult education should focus on experiential techniques that tap into the experience of learners, such as group discussion, problem-solving, case study methods, simulation, exercises, games, and role-play, instead of primarily transmittal techniques such as lecture. Using a combination of the following teaching strategies will have the greatest impact. The above-mentioned teaching and learning strategies will be discussed briefly:

➤ Lecture method

According to McKeachie (2002), lecture, a transmittal teaching technique, is the method most widely used in teaching adults. Lectures should be used in 15 to 20 minute sessions spaced with active learning activities to reenergize participants for the next wave of information. Lectures are useful for presenting up-to-date information; summarizing material from various sources; adapting material to the background and interests of a group at a particular time and place; helping learners read more effectively by providing orientation and conceptual framework; and focusing on key concepts or ideas. This researcher argues that lectures can create interests in new topics, motivate learners to research further, or challenge ideas they have previously taken for granted.

➤ Problem-based learning

According to the 'PBL Insight' as cited in Knowles (2005), problem learning is an instructional strategy that encourages critical thinking and problem-solving skills. Participants confront contextualized, ill-structured problems and strive to find solutions. The trainer is in the role of a facilitator to stimulate, guide, and summarize discussions. Strategies for problem solving with adults include games, simulations, and role play.

➤ Case studies

According to McKeachie (2002), case studies are narratives, situations, data samplings, or statements that present unresolved and provocative issues, situations, or questions. Cases challenge adults to analyse, critique, make judgements, speculate, and express opinions. Case studies bring real-world problems into the training. They ensure active participation and may lead to innovative solutions. Use of case studies can result in better retention, recall, and use of learning outside the training.

➤ Educational games

According to McKeachie (2002), educational games involve students in competition or achievement in relation to a goal; the game teaches and is fun. Many games are simulations with the goal of modeling real-life problems or crisis situations. One advantage of games and simulations is they encourage participants to confront their own attitudes and values through involvement in making decisions, solving problems, and reacting to results of their decisions.

➤ Role Play

According to Silberman and Auerbarch as quoted in Knowles (2005), role play is used to assist participants in experiencing feelings and practicing skills. Role play is defined as an experience around a specific situation that contains two or more different viewpoints or perspectives. Situations can be written as a prepared brief, and different perspectives or roles are handed out to different people who discuss the situation. The situations should be realistic and relevant. The most successful scenarios develop a skill.

➤ Discussion

According to McKeachie (2002), discussion is the prototypic teaching method for active learning. According to a document 'Teaching Concerns' in McKeachie (2002),

discussion encourages students to discover solutions and develop critical thinking abilities. According to the 'Indiana University Teaching Handbook' in McKeachie (2002), discussion allows learners to be active and experience personal contact. Trainers using discussion pose a problem, monitor discussion, and summarize when completed. Discussion methods are superior to lectures in adult learners' information retention; transfer of knowledge to new situations; problem-solving, thinking, or attitude change; and motivation for further learning.

According to Brookfield (2005), adult educators or trainers seeking to foster transformative learning within their classes may wish to consider the following:

- Create a climate that supports transformative learning.

Taylor as cited in Brookfield (2005), suggests that teachers need to be “trusting, empathetic, caring, authentic, sincere, and demonstrative of high integrity”. They need to provide students with immediate and helpful feedback, employ activities that “promote student autonomy, participation, and collaboration”, and help them to explore alternative perspectives and engage in problem-solving and critical reflection.

- Know your students and the types of learning activities that most appeal to them.

According to Cranton in Brookfield (2005), the “thinking types” who enjoy logic will appreciate “case studies, debates, critical questioning, and analyses of theoretical perspectives”. Those who are uncomfortable with confrontation and having their statements challenged may be more successful when learning occurs in “harmonious groups” in which participants discuss, but do not debate, alternative viewpoints. The experiential learner will enjoy field trips and simulations, and the intuitive learner will appreciate brainstorming and games involving imagination.

- Develop and use learning activities that explore and expose different points of view.

Cranton in Brookfield (2005), suggests using films and short stories. This researcher also suggests having students engage in self-reflection. The teacher or trainer can ask a learner to write a brief autobiographical essay and then ask other students to review and reflect on the writers' assumptions. Each student can take a turn at writing his or her autobiographical essay. Another technique is to use critical incidents to engage in reflective discourse, in which learners reflect on an experience, either good or bad, and

analyze their assumptions and various perspectives. When a teacher writes and shares as an equal, an atmosphere of trust and openness is fostered.

- **Bringing Theory into Practice**

The art of teaching adults effectively requires an understanding of various principles or theories of how adults learn, and requires making an effort to apply some of those principles to practice.

From the above discussion it becomes clear that adult education and training requires more than just knowledge of the content. Adult education and training emphasizes the need of trainers to be trained as well. The use of appropriate training methods becomes very crucial as well. The training should empower the trainers to consider all the assumptions discussed above so that they in turn train the SGB members properly. Knowles (2005), asserts that when adult participants in a positive learning experience that follows the six assumptions of andragogy presented above, they are more likely to retain what they have learned and apply it in their work environment.

2.3 School Governance

According to Nong (2007), a school is normally defined as an institution where children are educated. However, legislation further states that a school is a juristic person, with legal capacity to perform its functions in terms of the South African Schools Act, No. 84 of 1996. As such a school must also take responsibility for its activities (SASA, Section 15). Because the school is a juristic person, it may buy, sell, hire or own property, enter into contracts, make investments and sue or be sued. It is the responsibility of the SGB to act on behalf of the school, since they are the decision-makers. The governing body of a public school exists thus because of specific legal provisioning and can only perform its functions as it is allowed by the law.

According to Mncube (2008), the South African Schools Act, Act 84 of 1996 set the new governance system in schools formally and it urged all stakeholders to enhance a quality education system. The Act covers the funding, organization and governance of schools. SASA outlines the powers and duties of governing bodies, the nature of their composition and the procedures and the activities they need to follow to secure as mentioned, quality education and governance. The South African Schools Act, Act 84 of

1996 also stipulates that all major decisions of the school need to be democratically decided upon by all stakeholders and that an attempt should be made of obtaining their views. The Constitution of the Republic of South Africa depicts democratic representation at national level, and NEPA at provincial level and SASA take representative democracy to the school level. The South African Schools Act (No. 84 of 1996) deals with the following aspects:

- The structural place of the School Governing Body in the governance of the school;
- The nature and functions of the governing body;
- Admission of learners to the school;
- Language and religious policies of the school; and
- School discipline.

According to Ahrens (2002), governance signifies “the capacity to define and implement policies”. Chazan in Nong (2007), sees governance as the “capacity to establish and sustain workable relations between individuals and institutional actors in order to promote collective goals”. Mncube (2005), argues that governance is regarded as the “formal system which provides for the exercise of authority” by governing bodies. Potgieter (1997), define school governance as “determining the policy and rules by which a school is to be organized and controlled”. According to Nong (2007), governance within the school context can be defined, as the power of the School Governing Bodies to establish school policies and the school development programmes that will assist SGBs to have coordinated activities for proper administration of the school. Nong (2007), further argues that school governance structure consists of three components that are partners in education and each makes a specific contribution towards school governance. Each partner has his or her own responsibilities and roles that they play in the effective governance of schools. According to Nong (2007), there are three entities in effective school governance in the South African Education System. These entities are the state, the principal and the school governing body. The following table illustrates the different roles assumed by these entities:

According to Potgieter as cited in Nong (2007), the structural hierarchy of the system of governance in South Africa is as follows:

- The Minister of Education who is responsible for policy determination at National level.
- The Member of the Executive Council (MEC) who is responsible for policy determination and provision of education at Provincial level.
- Head of Department (HoD) who is responsible for the provisioning of education at Provincial level.

According to Heystek (2004), governance at school level consists of the following:

- The governing body which is made up of the principal in his or her capacity as the ex-officio member of the SGB and elected members in the form of parents, educators, non-educators, learners and co-opted members.

Table 2.2 Different roles assumed by the State, the Principal and the SGB in the South African Education System.

| The State | The Principal | The School Governing Body |
|---|---|---|
| The State, as the governing body of the country, is responsible for the education of its citizens. The National Department of Education is given a budget to ensure that its citizens receive equitable education. The DoE delegates this responsibility to the Provincial DoE. | The Principal is the manager of the school. He or She is responsible for the professional running, administration, management of the school and its educational activities. | The SGB is the official mouthpiece or “the government of the school. It represents the parents, educators, non-teaching staff and the learners of the school on all matters except those relating to the professional administration of the school. |
| The responsibilities of the State in education include the following: | The key management responsibilities of the principal involve: | The main aim and responsibilities of the SGB. |
| <ul style="list-style-type: none"> ▪ Drafting and passing laws governing | <ul style="list-style-type: none"> ▪ Advertising teaching posts and staff | <ul style="list-style-type: none"> ▪ Is to create a positive environment |

| | | |
|---|---|---|
| <p>education in the country.</p> <ul style="list-style-type: none"> ▪ Allocation of budget for education. ▪ Ensuring that there are sufficient schools. ▪ Employing and paying salaries, and subsidized service conditions of teachers. ▪ Ensuring that enough teachers are trained by subsidizing training institutions. ▪ Empowering SGBs. <p>Each Province has its own Department of Education.</p> | <p>positions.</p> <ul style="list-style-type: none"> ▪ Being part of the interview panel for educators. ▪ Supervising educational, clerical and maintenance staff. ▪ Providing leadership to draw up or update the curriculum. ▪ Being accountable to the Department of Education and to the SGB for the quality of teaching and the school results achieved. | <p>in which the school can operate effectively to achieve its main objectives of teaching and learning and to carry out all the activities which help support these objectives.</p> <p>The SGB may achieve these by:</p> <ul style="list-style-type: none"> ▪ Making good policies. ▪ Taking the right decisions. |
|---|---|---|

The term school governance was discussed under the following headings: the election criteria for school governing bodies, the composition of the school governing bodies, the sub-committees of the school governing bodies, duties and responsibilities of the entire school governing body, the term of office of the school governing bodies, the empowerment factor, the significance of training school governing bodies effectively and the training needs and support and mentoring and monitoring of school governing bodies. The duties and responsibilities of school governing bodies were discussed under the following sub-headings: The role of the principal as an Accounting Officer of the school governing body, the role of the educators on the school governing body and the duties and responsibilities of the learner governors on the school governing body

2.3.1 Election Criteria for School Governing Bodies

According to Maluleka (2008), the election of SGB members is predominantly based on the nomination and seconding of candidates who should stand for elections as prescribed by the recruitment process that is employed to “woo” people with necessary skills for the governors’ responsibilities. The election process for the parent component of the school governing body has the following steps:

- Compilation of the voters roll,
- Nomination of candidates,
- Elections, and
- After election process.

The procedure for the nomination and election parents, learners, educators and non-educator members of staff into the school governing body should be people who are on the school register as learners’ parents, educators or non-educator staff members of the school. All the eligible persons who wish to be school governors have to be nominated and seconded. The electoral officer has to decide on a date, time and venue for a meeting where the different sectors of the school community, which will constitute the candidates. The rules for nomination of parents are as follows:

- A parent may only be nominated (or seconded) by another parent of an officially enrolled learner at the school.
- The nominating parent must not be employed at the school, or an electoral officer for the school.
- The nominated parent must be of sound mind.

The following is the procedure for the nomination of a parent to serve in the school governing body (DoE 2003):

- A parent can be nominated by the proposer, handing a completed nomination form, which is available from the principal’s office and should be forwarded to electoral officer no earlier than eight days before and not less than 24 hours before the scheduled nomination meeting.
- Alternatively, they can also be nominated at the nomination meeting.

- The nomination each parent nominated at the meeting needs to be seconded by another present after which the nomination form has to be completed and handed to the electoral officer within the prescribed time during the meeting
- Each nominated candidates will have the following:
 - Their names,
 - Names and grade of their children in the new school,
 - Occupation and experience or skills, and vision for the school.
- When nomination has closed no further nominations are allowed.

At the end of the nomination process the ultimate procedure to come up with actual parental school governing body members is as follows:

- If the total number of valid nominations is less than the required numbers of parent governors, electoral officer will dissolve the nomination meeting within 14 days. If at the second meeting there are still insufficient nominations, those who have been nominated will be considered as being elected provided they meet the required number.
- If all the nominations accepted by the electoral officer at a nomination meeting of parent are equal to the number of parent members required for the governing body, the electoral officer must declare that all the nominated candidates are fully elected.
- If the number of nominations accepted by the Electoral officer at a nomination meeting of parent is greater than the number of parent members required for the governing body, the Electoral officer must organize an election process.
- The election is by way of a secret ballot, which requires voters to make a cross next to the name of the nominated candidates, who they wish to elect (DoE 2003).

According to Heystek (2004), the National Guidelines for School Governing Body Elections document stipulates the following procedure for the election of educator governors:

- The Electoral Officer will decide a date, time and place for the nomination and election meeting for educator members. This meeting must be held at least seven days before the election of the parent member component;

- The Principal must provide the Electoral Officer with a list of all educators in the school. This will serve as the voters' roll;
- The Electoral Officer must give each educator at the school a copy of the notice of the nomination meeting at least 14 days before the day of the meeting;
- An educator can only be nominated and seconded by another educator employed at the school;
- The proposer can submit the completed nomination form directly to the Electoral Officer or to the School Principal before the election;
- Educators nominated at the meeting will need another educator present to second the nomination, and the nomination form will have to be properly completed and handed in to the Electoral Officer within the time that the Electoral Officer allows for this purpose;
- If the total number of valid nominations is equal to the required of educator members, the nominated candidates are declared duly elected, and the Electoral Officer must sign a declaration indicating that members were not elected by secret ballot, and that he or she allowed sufficient opportunity to more nominations;
- If nominations are less than the number required for the educator component of the SGB, the Electoral Officer must convene another meeting before the parent members' election meeting; and
- If nominated candidates are more than the required number of educators, selections are conducted by secret ballot, using the procedure as described for the parent members' election.

According to Heystek (2004), the National Guidelines for School Governing Body Elections stipulates the following procedure for the election of non-educator school staff members to the SGB as follows:

- The procedure for the nomination and election of the educator component should be adapted to apply to the category of the educator component;
- In cases where there is no non-educators at the school, the position will be left unfilled;

- In cases where there is one non-educator, that person is regarded as duly elected to the SGB; and
- In cases where there are two or more non-educators at the school, a democratic election must be held to determine who should be appointed to the SGB. The Electoral Officer may draw lots as an alternative method to appoint a non-educator if there are two or more non-educators on the school staff.

According to Heystek (2004), the National Guidelines for School Governing Body Elections stipulates the following procedure for the election of learner members:

- Candidates (who must be members of the Representative Council of Learners of the school or nominated by the RCL) may be nominated by submitting to the Electoral Officer a nomination form, duly completed by the candidate, the proposer and the seconder, more than one day before the date of the above meeting. Both the proposer and the seconder must be members of the Representative Council of Learners of the school;
- Nominations will also be accepted at the nomination and election meeting. If candidates cannot be present at the nomination meeting, written proof must be submitted at the meeting that the candidate is willing to serve as a member of the governing body;
- An election meeting will be held on the same day as the nomination meeting mentioned above; and
- The Teacher Liaison Officer will conduct the elections for the learner component of the SGB. Three learners must be elected to the SGB.

According to Heystek (2004), the National Guidelines for the election of the SGBs stipulates the following procedure for the election of the office-bearers of the SGB:

- The School Principal must convene the first meeting of the school governing body within 14 days after notification of the results of the election;
- At the first meeting of the SGB, such body must form, from among its members, elect office-bearers including at least a Chairperson, a Treasurer and a Secretary. The Chairperson will be a parent member of the governing body;
- Where for any reason the position of any office-bearer becomes vacant, the governing body must, subject to the above provisions, at the first meeting after

the vacancy has occurred elect one of its members to fill that vacancy for the remaining period of office of his or her predecessor;

- The Principal must preside over the meetings referred to above if both the positions of the Chairperson and Vice-chairperson are vacant. Otherwise the Chairperson, or if he or she is not available, the Vice-chairperson should preside;
- The Principal must, after a meeting at which new office-bearers have been elected in accordance with this measure, notify the District Manager in writing of the date of the meeting, address and positions of the persons elected or nominated; and
- The Principal should inform the SGB, before choosing office-bearers, of their responsibilities and need to ensure that office-bearers are representative, where possible, of gender and racial diversity of the school.

According to Maluleka (2008), although the SGB election procedures is underpinned by democratic principles, the nomination and seconding processes are nevertheless often limiting to the skill composition of the SGBs. The parent community, particularly in the rural areas, is often inclined to nominate these parents who are easily accessible while ignoring the skills needed for effective school governance.

The procedure and guidelines for electing school governing bodies differs from one country to another. According to Earley (2003), in England a person is disqualified from holding or from continuing to hold office as a governor or associate member if he or she:

- Is under 18 or is a registered pupil at the school;
- Already is a governor at the school;
- Is detained under the Mental Health Act 1983 during their period of office;
- Fails to attend the governing body meetings – without the consent of the governing body – for a continuous period of six months, beginning with the date of the first meeting missed (not applicable to ex-officio governors);
- Is subject to a bankruptcy restriction order or an interim order;
- Has had their estate sequestrated and the sequestration order has not been discharged, annulled or reduced;
- Is subject to: - a disqualification order or disqualification undertaking under the Company Directors Act 1986 – a disqualification order under Part 2 of the

Companies (Northern Ireland) Order 1989 – a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002 – an order made under Section 492 (2) (b) of the Insolvency Act 1986 (failure to pay under county court administration order;

- Has been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of any body;
- Is included in the list of people considered by the Secretary of State as unsuitable to work with children;
- Is disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002;
- Is disqualified from registration for child-minding or providing day care;
- Is disqualified from registration under Part 3 of the Childcare Act 2006;
- Has received a sentence of imprisonment (whether suspended or not) for a period of not more than three months (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- Has received a prison sentence of two-and-a-half years or more in the 20 years before becoming a governor;
- Has at any time received a prison sentence of five years or more;
- Has been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor; refuses to allow an application to the Criminal Records Bureau for criminal records certificates.

2.3.2 Composition of School Governing Bodies

According to Khuzwayo (2007), SGBs serve as a tool to entrench democracy and to ensure decentralized school governance. Khuzwayo (2007), argues that in South African educational policy discourses, four competing notions of participation relating to school governance can be discerned; namely community participation, stakeholder participation, regulated participation and weighted participation. These types of participation in decentralized school governance can be discussed as follows:

- Community participation

According to Khuzwayo (2007), it is difficult to define the concept *community* precisely because a modern community is not usually fixed, stable and homogenous in structure. According Mncube (2008), although community is difficult to define its participation in education is a virtue in and of itself. In view of this lack of homogeneity and stability school governance should reflect the interests of the particular community within which it is located and serves. The community as a major, constituent of the SGB is clearly spelt out by the South African Schools Act, No. 84 of 1996.

- Stakeholder participation

According to Mncube (2008), stakeholder participation refers to individual and groups who have more legitimate rights of participation in school governance. The South African Schools Act, Act 84 of 1996 specifically mentions parents (including caregivers and guardians), educators, learners, principals and supporting staff as the stakeholder groups in education matters.

- Regulated participation

Khuzwayo (2007), argues that this group of participants in school governance is seen as the advisory school governing Council to the Minister of education. The Review of School Governance which was released in 2004 reports that this statutory Governance Council should be at both national and provincial levels.

- Weighted participation

Weighted participation in school governance structures embraces all three groups discussed above. The principle of weighted participation is embedded in the South African Schools Act, Act 84 of 1996. The Act stipulates that parents must have a majority say on school matters.

According to Mncube (2008), the composition of the governing body as stipulated in the South African Schools Act, 84 of 1996, Section 24, emphasizes not only the democratic process but also the importance of parents as role players in the improvement of schools. The principal, in his or her official capacity must be a member. The following constituencies elect their own members on specific allocated times and dates for each school every three years:

- Parents or guardians of learners at the school. A parent means the biological or guardian of a learner or the person legally entitled to custody of a learner. A parent means the person who undertakes to fulfill the obligations of a parent or guardian, or the person entitled to custody of a learner:
- Educators at the school. An educator is a person who teaches, educates or train other people, or who provides professional educational services, including professional therapy and educational psychological services at an institution. This includes educators employed by the school:
- Members of staff at the school who are non-educators.
- Learners in the eighth grade or higher at the school. Only learners in grade 8 or higher who are elected members of the Representative Council of Learners (RCL) can serve on the school governing body. Learners with special educational needs in grade 8 or higher may also be elected if this is reasonably practicable.

Tsotetsi, Van Wyk and Lemmer (2008), argue that regardless of school size, parents always hold a majority through 50% plus one representation. Governing bodies have the option of co-opting a member, or members, of the community to governing body. According to Khuzwayo (2007), co-opted members are voted by the community to become members of the SGB even if they are not having learners at the school. Co-opted members are to assist the SGB with its functions but they do not have the right to vote. Khuzwayo (2007), argues that according to Section 23 of the South African Schools Act (1996:24), the SGB of a public school may, for example, co-opt the owner of the property occupied by the school or nominate a representative of such owner. The term of membership of the SGB is three years (except for learners in secondary schools, who serve a one-year period) and election occurs in the same year in all schools nationwide.

Heystek (2004), elaborates further by stating that a parent must be the chairperson of the School Governing Body and the parent members must have one member more in the SGB than all the other groups together, thus giving them the majority in the SGB.

2.3.3 The Sub- Committees of the School Governing Body

According to Ndou (2012), in terms of section 30 (1) of SASA (RSA Act 84 of 1996), a governing body may establish committees, including an executive committee, and

appoint persons who are not members of the governing body to such committees on the grounds of expertise but a member of the governing body must chair each committee. The finance, admission, safety and security and HIV/AIDS committees are mandatory committees. The SGB may establish other committees on the basis of the needs of the school and may include discipline, nutrition, recruitment, sports, arts and culture, marketing and excellence award committees that will assist in the effective governance of the school.

2.3.4 The Duties and Responsibilities of the entire School Governing Bodies

According to Bisschoff (2002), the South African Schools Act, 84 of 1996 gave 14 functions to all governing bodies of public schools. The functions can be sub-divided into main functions of the SGB and the allocated functions of the SGB. The main functions of the SGBs are the following:

- To promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- Adopt a constitution;
- Develop the mission statement of the school;
- Adopt a code of conduct for the learners at the school;
- Support the principal, educators and other staff of the school in the performance of their professional functions;
- Determine times of the school day consistent with any applicable conditions of employment of staff at the school;
- Encourage parents, learners, educators and other staff at the school to render voluntary services to the school;
- Recommend to the Head of Department the appointment of educators at the school;
- Recommend to the Head of Department the appointment of non-educators staff;
- At the request of the Head of Department, allow the reasonable use under fair conditions of the facilities of the school for educational programmes not conducted by the school.

According to Nong (2007), schools that wish to be allocated additional functions must apply to the Head of Department (HOD) who will then allocate those functions in writing

if he or she is satisfied that the SGB can perform the functions. Allocated functions include the following:

- To maintain and improve school's property, buildings and grounds;
- To determine the extra-mural curriculum of the school and the choice of subjects options according to the specific provincial curriculum policy;
- To purchase textbooks, educational materials or equipment for the school; and
- To pay for services to the school.

According to Khuzwayo (2007), apart from the main functions and allocated functions of school governing bodies, office-bearers such as the chairperson, secretary and the treasurer have specific functions they need to master as well.

For example, the Chairperson must call and chair meetings and see that meetings are run in an orderly manner and that minutes are signed. The Chairperson must sign any agreement the structure enters into and act as a signatory on behalf of the SGB. The Chairperson must represent the structure in dealing with the Department of Education or outside agencies. The Chairperson must ensure the members of the specific structure do their jobs, follow the rules and deliver the annual report to the Annual Meeting.

According to Khuzwayo (2007), the Secretary must take and keep accurate minutes of all meetings indicating the dates and time of meetings held. The Secretary must know how to draw up an agenda and how to inform members of the meetings. The Secretary must keep copies of all correspondence, assist the Chairperson in organizing meetings and act as a signatory on his behalf is required.

According to Khuzwayo (2007), the Treasurer must keep all financial records and make all payments. The treasure must handle all money receipts and give simple reports of income and expenses at meetings when requested. The Treasurer must submit annual financial reports and operate a savings account and act as a second signatory. During their training members of the SGB must be grouped according to their portfolios.

Khuzwayo (2007), contends that the other members of the SGB must attend meetings, prepare for and participate fully in meetings. Members of the SGB must support the decisions taken and carry out any specific task that they have been assigned, give full

reports on their activities and be active in communicating with and working for the association.

According to Nong (2007), the HOD may refuse an application of a governing body to be allocated these functions, only if the governing body does not have the capacity or ability to carry them out. The decision of the HOD must be given in writing to the governing body and the HOD must also provide reasons for the decision (SASA, Section 21 (2)). Any person aggrieved with the decision of the HOD not to allocate functions to the governing body, he or she may appeal to the member of the Executive Council (MEC) and request that the decision be changed (SASA, Section 21 (5)).

The MEC also has the power to allow some school governing bodies to exercise one or more functions without having to apply to the HOD, if he or she is satisfied that a governing body is capable of performing the functions and that there is good reason for doing so.

According to Nong (2007), the HOD reserves the right to withdraw functions from governing bodies (SASA, Section 21 (b)). Nong (2007), argues that HOD may, on reasonable grounds withdraw a function from a governing body. He or she may only take that decision if he or she has:

- Informed the governing body of his or her intention to do so, and the reasons therefore;
- Given the governing body a reasonable opportunity to make presentations to him or her relating to such intention and
- Given due consideration to any such representations received.

In urgent cases, the HOD may withdraw a function of a governing body without first contacting the governing body. Therefore the HOD must:

- Furnish the governing body with reasons for taking away the function;
- Give the governing body a reasonable chance to make representations to him or her relating to such actions; and
- Duly consider any such representations received.

According to Nong (2007), the HOD has a power to act if a governing body fails to perform its functions. If the governing body for whatever reason fails to perform its functions, the HOD is empowered by the South African Schools Act, Act 84 of 1996 to

appoint a sufficient number of people to perform those functions for a period not exceeding three months. The HOD may further extend the functions of the appointees for three months, but the total period may not exceed one year. Within a year of the first appointment, the HOD must ensure that a new governing body is elected (SASA, Section 25).

For effective teaching and learning to take place, it is important that governing bodies are trained thorough so that they execute these functions properly.

According to Earley (2003), there are not much dissimilarity between South African public schools and other countries of the world when it comes to functions of the School Governing Bodies. For instance Earley (2003), summarizes the powers of governing bodies in England as follows:

- Planning school policies;
- Deciding how funds will be allocated amongst the various planned activities;
- Appointing and dismissing staff;
- Determining policies for the admission of pupils;
- Appointing head teachers and determining their salaries’.

According to Earley (2003), in countries such as Ireland, governors have considerable responsibilities. Governors do not exercise their responsibilities as individuals but work as part of a governing body – a corporate team. Governors do not manage schools – this is the role of the headteacher and senior management team, but they do oversee the development of the school – their main aim being to always provide a high standard of education for all pupils, of all abilities.

According to Earley (2003), the governing body has three main roles:-

- Strategic

The governing body sets the general direction of the school, looking at how it should best develop. This is done by reviewing and agreeing policies, targets and priorities and monitoring and reviewing aims and objectives. Strategic thinking is not always linked with the curriculum and it does not mean just responding to weakness.

- Critical Friend

A governing body should work with the headteacher and create a clear understanding of the challenges faced in managing the school. The governing body should feel able to

question and challenge. In a good working relationship this will be accepted and seen to be positive. In a poor relationship it will be the cause of a conflict. Real critical friendship is only achieved where there is trust and mutual respect.

- Accountability

A school is a business and its stakeholders are the learners. The governing body must have a professional attitude and use its collective skills to benefit the learners. It must gather views, ask questions and decide what is best for the school. The governing body is answerable to parents and the wider community. The governing body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. This gives rise to a wide range of specific responsibilities which in turn require the governing body to establish a range of procedures.

According to Earley (2003), other areas of responsibilities for school governors include:-

- Committee formation, delegation and operation
- Complaints – review
- Curriculum
- Discipline
- Finance
- Meetings of the Governing Body and its Committees
- Performance management
- Formulation of policies
- Reporting to parents
- Self Evaluation
- SEN
- Staffing
- Standards
- Targets
- Terms of Reference

In Uganda for instance school governing bodies oversee:

- School policy;
- The formulation, implementation and supervision of school budgets;
- The review of education performance;

- The management of pupil and staff discipline;
- The planning of school infrastructure expansion

Earley (2003), notes that these remarkable similarities for countries with different cultures, could be as a result of two factors: colonial inheritance in its continued influence and because of global imperatives towards devolution to save money. This is done by using volunteer labour to govern schools. Adams (2001), argues that unlike in public schools, the role of governance of private schools is to monitor the school's activities but not to be involved in the minutia of the day to day work.

2.3.5 The Role of the Principal as an Accounting Officer of the School Governing Body

According to Karlsson (2002), principals in South Africa serve as ex-officio members of the school governing body and may not chair the meetings of its body. However, according to Ndou (2012), a research study referred to by Karlsson (2002), shows that, principals, still play a dominant role in meetings and decision- making. According to Van Wyk (2004), this is attributed to the principal's position of power within the school, level of education in contrast to members, first access to information issuing from the education authorities, and it is the principal who executes the decisions taken. The principal according to this researcher, serve as a resource person for the effective functioning of the school governing body. Parker and Leithwood (2000), assert that the dual nature of the role played by the principal is controversial and problematic. On the one hand principals are expected to account to SGBs as accounting officers; on the other, they are accountable to the education department as employees. Ndou (2012), argues that school principals have a remarkable capacity to derail decentralized governance structures by retaining control for themselves or to ensure the success or effectiveness of these structures. He argues further by noting that the role played by the principals of schools in their SGBs is pivotal in the sense that they are obliged to liaise with the education department as well as other departments and agencies regarding all matters pertaining to the well-being of the school in the same way that a Chief Executive Officer (CEO) of a company operates. School principals must be in a position to market their schools together with SGBs to the outside world for the benefit of their schools

2.3.6 The role of Educators on the School Governing Body

The educator governors represented on the SGBs form a numerical minority. According to Karlsson (2002), research has shown that educators have the greatest participation in decision-making after the principal and play a far greater role than members representing non-educator staff, parents and learners. This assertion is supported by Mabasa and Themane (2002), these researchers argue that principals and teachers dominate SGB meetings and expect their recommendations to be accepted by all members without any further discussion. According to Karlsson (2002), educators may be appointed by the principals in writing to serve as financial and petty cash officers to assist the SGB in executing their financial obligations.

2.3.7 Duties and Responsibilities of the Learner governors on the SGB

According Mncube (2001), the South African Schools Act, Act 84 of 1996 mandates that school learners, who are members of a representative council of learners (RCL), should be part of school governance through participation in the SGB. He contends that participation by the learners was intended to provide the necessary space for them to acquire democratic capacity and leadership skills. According to Mncube and Harber (2013), the Department of Education (South Africa, Department of Education, 1999), in providing the Guides for RCLs, outlines the following main functions of RCLs:

- An RCL acts as an important instrument for liaison and communication.
- An RCL meets at regular intervals, as determined by its constitution, to consider ideas, suggestions, comments and complaints that it receives from its constituency.
- After every meeting an RCL gives feedback to the learners concerned.

Mncube (2008), contends that the RCLs main functions including drafting the constitution of the RCL, which it must then submit to the SGB for approval, acting as representative of fellow learners in the SGBs, and assisting in maintaining order in the school in accordance with the approved school rules. Mncube (2008), further asserts that members of the RCL should set a positive example of discipline, loyalty, respect, punctuality, academic thoroughness, morality, cooperation and active participation in school activities; must promote good relations among the learners themselves, and between the learners themselves, and between the learners and staff, the school and

the community, and the school and the parents. The members have a duty to promote responsibility and leadership, to support the educational programmes of the school; and to maintain and to refine the traditions of the school. However, Mncube and Harber (2013), note that despite the inclusion of learners in SGBs being a positive step forward, their participation is also fraught with difficulties and contestations. According to Mncube (2008), in terms of SASA, learner governors should be regarded as full and legitimate members of the SGBs; however, they are not often afforded full opportunity to participate in the making of crucial decisions by the adult members of the governing bodies, either directly or indirectly. This researcher argues that such a situation creates a notion of junior governors and senior governors. Parent governors, educator governors, non-teaching staff governors and principals in their roles as ex-officio members, are seen as senior governors while learner governors are perceived to be junior governors. Mncube and Harber (2013), suggest that the implications of the findings of Mncube's study suggest that spaces should be created in which learners can exercise their right to participate in SGBs to the extent that they can engage fruitfully in deliberations and dialogue dealing with school governance issues. According to Mncube (2008), silencing the voice of learners implicitly or explicitly, means that issues of democracy and social justice are ignored. Another challenge noted by Mncube and Harber (2013), is that the tasking of the Provincial Department of Education with the training of SGB members presents problems if the term of office for learners is only one year, since there is no continuity in their membership of SGBs. However, the challenges faced by learner governors with regard to their roles and responsibilities on the SGB, differs from province to province and from school to school. Mncube and Harber (2013), note that learner governors in some schools in the Western Cape Province of South Africa take part in crucial decision-making, including in relation to the appointment of educators.

These researchers further note that the learner governors' participation on the SGB depends on the nature of training to which they had been subjected when they were introduced to the SGBs. For an example according to Mncube (2008), learner governors in some schools of the Western Cape Province in South Africa, are allowed to ask questions of the interviewees, just as the other interviewers do, during teacher

appointment interviews. Mncube and Harber (2013), in a study they have conducted in the Western Cape found out that learners take part in financial committees of the SGB. These researchers argue that involving learners in financial matters assist the functioning of the school to become more transparent. Mncube and Harber (2013), are of the opinion that if learners at schools are aware of source and destination of funding, schools are likely to have fewer problems with them as far as financial issues are concerned.

According to Mncube (2009), there are certain barriers to learner participation on the SGB. Among those barriers are cultural contradictions and socio-economic status (SES). Mncube and Harber (2013), note that although the implementation of SGBs was meant to democratize schools, sometimes there is a contradiction between Western and African traditions of democracy, with the latter having an impact on learner participation. This researcher asserts that the literature is replete with Western democratic ideals, with relatively little having written on African democracy and what has been written has been largely allied with Western values. Fayemi in Mncube and Harber (2013), argue that “democracy is culturally relative”, implying that democracies tend to vary among different societies. This researcher elaborates further when stating that one can speak of Athenian democracy, Islamic democracy and African democracy among other forms of democracy. Fayemi in Mncube and Harber (2013), contends that democratic principles like respect, accountability and equality are universal. According to Mncube (2008), African democracy has its origins in the African culture and history and the uniqueness of African democracy lies in the fact that it mirrors the socio-cultural realities of the country in which it is present. Ake in Mncube and Harber (2013), explains that the reason for this scenario is that “Africa is still a communal society...people participate...because they are part of a interconnected whole”. This researcher notes that such a link between the individual and the group articulates the distinctive communal characteristics of African society. According to Mncube and Harber (2013), the emphasis on the group, rather than an individual resonates with the African notion of Ubuntu (Humanity) that views the self in relation to others. Mncube (2008), explains further that the traditional African concept of democracy points towards local participatory democracy, as opposed to representative form of democracy that takes

place in the SGB. According to Mncube and Harber (2013), the absence of representative voices in the form of children when elders are engaged in a dialogue in the African culture, is not consistent with Western notions of democracy that underpin both SASA and the SGBs. Stephens in Heystek (2006), concurs, but insists that the disparity between schools must be observed – rural schools are not perceived to be encouraging learner participation as much as the former Model C schools.

According to Mncube (2008), socio-economic status was also found to be a factor preventing learners from effectively participating in the SGBs. He contends that learners whose parents had not paid school fees are found to be less active and to be afraid to take part in deliberations of the SGBs, particularly during the meetings of the finance committees.

According to Heystek (2006), the following are advantages of learner representation on school governing bodies:

- Learners are represented in school governance.
- There is a link between learners and the governing body.
- Contributions by learners can influence decisions.
- It contributes to the improvement and maintenance of discipline and orientation of new learners
- Learners can offer their opinions regarding school management.
- Adults are made aware of learner thinking regarding school governance.
- Learners have the opportunity to serve on committees and the right to vote.
- There is an expediting of feedback to learners.
- Learners and educators get a chance to solve their problems.

According to Ngcobo (2003), there are also problems experienced by school governors. Heystek (2004), argues that Section 32 of the South African Schools Act, No 84 of 1996 indicates that the age of most learners excludes them from legally entering into contracts as a member of the school governing body, or taking part in decisions which have contractual obligations (DoE, 1996:23). However, this does not mean that they have to be excluded from discussions on these matters (Heystek, 2004). Regulations exclude learners from activities such as the appointment of staff.

According to Ngcobo (2003), it is understandable that learner governors as minors cannot be involved in official decisions on appointments because contracts are involved. Bischoff and Phakoa as cited in Ngcobo (2003), however, are of the opinion that learners who are in contact with educators on daily basis might well be able to contribute meaningfully to discussions concerning appointments. It is acceptable that, together with extra time demanded of learners to exercise better judgments than other parties or parents. According to Heystek (2004), contend that the learner governors' youth, lack knowledge and insufficient skills are seen as causes for their inability to make a meaningful contribution to school governance. The latter together with the extra time demanded of them as learners, will make it difficult for them to contribute significantly.

According to Heystek (2006), principals and school governing bodies should be warned not to underestimate the contributions of learners, especially if there are given opportunities to develop their skills and their level of maturity. The factors mentioned above cast doubt on learners' potential, positive contribution to, and participation in the activities of the school governing body. According to Ngcobo (2003), the finding by researchers that learner governors do not actively take part in discussions during school governing body meetings, might be because adult governors tend to dominate them as minors.

According to Sallis and Heystek in Ngcobo (2003), the following problems are experienced with learner representatives in school governing bodies:

- Learners are too young.
- They have insufficient knowledge to make a contribution concerning certain matters, especially finances.
- Trust concerning discussions at the meetings is not as desired, especially when it comes to sensitive issues.
- Learners seldom make any contributions or ask question. There is no active participation.
- Learners are inhibited by adults.
- They are not interested in the daily management of the school.

- Owing to full academic and sports programmes they can seldom attend meetings.
- Learners raise problems that can be addressed in other places.
- They talk about school matters that do not directly concern learners.
- Learners want to take over.
- Late night meetings are problematic at times, especially during tests and examinations.
- The term of duty is one year and that period is very short.
- There are transport problems, especially when meetings are to be held after school hours.

According to Ngcobo (2003), it is the responsibility of the principal and other stakeholders to acquaint the learner component in the school governance with current legislation pertaining to their roles and to provide proper guidance which does not conflict with the current legislation.

2.3.8 Terms of office of the SGB

According to Chaka (2008), the term of service of the SGB is three years except for learners, who are elected each year. After their term of office is over, members can stand for re-election or serve as co-opted members. There is no limit to the number of times a member can serve on the SGB or as an office bearer. Chaka (2008), elaborates that when a parent's child completes or leaves a school, that parent is no longer eligible to stand for election to the SGB. The term of office for office bearers is one year. All members may stand for re-election into their positions in a democratic manner as long as they still have learners in the school.

2.3.9 The Empowerment Factor

According to Holt and Murphy in Ndou (2012), high levels of good performance are achieved when stakeholders are through effective training programmes and empowered to make decisions in terms of their mandates. These researchers argue that democratic governance is highly effective when governors are able to share areas of expertise that will benefit and empower the entire school governing body, as well as the community. Van Wyk (2004), notes that historically, schools were divorced from their external environments and parents merely played the role of an audience in school affairs. This

researcher explains that the democratizing of society has heightened the role of the school in shaping a progressive society. The jurisdiction of the school has expanded to affording a range of stakeholders the opportunity for engagement in school affairs. According to Van Wyk (2004), the school, in allowing parents, educators and community members to be part of its structure, needs to empower these stakeholders to contribute meaningfully to school improvement, which may culminate in improved performance.

Carl (2000), defines empowerment as a process of development and growth through which a person goes, which enables him or her to take independent decisions and to act autonomously with a view to making a contribution towards the development of his or her particular environment. According to Carl (2000), this process is coupled with the development of applicable skills, attitudes and knowledge within a positive and democratic climate.

According to Coombe and Godden as cited in Maluleka (2008), school governors need to be fully legally empowered, and to be given access to information they require, so that they can assess what is going on. They need to know they are in charge within a recognized framework of SGB participation. According to these researchers in Maluleka (2008), special strategies to empower the marginalized and disempowered may need to aim at training and re-orientating even the rural villagers in the aspects of legal school governance.

According to Maluleke (2008), empowering or capacitating school governing bodies would result in SGBs working as effective teams. Maluleke (2008), argues that it is difficult to define, but it means being able to do things in a way that helps to run the school well. According to Heystek (2004), an effective member of a school governing body should be:

- Interested in the learners' education;
- A good attender of school governing body meetings;
- Open-minded about decisions and actions taken;
- Questioning and critical in a positive and constructive way;
- Convinced of taking their role seriously;
- Aware of what is happening in education;
- Prepared to learn to participate fully in meetings and to make contributions;

- Prepared to build a dedicated team;
- Able to respect the need for confidentiality;
- Prepared to make the effort to learn about becoming an even better governor;
- Prepared to put the good of the school before any personal interest;
- Independent and not influenced by outside groups or organizations when appointing staff, awarding contracts or making recommendations;
- Accountable to the school by answering questions about their activities, including financial questions about money spent; and
- A leader by promoting and supporting school values, principles and programmes.

According to Earley (2003), where governors do not contribute effectively to shaping the direction of the school, they often have little knowledge of the school's main development priorities, agree plans and policies unquestioningly, and rely too much on the head teacher as their source of information about the schools. Early (2003), argue that with regard to the school governing body empowerment, four crucial questions should be asked if school governors are to be empowered sufficiently. These questions are the following:

- Is too much governor training currently focusing on the wrong things?
- Does more of it need to be centered on the whole governing body, including the head and other senior staff?
- Should governors lead schools or should they focus their efforts on ensuring that they are effectively led?
- Are the current responsibilities and expectations of governors simply unrealistic or too high? Is too much expected from a group of part-time (or, more correctly, occasional time) unpaid volunteers?

According to Heystek (2004), South Africa is a country with many school types that are characterized with huge inequalities and if school governing bodies are adequately empowered, that would go a long way in narrowing the inequality gap. According to Hestek (2001), schools in South Africa can be classified into the following categories:

- Multicultural schools- Multicultural schools in the South African context mean schools with White and Black learners as well as other cultural groups from inside or outside South Africa.

- Township schools-These are schools that might be called urban schools because they are in urban areas where only Black people lived.
- Urban schools-These refer to schools from areas that before 1994 were areas where only White people lived. Most of these schools are currently multicultural schools because after 1994, with the inauguration of the new government, schools could not keep learners from enrolling at any school because of race or any other discriminatory reasons.
- Schools with only White or only Black learners-It will only be in the larger urban areas where there are still a few schools with only White learners. There are different reasons for this phenomenon, but the geographical location of the school, including the availability of transportation such as the bus, train or taxi may be the major reasons. Black learners will attend schools that are on the normal bus, taxi, or train route from the townships through the former Whites-only residence in urban areas.
- Schools from high as well as low socioeconomic areas.

2.3.10 Significance of Training School Governing Bodies Effectively

It is very much important to train SGBs properly so that they are able to perform their duties and responsibilities properly. School governing bodies play a crucial role in education in general and schools in particular.

According to Makhubela (2005), the training of school governors is essential for the enhancement of their capacity. The researcher argues that capacity training can be seen as the assistance or introductory course or continuing provided to the school governors (SGBs) of public schools. According to Makhubela (2005), the purposes of training school governors can be summarized as follows:

- To assist the inexperienced school governors to perform their required functions with confidence. What is evident is that even those school governors who have experience need to be redeveloped with specific reference to the provision provided in the SASA (RSA, 1996a).
- Training is essential to ensure the efficient and effective participation of various stakeholders in the fields of governance and management of schools, to enhance the quality of education provided to learners in the whole country in totality.

- The education authorities need to train school governing bodies in order to eliminate potentially severe problems that could defeat the whole purpose of public schools. The purpose is to use school governing bodies as a mechanism to localize government.

According to Van Wyk and Lemmer (2001), the responsibilities for SGBs are so important and complex that they cannot be expected to discharge them effectively without some training going beyond the normal process of picking up the job by doing it. Maluleka (2008), concurs that the intuitive knowledge and experience of most members of the school governing bodies, particularly in rural areas, is proving to be inadequate for the complex statutory responsibilities of the school governing body. The researcher is of the opinion that people with specific knowledge and skills should be elected to the SGBs and a relevant training to the elected members, should complement this. Van Wyk and Lemmer (2001), contend that the training is a cornerstone of affirming school governors in the execution of their roles and responsibilities. This according to these two researchers is relevant when governing bodies are composed of a cross section of people with different ideologies, expectations and levels of education. They argue that such training will harmonize the various skills, expertise and knowledge of the individual governors.

According to Maluleka (2008), the training of SGB members is crucial in ensuring that they have the necessary capacity, full knowledge and understanding of their roles and responsibilities and that they will be able to set their own goals, targets, time frames and allocate functions to each other. This will assist in informing their programmes for the year. According to this researcher well trained SGB members will be able to monitor their progress and the participation of individual members in school governance. Maluleka (2008), argues that school governing body members will also be able to check, quantify and prioritize the needs of the school to ensure that there is quality teaching and learning in the school.

Bush and Heystek (2004), assert that the 'orientation' and training of school governors enables them to understand the demarcation between governance and professional management of the school. According to these researchers the relationship between governing bodies and professional staff headed by the principal is one of the most

significant variables in determining the success of both governing body and the school. They argue that most education systems make a distinction between school policies – making, which is the responsibility of the governing body, and operational management, which is the preserve of the principal.

However, according to Mestry (2006), many educationists attempted to differentiate between professional management and governance but it is evident that there is an overlap between these two concepts. This grey area has given rise to many conflicts between the principal and the parent members of the SGB. For instance Mestry (2006), argue that it is very difficult to differentiate what professional matters are and what governance entails and each person will interpret it for their own convenience. According to Khuzwayo (2007), an overlap of governance and management duties has been regarded to be among the serious challenges which the chairpersons and principals together with their SGBs and SMTs respectively have to deal with in the actual governance of the school.

According to Mestry (2006), mutual assistance between the SGB and the principal in general, chairpersons and the principals in particular poses a serious challenge to both structures in such responsibilities require clear understanding of responsibilities and duties to be performed. According to Beckmann as cited in Khuzwayo (2007), the fact that there seems to exist conflict between the parent governors and educators as they perform their responsibilities in some schools are an indication that both SGBs and principals have not managed to handle their joint duties and responsibilities. Beckmann as cited in Khuzwayo (2007), contends that, in terms of the Personnel Administrative Measures, principals have duties regarding financial record keeping at the school. The SASA, 84 of 1996 state that, the governing body of a public school may, with the approval of the Member of the Executive Council (MEC), invest money in another account (Section 37 (3)). In the light of these statements, both chairpersons and principals, through their respective constituencies (SGB and SMT) have financial responsibilities at the school. According to Mestry (2006), this remains a serious challenge to both leaders as to how best they could perform their financial obligations without conflict between them, taking into account that they lack expertise with regard to financial control background. According to Loock and Mestry as cited in Khuzwayo

(2007), what complicates matters is that, SASA is not explicit on how well the principals and the school governing bodies are to handle this financial responsibility. It leaves the decision on both the SGB and principal with regard to reaching an agreement on the extent of performing financial duties. However, if such agreements are never reached, negative conflict occurs, thus sacrificing the culture of teaching and learning.

According to Heystek (2004), one of the serious challenges of the school governing body and the principal concerns the employment of educators. Heystek (2004), argues that according to the South African Schools Act, Act 84 of 1996, an SGB recommends the employment of an educator and also appoint an SGB educator. Heystek (2004), contends that the parent component are not knowledgeable about the intricacies of the teaching profession and lack expertise to evaluate professional educators. Vanderyar in Khuzwayo (2007), argues that as a result of this lack of expertise by parents on the employment of educators, employment of educators is characterized by a high rife of nepotic practices. Conradie (2002), regard some of the SGB functions as actually management tasks. This researcher cited the following functions as examples:

- Promotion of the best interest of the school, adoption of a constitution, development of a mission statement and the acceptance of the code of conduct for learners.
- Supporting the school's educators in the execution of their professional duties and encouraging educators, learners and parents to render voluntary services to the school.
- Determining school times, administering and controlling the school's property, recommendations regarding appointments and the creation of additional posts.

Davidoff and Lazarus (2002), argue that on the basis of the above statements it is apparent that the functions of the SGB chairpersons and principals cannot be separated completely. The governing body provides to the school professional management without compenting and the chairperson and the principal are depended on each other in ensuring the effective functioning of the school. Maile (2002), emphasize that chairpersons and principals need to work on a complementary basis for the benefit of the school and the learners. Beckmann as cited in Khuzwayo (2007), contends that for the collaborative functioning of the

principal and the chairperson of the governing body to occur, roles and relationships between principals and chairpersons should be clarified with each other. The need to be communicated to all role-players and there should be adherence to the roles. According to Dean as cited in Khuzwayo (2007), a strong organization is more effective when there is concern of meeting human needs. Participation and involvement in shared-decision making are always that individuals can be actively engaged and a shared sense of responsibility for the school. Dean in Khuzwayo (2007), further argues that a strong partnership that includes empowerment, enablement and enhancement therefore needs to be created with parents and educators. Effective partnership between the principal and the chairperson is essential if the staff and governors are to contribute positively to school effectiveness.

Potgieter (1997), illustrates some of the differences between professional management and governance of the school, and the responsibilities of the governing body that has the responsibility of governing the school. Professional management as championed by the principal entails the following:

- Performing and carrying out professional management (management functions);
- Administering and organizing day-to-day teaching and learning at the school;
- Performing departmental responsibilities as prescribed by law;
- Organizing all activities which support teaching and learning;
- Managing personnel and finances;
- Decide on the intra-mural curriculum, that is all the activities to assist with teaching and learning during school hours and
- Deciding on textbooks, educational material and equipment to be bought.

According to Burger (2002), management may be considered of the most important human activities, because it is the task of all managers at all levels in all enterprises and institutions. All managers in the performance of their duties must create circumstances, in the form of management, in which people can cooperate to achieve stated goals. According to Burger (2002), management is the task to combine, convert, coordinate and use an institution's, such as school's resources effectively so that the institution's

objectives are achieved economically as possible. According to this researcher managers are to carry out certain functions, which are characterized as follows:

- Planning as aimed at determining an institution’s purpose mission and ways of obtaining the objectives;
- Organizing is to develop a framework or organizational structure in an orderly pattern aimed at achieving the objectives;
- Leading focuses on leadership which is about guiding, motivating and inspiring people in the manner that there are actions that are directed towards the goals and plans;
- Control is to check and to ensure that the actual activities do correspond with the planned activities. The process of controlling should also be seen as a monitoring process to secure effective results; and
- Coordination is aimed at ensuring that there is no overlap of activities and that institutions function according to objectives stipulated by legislation.

Nong (2007), argues that the school, like any other institution must have leaders who contribute to the effectiveness of the school activities. The principal as the person who is employed by the Department of Education is responsible for the day-to-day running of the school and has to coordinate the activities of the DoE and governance as designed by the SGB. According to Nong (2007), the following diagram or table indicates how a governor differs from a manager within the context of the school.

Table 2.3 Differences between Governors and Managers.

| Governors | Managers (Principals and School Management Teams) |
|--|--|
| They are elected. | They are employed. |
| They design policies and guidelines for the organization. | They implement policies. |
| They are usually volunteers and are not paid for their services. They can be refunded costs which they incurred if this is the policy of the school. | They are paid for their services. |

| | |
|---|--|
| The constitution of the school and related laws of the country regulate function. | They are regulated by their employment contracts and relevant legislation. |
| Their term of office is for a specific period, though they may be re-elected for further terms. | They are permanent employees and will only leave the organization if they have been dismissed, they retire or if their contract was for a stipulated period. |

The principal forms a link between management and governance activities. According to Nong (2007), a school principal is answerable to the SGB when it comes to governance issues and to the Department of Education when it comes to professional management of the school.

Governance as championed by the school governing body entails the following:

- Adopting (accepting) a constitution, adopting a code of conduct for learners and developing a mission statement of the school;
- Controlling and maintaining school property, building and grounds;
- Buying textbooks, educational materials or equipment for the school;
- Supplementing the funds supplied by the state to improve the quality of education in the school;
- Starting and administering a school fund;
- Opening and maintaining a bank account for the school;
- Preparing an annual budget, that is planning the school finances for the next year;
- Submitting budget to parents and getting their approval;
- Ensuring that school fees (school funds to be paid by the parents of learners) are collected according to decisions made by stakeholders and the
- Keeping of the financial records of the school.

According to Squelch in Van Wyk and Lemmer (2001), school governing bodies are critical to:

- Improve the quality of education;
- Ensure good governance;
- Advance the democratic participation of our society;

- Ensure that the schools serve the interests of the community and meet the expectations of parents;
- Assist in spreading the cost of education across users and society as a whole;
- Combat racism, sexism and all other forms of unfair discrimination and intolerance, and
- Contribute towards the eradication of poverty, and towards economic emancipation and well-being of our society.

According to Van Wyk (2004), the competence of the School Governing Body was directly related to the amount of training they received. For instance in a study he conducted, educators expressed their views, that the workshops for the training of SGBs should be improved. The educators in the study maintained that follow-ups should be made to evaluate their performance. Intensive training should be implemented in helping them to cope with their tasks. Karlsson (2002), argues that ignorance and incapacity to perform certain actions tend to cause certain governing bodies to function only as crisis committees. According to Van Wyk (2004), this will be detrimental to the schools and those teaching them. Van Wyk (2004), further notes that the shift to decentralized school governance and management requires governors, principals and educators to develop a wide range of skills and capacity to deal with complex issues and tasks they are expected to fulfill. Tsotetsi, Van Wyk and Lemmer (2008), argue that decentralized school governance presupposes a development of power from the central level of government down through the system to the local level and is generally based on the premise that the state should share its power with other stakeholders, particularly those closer to the school, on a partnership basis. Squelch in Van Wyk (2004), notes that in addition to this, all the role players should master a number of skills, conflict resolution, time management and planning to mention a few. In other words the training is necessary to enable SGBs to perform their roles, functions and responsibilities effectively. According to Caldwell (2008), an essential requirement for decentralized governance and management to succeed is that the governors and managers must understand their own roles and functions and must have the ability to perform these functions. He notes that financial skills and knowledge about legislation and policies are high priorities in South Africa because the most important functions of

the SGBs revolve around finances and policies. The researcher believes that it is sometimes a challenge for some parent governors to acquire these skills. Heystek (2006), notes that the high rate of illiteracy or semi-illiteracy of parent governors on the SGB, creates a problem for the implementation of school-based management decisions. He argues that parents also feel inferior to the educators who have better qualifications. The problem is greater in rural areas where there are more illiterate or semi-literate parents. According to Heystek (2006), the SGB has a responsibility to make policies about language, religious activities and code of conduct for learners as well as other role players (Republic of South Africa, 1997). However he argues that the high rate of illiteracy among parental governors in some schools, make it very difficult for them to formulate new policies of the school.

According to Holt and Murphy in Tsotetsi, Van Wyk and Lemmer (2008), in view of the complex functions prescribed for school governing bodies (SGBs) in South African schools, sound training should be provided for proper discharge of the multiple duties bestowed upon them to avoid the so-called 'muddling through' approach. Bush and Heystek (2004,) concur with Tsotetsi, Van Wyk and Lemmer (2008), when they note that the ability of parent governors to govern schools depends on their skills, knowledge and experience of governance, including financial skills. The researchers believe that school governors could acquire these skills when trained properly. Bush and Heystek in Tsotetsi, Van Wyk and Lemmer (2008), are of the opinion that governors need training in participatory decision-making too. However, they note that neither parents nor educators have had much experience of participatory decision-making since in the past principals were considered to be the only people with knowledge and authority to make decisions. Karlsson (2002), note that the training of SGB members reduces their reliance on principals and brings about a realization that all SGB members are equally important in making SGBs successful, particularly where provide support and leadership. He also agrees with other researchers that the abilities required by governors are determined by among other things, by education background and literacy background. According to Nelushi in Tsotetsi, Van Wyk and Lemmer (2008), the skills deficit in this regard is most acutely observed in schools in disadvantaged rural areas. Heystek (2004) argues that poorly educated parents lack management expertise and

may struggle to interpret the content of the South African Schools Act, 84 of 1996. Such a situation impacts on their relationship with other stakeholders of the SGB, particularly the principal and the understanding of their tasks. Adams and Waghid (2003), agree that the training of school governing bodies remain a priority for the successful training of SGBs. Marishane in Tsotesti, Van Wyk and Lemmer (2008), assert that it is the state's responsibility, in partnership with other stakeholders, to develop capacity for governing bodies, which will ensure that SGBs perform their duties and responsibilities effectively and efficiently. Adams and Waghid (2003), further argue that training for school governors must be seen in terms of both introductory training for newly elected governing body members (every three years) to enable them to perform their functions and continuous training for governing bodies to promote the effective performance of their functions or to enable them to assume additional functions.

According to Mncube (2008), in terms of the South African Schools Act (84 of 1996), all public state schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprising parents, learners, educators, non-teaching staff and school principal. Their functions include creating an environment conducive to teaching and learning, developing a mission statement for the school, safety and security of learners, deciding on school uniform policy, disciplinary action and policy regarding determination of school fees. The researcher finds the above stated statement worth quoting, because any form of training provided to SGBs should enable them to carry these roles and responsibilities effectively. According to Mestry (2006), the Act also provides guideline for the school governing body and the principal and their role and responsibilities in managing school finances. However, there are school governing body and principals that have little knowledge of the contents of the schools act or are simply interpreting it incorrectly and this has led to many schools being victims of mismanagement or misappropriation of funds in the form of embezzlement, fraud and theft. Mestry (2006), notes that although the department of education provides training for school governing bodies in financial management, financial problems in many school have not abated.

According to Mestry in Ngcobo (2003), SGBs face some serious and important challenges. The researcher believes that with proper training the SGBs could overcome some of these serious challenges. Mestry in Ngcobo (2003), points out that many

principals and SGB members lack the necessary knowledge and skills regarding financial management and, as such, are placed under tremendous pressure as they cannot work out practical solutions to practical problems. Mestry (2006), argues further by noting that there is lack of collaboration between the principal and other members of the SGB. Consequently, principals are not prepared to share responsibility with school governors for fear of losing power. Maile and Khumalo in Rangongo (2011), contend that illiteracy among SGB members, especially parent governors, may contribute to their inefficiency. This author argues that this is possible because illiteracy precludes parents from assessing relevant management information from the principal.

UNESCO as cited by Sibiyi (2004), define illiteracy as the state of a person who is functionally unskilled in reading and writing and who cannot engage himself or herself effectively in all those activities in which literacy is normally assumed in his or her group or community. According to Gina in Sibiyi (2004), the following are some of the disadvantages of illiteracy revealed by some authors:

- Illiteracy makes it difficult for parent governors to understand policies even when they are communicated to them (Moeng 2003).
- According to Sibiyi (2004), illiteracy prevents parents from contributing effectively and meaningfully to social, economic and political life of the new South Africa.
- According to Mathontsi in Gina (2006), it is difficult to capacitate a person who is illiterate.
- Van Wyk (2004), contends that illiteracy impacts negatively on the role of parents in decision making.

The varying literacy levels among SGB members pose further challenges. For instance Van Wyk (2004), argues that educators in the SGB feel other SGB members, an obvious reference to parent governors, lack confidence and are not sure of their duties, and some educators feel that parent members are against them and feel inferior as they think educators are undermining them. Van Wyk (2004), elaborates further when he notes that the government recognizes that many SGBs, particularly in rural and less advantaged areas, do not have the required skills and experience to exercise their powers and may have difficulty in fulfilling their functions.

This assertion is further supported by Hystek (2001), when he observes that a large number of the South African population is not sufficiently functionally literate to meet the requirements.

It seems as if the ultimate success of the school governing bodies in many communities depends on the type and extent of training the government has undertaken to provide, (Van Wyk, 2004). According to Mthiyane (2006), this suggests that the school governing bodies have to be properly trained to be aware of the Department of Education's vision, strategic goals, be focused and properly understand their roles as school governors. Van Wyk (2004), argues that the immediate challenge facing school governing bodies is the implementation of various policies (as required by the South African Schools Act, Act 84 of 1996), which they (the majority of SGB members in the former disadvantaged communities) themselves do not understand because of lack of capacity, social and economic conditions in their communities. This lack of capacity renders school governors weak.

According to Rangongo (2011), a Review Report of 2004 revealed five common weaknesses of governance in South Africa. The weaknesses that emerged from the Review Report are the following:

- Skills deficit among school governing body members. Very few school governing body members understand their school development plans in relation to the core business of the school. Many school governing body members, particularly among the parents, have high levels of illiteracy, little proficiency in English or very little formal education. Some school governing body members are chosen on the basis of their popularity in the community, their good relationship with the principals and not on the basis of their technical or professional skills.
- Contextual limitations such as lack of public transport to attend meetings in meetings in the evenings, the time of the meetings, social climate in which many schools operate with challenges of vandalism, school safety and gangsterism contribute to the weakness of school governance.
- Apathy displayed in non-attendance or poor attendance of meetings and workshops, and how participation at these forums even if school members do

attend as well as lack of implementation orientation with regard to decisions taken by the school governing body.

- Lack of teamwork which is motivated by the dominance of particular people on the school governing body decision-making and implementations of decisions. Promotion of some members, of their own interests and the resultant conflict also contribute. Lack of trust between members, pride and ignorance also contribute to these weaknesses.
- Under-representation as a result of lack of commitment from parents of learners to be elected as parent members of the school governing body.

According to Rangongo (2011), the Review Report of 2004 highlighted some strengths as well that were discovered after an intensive study on school governing bodies. They were identified as follows:

- Infusing positive values into the technical leadership and executive management of the school. This statement refers to the infusion of values such as honesty, loyalty, enthusiasm, willingness, wisdom, insights, commitment, interest in education and dedication into the management and leadership of the school. These values are regarded as very important. If they are all fused into school through the school governing body, schools will achieve better results in the improvement of quality teaching and learning.
- Improving representivity (gender, racial and other) and widening participation in all facets of the school's decision-making and functioning.
- Helping to promote co-ownership of, and co-responsibility for the school's challenges.
- Bringing professional expertise to bear on the technical leadership and executive management of the school, without any costs (through co-optation).
- Drawing teamwork and collaboration among stakeholders, and trying to introduce a business orientation to the functioning of the school.

2.3.11 Training Needs, Support and Mentoring Mechanisms for SGBs

With regard to the training needs, Beckmann and Visser in Makhubela (2005), argues that the training and assistance to school governing bodies should cover the following aspects:

Aspects of the Constitution which impacts directly or indirectly on the functioning of school governing bodies and on whose achievement in the school setting, school governing bodies could in turn impact on

Aspects of the South African Schools Act (SASA) (RSA, 1996a), provide for the proper functioning of governing bodies. Reference should be made to functions such as:

- Those regarding a code of conduct for learners (section 8).
- Rules for religious observances at a specific school (s).
- A constitution for the governing body (section 18 and 21 (b)).
- A language policy for the school (section 6)
- Admission policy (section 5 (5))
- The functions to be carried out in terms of section 20 and 21
- Financial obligations

According to Makhubela (2005), members of school governing bodies need to be made aware of the fact that they are not laws unto themselves but that the executive authority associated with their governance functions, require them to honour certain legal provisions and tenets.

According to Brookfield (2005), adults learn differently from children. Adults learn when the goals and objectives are considered realistic and important. Adult learners also need also need to see the results of their efforts and have accurate feedback. When learning a new skill, this may need to anxiety and fear of external judgement. Adult learners also come to the learning stage with some prior knowledge that should be recognized. Adults should also be involved in the selection of the learning content, activities and assessment. Middlewood in Mthiyane (2006), argues that adults prefer to learn in an informal learning situation and want activities that demonstrate respect, trust and concern for the learners.

According to Mthiyane (2006), this view of adult learning is also supported by Nel who states that adults and children learn in fundamentally different ways. The implications for managers are clear and that is, the training of SGBs should be tailor-made to suit their needs. The training methods should also be varied to accommodate their experiences.

According to Marishane (1999), it is not only the training which is important in the functioning of SGBs, but constant monitoring and control is also crucial to ensure that the intended functions are fulfilled. This researcher advises that in order to ensure that SGBs perform their duties as expected they need to be appraised or inspected from time to time. This, according to Maluleka (2008), is critical because of the cost amount of accountability, which the SGB carries on behalf of the school, community and the government through the Department of Education. Marishane in Maluleka (2008), states that there are four main areas on which the SGB can be appraised and inspected:

- The quality of education provided to learners,
- The quality of standards achieved by the school,
- The efficient management of the school,
- The quality of standards achieved by the learners,
- The efficient management of the school's financial arrangement, and
- The spiritual, moral and cultural development of pupils.

According to Joubert and Prinsloo (2009), Provincial Departments of Education are advised to provide the necessary support to all governing bodies. He cites disciplinary procedures and consequences for serious misconduct as an example. The South African Schools Act (Act 84 of 1996) stipulates that the Head of Provincial Department must ensure that the principal and other officials of the department render all necessary assistance to governing bodies in the performance of their functions in terms of this Act. With regard to the principals rendering support to the SGBs, Moate in Maluleka (2008), complains that principals do not receive adequate management training although they are expected to give advice to school governing bodies. This researcher argues that principals are to facilitate, support and assist the SGB in execution of its statutory functions even though principals are often too busy to attend to the training of SGB members concerning their roles and responsibilities.

According to Heystek (2006), sometimes it is difficult for principals to assist school governors with the execution of their duties. There are sometimes problems that exist between the principal and the school governing body members. The following problems are common in most schools:

- *Illiteracy or semi-illiteracy* of the parents. Parents do not know why or how they can be involved in the school governing body because they cannot read or interpret the legislation and policies. They do not understand the legislation or policies and may even make their own interpretation or they depend on the principal for the interpretation. If there is no good relationship between them, this creates problems.
- *Parents want to rule* the school governing body and the school. The parents do not know or understand the limits of their functions and responsibilities and therefore they infringe on the academic responsibilities of the principal.
- *Principals do not allow* active parental participation in the school governing body functions, as they are wary that parents may take over. The principal may also believe that the parents are not able to make any valuable contribution with the result that parents start to feel that their contributions are not worthwhile and thus stop participating.
- *Parents are not active* in the school especially in the school governing body activities. Their participation in the school governing body activities is nominal and their actual contribution minimal. This may be ascribed to reasons such as personal work responsibilities or inability to make a valuable contribution.
- Black parents do not make themselves available as governors in the *multicultural schools*. Reasons for this inactivity include the belief that white parents are capable enough, that meetings are held at inconvenient times and that transport to schools is inadequate.

Maluleka (2008) asserts that for the SGB to be fully functional it must, according to Maote, consist of members who possess at least a fairly adequate working knowledge and understanding of their roles and responsibilities, and also possess certain necessary skills and abilities for their legal functions.

Marishane in Tsotetsi, Van Wyk and Lemmer (2008), state that it is the responsibility of the state in partnership with other stakeholders, to develop capacity for governing bodies, which will ensure that SGBs perform their duties and responsibilities effectively and efficiently. Schools are expected to perform effectively immediately after the introductory training. To explain the support and monitoring issue further, Ndou (2012),

asserts that according to the SASA (1996: 11 Section 19) the provincial legislature (the Provincial Department of Education) must establish a programme to provide introductory training for newly elected SGB members to enable them to perform their functions. Maluleka (2008), states that the Head of Department (HOD) must ensure that school governing bodies are trained continually. This researcher argues that financial management is fundamental in preparing and equipping school governors with financial skills. According to Bush and Heystek (2001), every member –not just few- must receive training. According to Mestry (2006), when provincial departments are unable to provide the training to every member because of cost implications, schools should take the initiative of forming partnership with tertiary institutions or other service providers that offer training in financial management. The training should enable the school governing body to be responsible and be accountable for funds that have been received for the attainment of short specific short objectives. Mestry (2006), argues that the training will also equip SGBs to make a contribution towards the improvement of the overall quality of teaching and learning. According to Joubert (2005), to ensure that the support provided to SGBs is meaningful, the training should be based on the roles and responsibilities of the school governors such as financial management, adoption of mission statement, determination of admission policy and language policy and code of conduct for learners. This researcher argues that these functions are grouped into obligatory and discretionary functions. Joubert (2005), insists that training in financial school management should be practiced-based and the following sections should be covered in the training: financial planning and budgeting, financial organization, financial control and school information system. The provincial Head of Department must also enable them to assume additional functions. After the elections of the SGB, there must be a training intervention. The SGBs' responsibilities and duties should be highlighted during their training. Another support and monitoring mechanism, according to Oosthuizen (2003), is that SGBs are required to form structures that will assist them to perform their duties with ease. This researcher argues that for the SGBs to work smoothly within the structure that has been established, the structure should:

- Be given specific activities and functions;
- Report regularly and be accountable to the SGB;

- Understand what the other structures are doing so as to avoid duplication and confusion of roles;
- Support each other and fight over SGB resources. They need to be aware of the priorities of the school at all times;
- Have a chairperson who is a member of the SGB and who will direct, guide and report on its activities.

According to Middlewood as quoted in Mthiyane (2006), devising a staff development plan is crucial to the task of managing staff development. Priorities should be closely linked to the institutional development plan. This researcher argues that the development of SGB members is crucial for the overall development of the institution. The school development needs have to be identified and prioritized. Also, individual development has to be tied with overall school development needs.

According to Mthiyane (2006), resources have to be allocated to meet development needs. Once development needs have been identified and prioritized, a programme for development should be implemented. Middlewood in Mthiyane (2006), stress the importance of monitoring staff development activities to ensure that they occur, check costs and other issues as they arise. Evaluation of staff development programmes is also crucial to the success of that programmes and the institution as a whole. Nel in Heystek (2004), argues that training and development can never be effective if it is not properly assessed. Mthiyane (2006), contends that the evaluation of a development plan should be geared towards individual and institutional development. The recipients of the staff and SGB development programme should be involved in the evaluation process if the evaluation is to have any meaningful impact. Mthiyane (2006), further argues that approaches to staff development could be linked to staff development. These staff development approaches are approaches such as: training, induction and mentoring, performance management and Integrated Management Systems (IQMS).

The support and monitoring mechanisms differ from one country to another. For instance, according to Earley (2003), in England new appointed governors are given a mentor; someone to whom they count for advice on the hundred and one points which confront them. Earley (2003), states that an experienced governor (probably not the chairperson, who has many other responsibilities) is asked to look after the newcomer

for the first couple of terms or so. According to this researcher, mentoring is a process in which a more skilled or experienced person supports a less skilled or experienced person in developing confidence and expertise in a role. Support is offered in a non-judgemental way in the context of an ongoing supportive relationship. Mentoring usually takes place face-to-face, although telephone and email can also be used. Earley (2003), argues that mentoring is about empowering people to plan their own future and capitalize on their own potential. Earley (2003), contends that for mentoring to be successful as a support mechanism, there are certain experiences, skills and qualities required by mentors. These might include:

- Empathy;
- Enthusiasm;
- Tact
- Sensitivity;
- Listening skills;
- Ability to develop a relationship;
- Ability to maintain confidentiality;
- Ability to build confidence in the member;
- A non-judgemental approach and so forth.

According to Earley (2003), in an attempt to support the school governors, the mentors perform the following roles:

- Contact the newly appointed governors as soon as possible and certainly before they attend their first governors meeting;
- Making sure that the new governors know the time and place of the next meeting;
- Going through the agenda and discuss procedures: for example: voting and how to get an item on the agenda;
- Meeting the new governors at the school and introduce them to other governors;
- After the meeting have a debrief to see if anything needs to be followed up quickly;
- If appropriate, accompany the new governors on their first visit to the school.

According to Adams (2001), in an attempt to support the school governors, the mentors provide the school governors with a list of written documentation. The suggested list might include the following:

- the history of the school;
- the nature of the pupil intake;
- the number of pupils on roll and projected future numbers;
- how is the school staffed, organized and managed;
- some basics of the school budget and improvement (development) plans;
- achievement;
- the curriculum provided;
- any current problems or issues affecting the school;
- where copies of the school policies are kept;
- the way, the school communicates with parents, other schools and the community and other relevant documentation.

According to Earley (2003), other useful information provided to new school governors in England includes the following:

- the DfEE's *A Guide to the Law for School Governors* (and updates);
- a list of members of the governing body giving name, type of governor, date of appointment and if agreed, contact phone numbers, mail address and e-mail address;
- the governing body's agreed procedure or standing orders;
- a list of committees and working parties of the governing body, with membership and terms of reference;
- a list of governors with specific responsibilities;
- a calendar of governing body and committee meetings, school terms and holidays and major events for the current school year;
- a copy of Haringey's Governor's Handbook. This has space for much of the information that is mentioned in the few bullet points;
- a copy of the staffing structure of the school, showing names of teachers and other staff, subjects taught and other responsibilities;
- the current prospectus;

- the School Improvement (Development) Plan and Post-Ofsted Action Plan;
- the most recent governing body annual report to parents;
- a copy of the Home-School Agreement approved by the governing body;
- a list of all statutory and non-statutory policies adopted by the governing body. Copies of the main school policies, for example, on meeting pupils' special educational needs, behavior, equalities and sex education;
- if available a plan of the school;
- the name of suggested 'mentor' if your governing body provides this support;
- some minutes of previous governing body, committee and working party meetings. Previous head teacher reports

According to Earley (2003), some British schools have adopted the idea of a 'central induction'. The Governor Support and Training Unit (GSTU) provides new governors with an information pack on their appointment. This includes:

- a pack for new governors from the National Governors' Council;
- a list of governors;
- the instrument of Government (an official document);
- The termly mailing which usually includes the Training & Events Programme, Directors' Report and 'The Haringey Governor' newsletter.

According to Earley (2003), in an attempt to support school governors in Ireland, school governors are provided with the following list of statutory policies and documents that each governing body must hold and review on an annual basis:

- Accessibility Plan
- Admissions Policy-if Aided or Foundation School
- Attendance targets
- Charging Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure
- Curriculum Policy
- Freedom of Information Publication Scheme
- Governances' Allowances Scheme

- Health and Safety Policy
- Home-School Agreements
- Instrument of Government
- Minutes of and Papers considered at meetings of the governing body and its committees
- Ofsted SEF (Self Evaluation Form)
- Pay Policy
- Performance Management Policy
- Prospectus
- Pupil Discipline Policy
- Race Equality Policy
- Register of Pupils
- Register of Business Interests of Headteachers and Governors
- Risk Assessments
- School Profile
- Sex Education Policy
- Special Educational Needs Policy
- Staff Appraisal Policy
- Staff Discipline Conduct and Grievance Policy
- Target-setting for Schools

According to Earley (2003), this does not mean that the school should not have any other policies. There are other important management policies that are also required.

These are the following policies:

- Finance Policy
- Best Value Policy
- Lettings Policy and
- Data Protection Policy

The training & Events Programme always includes training sessions for new governors. An alternative one-to-one session is made available to discuss roles and responsibilities if a new governor is unable to attend the central training.

2.4 CONCLUSION

It is very much important to train school governing body members according to what the law stipulates as their roles and responsibilities. In doing so the school governing body members' experiences and views should be taken into consideration as well. It is also crucial to ensure that the training provided to school governing body members is not a once-off event but a continuous undertaking.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section on research methodology focused on the interpretive paradigm, case study design, population, sampling and sampling methods. The section further discussed the negotiating entry, research instruments, data analysis, trustworthiness and credibility and ethical consideration.

3.2 Research Paradigm: Interpretive Paradigm

According to Creswell (2003), paradigms, are sets of assumptions, values or beliefs about fundamental aspects of reality which give rise to a particular world view and serve as the lenses or organizing principles through which researchers perceive and interpret reality.

Bogdan and Bikken (2007), describe a paradigm as framework for identifying, explaining and solving problems, understanding the world and all one's experience. A paradigm is a set of assumptions, framework of thought, and way of perceiving, thinking and doing associated with a particular vision of reality. A paradigm is what we think about the world.

According to Mouton in Rangongo (2011), a paradigm represents a collection of mutually accepted achievements (including the theories, exemplary solutions, predictions and laws) in this sense; a paradigm is primarily a model for conducting normal research. The choice of paradigm is guided by what the researcher seeks to achieve. According to Hystek (2004), positivists and empiricists aim to predict, control and explain, while interpretivists/constructivists aim to understand and reconstruct. Babbie (2008), postulates three paradigms, namely, positivist, interpretive and constructionist.

In this study the interpretive paradigm was used because it made the researcher completely involved as an instrument of data collection. According to Rangongo (2011), the advantage of this paradigm is that it can be implemented in individual and small groups in 'naturalistic' settings. Gay and Airasian in Rangongo (2011), argue that the

interpretive paradigm is informed by a concern to understand the world as it is, to understand the fundamental nature of the social world at the level of subjective experience. Qualitative research is interpretive and useful for describing and answering questions about participants and contexts. This study used qualitative methodology because it (study) tried to understand and assess the training provided to school governing bodies by the Department of Education in Fort Beaufort District of Education. According to Rangongo (2011), qualitative research emphasizes both the description and understanding of people. It is essential when the researcher has little knowledge about the area of investigation.

This study was located within the interpretive paradigm. According to Van Maanen as cited in Welman (2009), this paradigm seeks to describe, decode, translate and otherwise come to terms with the meaning of naturally occurring phenomena in the social world. This paradigm was the most appropriate for this study which sought to get a deeper understanding on the training provided to school governing bodies by Department of Education at the District level. The interpretive paradigm was considered most appropriate because it afforded the researcher with an opportunity of getting closer to school governing body members and to gain an in-depth understanding of the training provided to school governors. This was done by interviewing school governing body members with a view of understanding the experiences and opinions of school governing body members on the training itself.

3.3 Research Approach: Qualitative Approach

This study adopted a qualitative methodology. According to Yates (2004), the qualitative approach attempts to explore how individuals or group members give meaning to and express their understanding of themselves, their experiences and or their worlds. According to Welman, Kruger and Mitchel as cited in Karlsson (2002), qualitative field studies can be used successfully in the description of groups, (small) communities and organizations. According to Liamputton and Fizzy (2005), qualitative research emphasizes both the description and understanding of people. Leedy and Ormrod (2001), argue that qualitative research is used to answer questions about the complex nature of a phenomenon often with the purpose of describing and understanding the phenomenon from the participants' point of view. Meriam in Rangongo (2011), explains

qualitative research as an effort of a particular context and interactions. Therefore its purpose is to understand peoples' interpretations. Johnson and Christensons (2004), conclude by describing qualitative research as research relying primarily on the collection of non-numerical data such as words and pictures. According to De Vos (2002), the qualitative research paradigm, in its broadest sense refers to research that elicits participants' account of meaning, experience or perceptions of their reality. Bagdan and Bikken (2007), assert that data collected through qualitative research is termed soft, that is, rich in description of people, places and conversations, and not easily handled by statistical procedures. According to Bogdan and Bikken (2007), the following are the essential features of qualitative research:

- Naturalistic – Qualitative research has actual setting as the direct source of data and the researcher is the key instrument of data collection. Qualitative researchers feel that action can best be understood when it is observed in the setting in which it occurs. Thus context is critical in deepening and broadening the meaning of the words, attitudes, behavior and actions of people being studied. The researcher in this study visited schools to interview school governing body members. The qualitative researcher believes that divorcing the act, words or gestures from its context is to lose sight of its significance.
- Descriptive data – Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentations. The data include interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official documents. The researcher conducted interviews with the school governing body members and analyzed the training manual for SGBs.
- Concerns with process – Qualitative researchers are concerned with process rather than simply with outcomes or products. They are mainly concerned with how people negotiate meaning; apply certain terms and the natural history of the activities or events under study. In this regard the researcher was concerned with the manner in which the SGBs are trained by the Department of Education in Fort Beaufort District.

- Inductive – Qualitative researchers tend to analyze their data inductively. They do not search out data or evidence to prove or disprove hypotheses they hold before entering the study; rather, the obstructions are built as the particulars that have been gathered are grouped together. The researcher used the data that was collected through the interviews to respond to the research questions of the study.
- Meaning – “Meaning” is of essential concern to the qualitative approach. Researchers who use this approach are interested in how different people make sense of their lives. Qualitative researchers are concerned with what is called the participants’ perspective. Similarly the researcher was interested in how different school governing body members perceived the training provided to them by the Department of Education in Fort Beaufort District.

Woods (2005), argues that qualitative research is strong for the following reasons:

- The attention to detail, the ability to embrace both verbal and non-verbal behavior, to penetrate fronts, discover meanings and reveal the subtly and complexity of cases or issues.
- Portraying perspectives and conveying feelings and experiences.
- Actions are contextualized within situations and time.
- Theory is generated from the empirical data and consequently there is closeness of fit between theory and data.
- Participants own their own self-experience, disposition and interests related to the research and provide the researcher with opportunities to advance the work.

The difficulties and weaknesses of qualitative research are the following:

- Single qualitative studies cannot provide grounds for generalizing across cases.
- Immersion in the depth of a qualitative study can lead to either or both “going native” and “macro blindness”.
- Qualitative research can be a high risk, low-yield enterprise.
- Qualitative studies are often accused of being impressionistic, subjective, biased, idiosyncratic and lacking in precision.

Neuman (2000), summarizes the advantages and disadvantages of qualitative research as follows:

- It enables the researcher to study human experiences in depth,
- The method stays closer to the experiences of the participants, and
- It gives the people who will read the findings a deeper understanding of what was discovered.

According to Neuman (2000), the disadvantages of qualitative research are the following:

- It is time consuming, therefore only a few participants can be studied,
- It is not always possible to make comparisons and draw general conclusions, and
- Mathematics and Statistical Procedures cannot be used to process the findings.

The researcher overcame these limitations by comparing the data collected through the interviews and the examination of the training manual used by the facilitators to identify the similarities and differences so as to verify the quality of data.

The qualitative approach was used to assess the training provided to school governing bodies in the Fort Beaufort District. The researcher achieved this by going out and interview important stakeholders in the study. In the study this, refers to the school governing body members and the facilitators who are responsible for conducting the training.

3.4 Research Design

According to Mouton (2002), a research design is a plan or a blue print of how the researcher intends conducting the research. Mouton and Marais as cited in Mncube (2008), state that the purpose of a research design is to plan and structure a given research study in a manner that maximizes the validity of the research findings.

According to Welman (2009), a research design is a plan according to which we obtain research participants (subjects) and gather information from them. In it researchers describe what they are going to do with the participants, with a view to reaching conclusions about the research problem (research questions or research hypothesis).

According to Creswell (2003), there are six assumptions of a qualitative research design that the researcher takes into account. They are the following:

- The primary concern is with the process rather than the product.

- There is an interest in meaning, mainly how people make sense of their lives, experiences and their structure of the world.
- The qualitative researcher is a primary instrument for data collection and for data analysis rather than the researcher using inventories, questionnaires and machines.
- The involvement of the field work on which the researcher physically goes to the people, settings, sites or institutions in order to observe and record behaviour in its natural setting is important.
- The design involves description in that the researcher is interested in a process of meaning and understanding gained through words or pictures.
- The process of qualitative research is inductive in that the researcher builds obstructions, concepts, hypothesis and theories from detail

This study adopted a case study design. According to Babbie (2008), a case study is a design in which the researcher explores one setting or a single setting or one particular event, and collects information by using a variety of data collection techniques during a sustained period. According to Johnson and Christenson (2004), a case study is used to describe one or more cases in-depth at the same time trying to address the research questions and issues. Leedy and Ormrod (2001), elaborate further by noting that a case study examines a case over time in detail, employing multiple sources of data found in the setting. The focus may be on the single site or on multiple sites of research. Johnson and Chritenson (2011), also argue that a case study design may focus on one phenomenon, which the researcher selects in order to understand or study in depth regardless of the number of sites or participants for the study. According to Leedy and Ormrod (2001), a case study may be specifically suitable for learning more of a poorly understood situation. Therefore in this research the researcher used a case study of three schools and conducted in-depth interviews with the school governing body members and district officials from the Fort Beaufort District Office.

3.5 Population

According to Welman and Kruger as cited in Rangongo (2011), a population encompasses the entire collection of a case about which we wish to draw a conclusion. Leedy and Ormrod (2001), explain that a population does not necessarily mean a body

of people and indicates that the term population refers to all cases about which a researcher wishes to make inferences. The researcher's interest in studying certain variables is connected to specific people who have some of the variables or characteristics that the researcher wants to know about.

According to Babbie (2008), the target population is the group of participants being focused on by the study and in most instances groups being studied are too large for all members to participate, making it necessary for a sample to be selected from which data may be collected. The sample will be selected from members serving on the school governing body and departmental officials who normally facilitate these training sessions.

The target population of this study was:

- Parent governors of the sampled primary and secondary schools. Two members from each school;
- Principals of the sampled schools because they are resource persons and ex-officio members on the school governing bodies;
- Departmental officials who serve as facilitators of these training sessions. Two departmental officials will be targeted.

3.6 Sample and Sampling

According to Burke and Larry (2011), sampling is the process of drawing a sample from a population. These researchers argue that a sample is a set of elements taken from a larger population. According to Ndou (2012), samples are small subsets of the population. According to David and Sutton (2011), one of the key requirements of sampling is that the selected sample is not biased by either over-or-under-representing different sections of the population. Ndou (2012), argues that in purposive or theoretical sampling, the units are selected according to the researcher's own knowledge and opinion about which ones they think will be appropriate to the topic area.

According to David and Sutton (2011), the quality of the final sample will depend on the following:

- A well defined research problem;
- A clearly defined and identifiable population to be researched;

- The availability of a suitable sampling frame that holds an accurate list of the sampling units in the population;
- Identifying a sample size large enough to gather enough evidence on the target group and any sub-groups of interests;
- Identifiable bias in the response and non-response in the sampling units; and
- Other as yet unidentified forms of bias in the research process.

According to Gay, Mills and Airasian in Ndou (2012)), there are several basic issues that need be considered in determining the sample size:

- The type of research approach to be used (quantitatively or qualitatively);
- The number of variables to be controlled;
- The representation of the sample with respect to the community; and
- The amount of time, money and effort of the researcher

Breakwell, Hammond and Fife-Schaw (2000), define a sample as a set of individuals selected from a population and intended to represent the population under study. This study will use purposive sampling. According to Leedy and Omrod (2001), in purposive sampling people are chosen, as the name implies, for a particular purpose. According to Mc Millan and Schumaker (2006), in purposive sampling, informants are chosen because they are knowledgeable and informative about the phenomenon in which the researcher is investigating. Babbie and Mouton (2001), define a sampling frame as a list of elements composing the study of a population. According to Neuman (2000), purposive sampling is appropriate in exploratory research where informative cases are selected and where the aim is not to generalize but gain a deeper understanding of the phenomenon in its natural setting. Mc Millan and Schumaker (2006), argue that purposive sampling is a strategy which chooses small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest, the selection of cases without requiring or desiring to generalize the findings to all such cases. Allen in Rangongo (2011), concludes by noting that purposive sampling is used to access people who have in-depth knowledge about cases such as expertise, skills or experience.

The sampling frame of this study was made up of selected schools from the Fort Beaufort District of the Eastern Cape Province. During the collection of data, school

governing body members and departmental authorities were interviewed. The logic for interviewing departmental authorities is that they serve as facilitators of the SGB training sessions. All the participants were chosen on the basis of their knowledge and information in connection with the phenomenon under investigation. Six (6) school governors from three schools and two (2) facilitators from Fort Beaufort District were interviewed. The school governors included parent governors, educator governors, learner governors as well as the principals in their respective roles as ex-officio members of the school governing body. The reasons for selecting three different schools are the following:

- According to Bush and Heystek (2003), some schools are multicultural schools and were created during the apartheid era. These schools are well-resourced and the learners schooling in these schools come from the middle class sector;
- Some schools are regarded as perennial underachievers when it comes to grade 12 results; a phenomenon which could be as a result of the school's SGB functioning.
- Some schools are situated in rural areas and draw learners from the peasantry stratum. These are schools that are in quintile one and two according to the Department of Education's ranking system; and
- Different levels of school governing body participation (ranging from total apathy to full participation).

3.7 Negotiating Entry

Before the research was conducted, permission to conduct the study was sought from Fort Beaufort Education District and the three schools that were included in the study. This was done in a written form. The researcher explained that the study was for academic purposes and strict confidentiality was to be adhered to.

3.8 Data Collection Instruments

In this study, the researcher collected data through interviews and document analysis.

3.8.1 Face- to - Face Interviews

According to Johnson and Christensen (2011), an interview is a data collection method in which the interviewer asks questions from an interviewee. Interviews are comprised

of open response questions to obtain information from participants about how they conceive of and give meaning to their world and how they explain events in their lives. Gubrium and Holstein in Ndou (2012), add that qualitative interviewing is a kind of guided conversation in which the researcher listens carefully in order to hear the meaning of what is being conveyed. Patton (2002), elaborates further that the open-ended responses permit one to understand the world as seen by respondents.

The purpose of gathering responses from open-ended questions in this study was to enable the researcher to elicit more knowledge, perceptions and understanding from the participants on the training provided to school governing bodies by the Provincial Department of Education through its district offices.

De Vos (2000), defines in-depth interviews with individuals as one or more face-to-face interactions between an interviewer and an interviewee, where the purpose is to understand the interviewee's life experiences or situations as expressed in his or her own words. De Vos (2000), asserts that the advantage of in-depth interviews is that reality can be reconstructed from the world of the interviewee, which enables the researcher to obtain information emerging from the interview. Leedy and Ormrod (2001), elaborate further that interviews are conducted with an open orientation which allows for directed two-way conversational communication and consists of sets of questions as a starting point to guide the interaction. According to Cohen, Manion and Morrison (2002), interviews provide opportunities for the following:

- Gathering data through verbal interaction between individuals;
- Gaining in-depth understanding of participants and following up, where necessary, for purposes of clarity;
- Fostering mutual respect and sharing of information with the participants;
- Establishing rapport with the participants and therefore gaining cooperation; and
- Conducting interviews in natural and relaxed settings

According to Gay and Airasian (2003), the following are some of the advantages of conducting interviews:

- Flexibility

An interviewer is able to probe for more specific responses.

- People who are unable to read and write can still answer questions in an interview (response rate).
- Non-verbal behavior

The interviewer is able to observe non-verbal behaviour and to assess the validity of the respondents' responses.

- Spontaneity

The interviewer can record spontaneous answers which may be more informative.

According to Krathwohl in Rangongo (2011), the following are the usefulness of Interviews:

- Exploring, probing and searching for what is specifically significant about a person or situation.
- Determining how individuals perceive their situation; its meaning to them; what is specifically significant about it; what might be significant to others but less significant to them; how come to be what it is and how they think it will be changed in the future.
- Finding explanations of discrepancies between the observed and the expected effects.
- Finding explanations for deviations from common behavior.

According to Woods (2005), there are a number of techniques, researchers use in the natural course of the conversation to aid clarity, depth and validity. This researcher provides the following guidelines to obtain data through interviews:

- Check on apparent contradictions, non sequiturs, imbalance, implausibility, exaggerations, or inconsistencies. The same questions were posed to different participants.
- Search for opinions. The interview schedule consisted of questions that required the participants to state their opinions.
- Ask for clarification. The researcher politely asked the participants to unpack responses that are not clear.

- Ask for explanations, pose alternatives. The researcher asked the participants to elaborate on responses that were not clear, but the questions remained the same for all the participants.
- Seek comparisons. The researcher compared the knowledge level of different school governors. These are parent governors, educator governors and learner governors.
- Ask for further information. The researcher asked the participants to add issues they were not asked about in the interview.
- Aim for comprehensiveness. The researcher made sure that both questions posed and responses provided were clear.
- Put things in different ways. Questions were paraphrased without losing their original gist.
- Summarize occasionally and ask for corroboration.
- Ask hypothetical questions.
- Play devil's advocate.

The above-mentioned guidelines by Woods (2005), were used by the researcher with the aim of conducting interviews that could yield quality data from which meaningful conclusions and recommendations could be drawn.

According to Le Roux (2002), there are three types of interviews namely: structured, semi-structured and unstructured interviews. According to Welman (2009), in a structured interview, the interviewer puts a collection of questions from a previously compiled questionnaire, known as an interview schedule. Unstructured interviews are informal and are used to explore a general area of interesting depth. Semi-structured interviews are interviews between structured and unstructured. According to the researcher the most appropriate interview type for this study was semi-structured interviews. It was appropriate because it gave the respondents an opportunity to provide their detailed views and opinions.

According to Ndou (2012), the following interview protocol needs to be adhered to when conducting interviews:

- Permission letters of consent must be distributed to the participants;
- Dates, venues and times of the interviews should be set;

- The researcher will seek permission from the participants to use a tape recorder;
- Verbatim transcriptions of the tape recording are going to be used as the basis of data analysis;
- The participants are going to be assured that their names as well as those of their schools and responses are going to remain confidential to the public.

In this study, the researcher used the above-mentioned interview protocol.

3.8.2 Document Analysis

According to Creswell (2003), documents are raw data sources as well as a storage medium for compiled data. These documents may include the training manual used by the facilitators and other relevant documents used during the training sessions. Punch (2005), describes documents as rich sources of data because documentary evidence is compiled and retained. Creswell (2003), argues that documents enable the researcher to study the language and words of participants, and they can be accessed at a time convenient to him or her. Documents represent data that are thoughtful, in that, participants give attention to compiling them. According to Creswell (2003), documents offer a lens to interpret events in order to gain insights into the relationship between the written and unwritten, past and present and spoken and visual. According to Rembe in Ndou (2012), documents fall into several sets of categories. The first set depends on how official or public the documents are. Official or public documents are those produced by the governments for their own purposes. Such documents are also produced by non-governmental institutions like churches, voluntary associations, internal organizations, academic institutions, and et cetera. There are also private or unofficial documents produced by individuals, independent workers, journalists and et cetera. The second set of categories depends on whether the documents are primary or secondary. Primary documents are those which are produced in the course of the routine activities of social organizations or in the daily lives of individuals, for an example, notes, diaries, agenda, and et cetera. Secondary sources include documents such as books, articles, census reports, development plans and so forth.

According to Maree (2007), document analysis is a data collection technique which includes all types of written communication that may shed light on the phenomenon that the researcher is investigating. According to Woods (2005), document analysis assist

the researcher to capture predominantly surface impressions of the phenomenon studied. Mthiyane (2006), elaborates further when noting that document analysis as a research instrument entails reading and analyzing relevant written and visual documents. According to Marriam (2001), documents are a major source of data in qualitative research and can help the researcher uncover meaning, develop understanding and discover insights relevant to the research problem.

In this study the researcher examined and analyzed official or public training manuals used by the facilitators to train the school governing body members. The researcher examined and analyzed the appropriateness and relevance of the content covered in the manual as well as aspects such the language used and the activities to test the SGB members' understanding of their roles and responsibilities. The training methods and strategies used during the training were also examined and analyzed. The researcher also analyzed the data gathered during the interviews with the participants and wrote findings and conclusions based on such primary documents. The key purpose for examining the training manual provided by the Provincial Department of Education was to ensure validity and reliability by comparing the interview responses with the actual training manual.

3.9 Credibility and Trustworthiness

According to Babbie (2008), the key criterion or principle of good qualitative research is found in the notion of trustworthiness. In other words findings of a qualitative study are believable when the reader believes that they are credible. Readers need to be convinced to believe that the findings are worth studying. Cohen, Manion and Morison (2002), argue that to ensure trustworthiness and authenticity the following criteria should be adhered to:

- **Credibility:** One of the best ways to establish credibility is through prolonged engagement with the subject matter through member-checking-returning to the informants to see whether they recognize the findings of the study. Creswell (2003), contends that member-checking should be used to determine the accuracy of the qualitative findings through taking the final report back to participants and determining whether these participants feel that they are accurate.

- Dependability: It refers to how dependable these results are.
- Conformability: There must be an audit trail which is a recording of activities over time that another researcher can follow. The findings of the research study must be able to be confirmed by another researcher.

The researcher used different data collection methods to ensure that the data collected from different sources was complemented (triangulation). The data collection methods were face-to-face interviews with the participants as well as document analysis.

3.10 Data Analysis

According to De Vos (2002), data analysis involves the process of making sense out of data collected by consolidating, deducing and interpreting what participants have said and what the researcher has observed. According to De Vos (2002), data analysis is the process of bringing order, structure and meaning to the mass of collected data. De Vos (2002), further argues that data analysis is messy, ambiguous, time consuming, creative and fascinating process. Neuman (2000), argues that data analysis process does not proceed in a linear fashion, it is not tidy. Relative data analysis is a search for general statement about relationships among categories of data. According to Creswell (2003), the process of data analysis and interpretation can best be represented in a spiral image. The researcher moves in analytical cycle rather than using a fixed linear approach. One enters with data made up of text or images and exists with an account or a narrative. In between, the researcher touches on several of facets of analysis, cycling ground and upwards the completion process. According to Creswell (2003), the steps of data collection and analysis are as follows:

- Collection and recording data,
- Managing data,
- Reading, memorizing,
- Describing, Classifying, Interpretation, and
- Representing and Visualizing

According to Babbie and Mouton (2001), qualitative data analysis is the non numerical assessment of observation made through participant observation, content analysis, in-depth interviews, and other qualitative research techniques. The researcher used content analysis. According to Babbie (2008), content analysis is the most basic and

widely used data analysis approach in qualitative studies. The data from each respondent for each question was systematically arranged, compared and analyzed. The main purpose was to check what type of reaction was coming out of each response.

3.11 Data Interpretation

According to Maree (2007), data interpretation is a process of looking from different angles with a view of identifying keys in the text that will help to understand and interpret the raw data to enable the researchers to develop personal understanding of the phenomena under study. The researcher interpreted the data collected through interviews as well as the analysis of the training manuals. The researcher after interpreting the data produced a complete report.

3.12 Ethical Consideration

According to Welman (2009), anyone involved in social research needs to be aware of the general agreements shared by researchers about what is proper and improper in the conduct of scientific inquiry. According to De Vos (2002), the following ethical considerations are worth considering in research:

- Anonymity and confidentiality

The respondents should remain anonymous and all information collected during the study should be protected as confidential unless agreed through informed consent. The respondents should be provided with sufficient information on the aims of the research, the procedures that should be followed, possible advantages and disadvantages for the respondents, the credibility of the researcher and how the results would be used so that they are able to make an informed decision on whether they wanted to participate in the research or not.

- Voluntary participation and informed consent

The respondents must be provided with relevant and adequate information regarding the aims of the research, the procedures to be followed, the credibility of the researcher and how the results will be used. The respondents must be informed that participation will be voluntarily, and must have the freedom to withdraw from the research study at any time without fear of any repercussion. The researcher must attempt to build a

relationship of trust, fairness, respect and honesty to promote integrity with the participants.

- Permission from the respondents to conduct research

The researcher requested permission from the Fort Beaufort District of Education, the Principals of the three schools and the School Governing Body members to conduct interviews. The requests were done in writing to all the affected stakeholders. The researcher also explained the possible benefits of the study and its significance. Permission was sought from these stakeholders to use a tape recorder and an explanation for the use of the device was provided. The issue of confidentiality was discussed with these stakeholders in advance. The researcher did not use real names of the participants but pseudonyms were used instead.

3.13 CONCLUSION

This chapter on research methodology discussed the research paradigm, population, sample and sampling methods that the researcher viewed as appropriate for the study. This chapter also discussed how the researcher went about gaining entry and selected research instruments for data collection. The chapter further discussed the aspects of data analysis, trustworthiness and credibility as well as ethical consideration.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The purpose of this chapter was to assess the training provided to School Governing Bodies in the Fort Beaufort District of Education of the Eastern Cape Province. The study focused on a case study of three schools within the district. The key questions of the research study were as follows:

4.2 MAIN RESEARCH QUESTION

To what extent is the training provided to the SGBs by the Department of Education empowering them to perform their duties and responsibilities effectively?

4.2.1 SUB-RESEARCH QUESTIONS

1. What are the duties and responsibilities of school governing bodies?
2. Why is it necessary to train school governing bodies to perform their duties and responsibilities effectively?
3. To what extent does the training provided to school governing bodies by the Department of Education accommodate the various training needs of school governing bodies?
4. What monitoring and mentoring mechanisms are provided to school governors during and after the training?
5. How should school governing bodies be trained, monitored and be empowered to perform their duties and responsibilities effectively?

This chapter presented and discussed the data collected through the interviews as well as through the document analysis. The discussion is presented in line with the broader research questions as stipulated above. The researcher presented the biographical data of the participants. The discussion is presented in the following sub-headings: main research question, sub-research question, biographical data of the participants, main issues covered in the training, nature of the training sessions, training methods and assessment methods, the language factor, benefits of the training, mentoring and monitoring mechanisms, adequacy and appropriateness of the training, suggested

measures for improving the training and the conclusion. This presentation of the biographical data of the participants emanates from the belief that it (biographical data) has a significant bearing on the participants' responses. This chapter therefore highlights the main issues emerging from the data collection process.

4.3 Biographical Data

Eight (8) participants in total were interviewed. All eight participants (both school governing body members and the facilitators) consulted in this study were interviewed after a lot of attempts and persuasion. At the time when the researcher conducted the interviews, the school governing body members had served for more than two years in their respective roles. This is with the exception of the learner governor, who was serving her first term as a school governing body member. The researcher therefore felt that their experiences as school governors were justified for the purposes of this study. Three of the school governing body members that were interviewed were females and the other three were males. Out of the six participants, three were parent governors. From the three parent governors, two of them had matriculation qualifications and the other one was below grade twelve. Gender representation at the schools was adequately balanced (three females and three males)

With the facilitators of the training sessions, one facilitator that the researcher interviewed was a male and a second one was a female. Both work for the Fort Beaufort District of Education as Education Development Officers. Their primary task is the servicing of their respective schools. Both facilitators were highly qualified with adequate experience in education. The male facilitator had a Bachelor of Education (BEd Honours) and the female facilitator had a Masters (MEd) degree and boasted an experience of three previous training sessions as a facilitator of school governing body training. The researcher purposefully attempted to strive for gender representation when choosing facilitators for the study. This is informed by the belief that males and females tend to approach the subject matter differently. In this instance, subject matter referred to how the facilitators approached the training session.

4.4 Main issues covered in the training sessions

This sub-topic is closely linked to the question which asks about the duties and responsibilities of the school governing bodies. All the participants interviewed agreed that the training sessions cover relevant issues insofar as the SGB training is concerned. The participants noted that the issues covered in the training sessions come from the South African Schools Act, Act 84 of 1996. This Act stipulates clearly what the SGBs mandatory and allocated functions are. When asked about their views regarding the issues covered in the training session, one facilitator said:

“We cover all the duties and responsibilities of the SGBs as stipulated by the South African Schools Act, Act 84 of 1996. This includes both the mandatory as well as allocated functions. These functions include issues such as the formulation of SGBs constitution, code of conduct for learners, drawing up of the annual budget for the school, developing the vision and the mission statements of the school, recommending employees at the school for employment, deciding on school times, deciding on the language to be used at the school, the formulation of various policies at the school, buying of textbooks and so forth”.

When the same question was posed to the female facilitator, she had this to say:

“We also train them to distinguish between school governance and school management. For instance we make it clear to them that, issues such as the day-to – day running of the school activities are done by the principal, because the principal is responsible for school management. These school activities include aspects such as the drawing of the time table and teaching and learning to mention just a few. We teach them that school governance concerns itself with school governance. This is mainly about forming policies that must govern the school. The policies should be consistent with the Constitution of the Republic of South Africa and any applicable national or provincial laws. We however, stress the importance of working as a unit, despite the different roles. But I must also stress that we do not expect school governors to master all these functions overnight, they will master them with time”.

Though the training sessions dealt with relevant issues according to the facilitators' responses, it seemed as if the facilitators were not detailed and thorough enough when they trained the school governors. This refers to issues such as financial matters and the employment of educators, to mention just two critical SGB functions. Each of these two would require a detailed and thorough training, as the two deal with the core business of the school. One would expect for instance that office-bearers such as chairpersons, secretaries and treasurers be provided with a more intense training because they are the backbones of the entire SGB. Providing office-bearers with intense training on their roles and responsibilities would ensure that the entire SGB runs smoothly. From the facilitators' responses, the general nature in which the SGB training is conducted, it does not allow school governors the opportunity to engage deeply with issues. For instance issues such as how the various committees of the SGB work. The following crucial committees are worth mentioning: admission committee, finance committee, HIV and AIDS committee as well as safety and security committee. According to the South African Schools Act, Act 84 of 1996, these committees are mandatory committees whilst other committees are formed as the need arises. Training SGB members on the need to formulate these sub-committees would be different from training them on how to run these committees. It also came to the researcher's attention that the time factor could have been a key factor when the training was conducted. A one-day training session might not afford the facilitators the luxury of time to detail with every aspect of the training, hence the 'general approach' to the training. This argument is supported by another facilitator who noted that the training is of a general nature. The facilitator had this to say:

"We cover briefly the various roles of the different office-bearers such as the chairpersons, deputy chairpersons, secretaries, deputy secretaries and the treasurers. We also emphasize on the role of the school governing body when it comes to school finances"

To reiterate the relevance of the issues covered in the training session, a learner governor had this to say:

“I have attended one training session so far. We were trained about our roles as SGB members. These roles include amongst other things issues such as measurers to be followed by the SGB when disciplining learners, how to budget, forming school rules and policies, formulating the vision and mission of the school and so forth”

One parent governor had this to say when asked on issues covered in the workshop:

“They trained us on how and when to draw the school money from the bank. The number of people required to be signatories to the school account and the person responsible for the final authorization of cheques.”

An educator governor had this to say when asked about the main issues covered in the training session:

“We were taught about the school governing bodies’ functions. These are issues such as formulating the code of conduct for the learners, vision and mission statements for the school, how to budget, formulating policies on language, HIV and AIDS, trips and the formation of different sub-committees.”

From the above responses from the three school governors it became clear that school governors were actually trained on relevant issues when it comes to their duties and responsibilities. All the issues raised by the two facilitators in their responses on this question were in complete correspondence with what the school governors said.

The issues covered by the facilitators in the training session were derived from the South African Schools Act, Act 84 of 1996. This is an Act which underpins the formation, roles and functions of school governing bodies throughout South Africa.

4.5 Nature of the Training Session

This sub-topic attempted to respond to some of the key research questions. The question tried to establish whether the training was theoretical, practical or a combination of both. This question emanated from the belief that the type of training provided (theoretical or practical) should be determined by the type of trainees. For instance according to Knowles (2005), adults want to learn what they can apply in the present. Training must be focused in order to relate to their situation. If training is not

focused it is deemed ineffective by the adults. Knowles (2005), notes that adults are life-centered (task-centered, problem-centered) in their orientation to learning. They want to learn what will help them perform tasks or deal with problems they confront in everyday situations and those presented in the context of application to real-life.

This would also be determined by the training theories that facilitators were exposed to as trainers. In the training of SGB members, two training models or theories would be appropriate. The pedagogical model for training learners and the andragogical model for training adults. The latter should be the most widely used by the facilitators in the training sessions. This is because adults form the majority of SGB members on the SGB. According to Van Wyk (2007), regardless of school size, parents always hold a majority of 50% plus member representation. When educator governors and the principal are considered as well the parent governors, representation becomes even bigger. This is what one facilitator had to say when asked about the nature of the training:

“I think there is too much theory going on at the expense of practice. We lecture school governors and seldom provide them with practical activities. We obsess ourselves with covering everything in the training manuals, and that we are expected to do it in one day”

Another facilitator had this to say when the same question was posed to him:

“To be honest we do not have the luxury of time to make the training practical. Due to our congested programmes as district officials we conduct the training over one day. This is also compounded by the fact that most school governors are employed or self-employed. I think as a facilitator I would like to see more practical activities being used because school governance as much as it is a theoretical matter, it is also practical. I think the practical approach would assist those who cannot grasp theoretical aspects properly”.

From the facilitators responses it became clear that there was an over reliance on the theoretical approach at the expense of the practical approach. This might mean that the training needs of some school governors were compromised or ignored in the training

session. This might also have been caused by the pressure put on the facilitators in terms of content coverage in one day.

When asked to comment on whether the training was theoretical or practical, one school governor did not mince his words when he said:

“The training is purely theoretical”.

When the same school governor was asked to state his views on whether the training should be theoretical or practical, he enthused:

“I think a combination of theory and practical should be the best approach. This is caused by the fact that different people learn differently. A combination of both would ensure that everybody benefits from the training”.

Another school governor had this to say when asked about the nature of the training:

“For me I think it was theoretical. Nothing practical was done, it was just big words from the beginning to the end”.

When asked to comment on the nature of the training, a school principal had this to say:

“I think it should be a combination of theory and practice, because most school governors are old people who have never been to school or they left school early. Maybe teachers and learners do not mind by it being theoretical or practical, but I think parents do”.

From the responses by the school governors it became clear that the fact that the training is mostly theoretical does not favour all the school governors. Some benefit whilst others feel shortchanged in the training process. The views by school governors on the training are supportive of the views of the facilitators. These views by both facilitators and school governors is further supported by Mc Keachie (2002) who asserts that trainers should recognize that the richest resource for learning resides in adult learners themselves; emphasis in adult education should focus on experiential techniques that tap into the experience of learners such as group discussion, problem-solving, case study methods, simulation, exercises, games, and role play, instead of

primarily transmittal techniques such as the lecture method. The use of a combination of the afore-mentioned strategies would have the greatest impact.

From the interviews with the facilitators, they made it clear about their awareness of these learning strategies, but they said because of time constraints they are unable to implement them. This actually compromises the quality of the training. The wish by the facilitators to have the training altered to suit trainees' needs was not considered at all.

When asked about some of the documents that were given out during the training session and their (documents) usefulness, an educator governor had this to say:

“There was a lot of paper work given out. They were documents such as the copies of various school policies, a copy of the South African Constitution and a copy of a green book on how SGBs are supposed to work. I think all documents give out on that day were quite useful. The only challenge was that all documents were written in English and not all school governors can read and write in English”.

Another parent governor that was interviewed provided a similar response to that of the educator governor. The parent governor said:

“We were provided with a copy of the Basic Conditions of Employment Act, a copy of a green thick book stating our roles and responsibilities and a copy of the Constitution of the Republic of South Africa. Personally I did not find them that useful, because they were all written in English. The facilitators actually encouraged the principals to assist us to understand the contents of the documents”.

From the above responses by the participants it became clear that the provisioning of the supplementary documents by the trainers was a good initiative. However, the fact that these documents were written in English seemed to be a challenge if not a barrier to their proper training. The provisioning of any written material to a person in a language he or she cannot understand is problematic. It makes it difficult if not impossible for school governors to do self-reading of the documents in their own time. Such a situation has a great likelihood of creating school governors that are not on the same level of understanding of SGB matters. Those who understand English well are

likely to be more informed than their counterparts who do not have a good command of the English language. This view is supported by Van Wyk (2004) who asserts that the varying literacy levels among SGB members pose further challenges. For instance Van Wyk (2004), argues that educators in the SGB feel other SGB members, an obvious reference to parent governors, lack confidence and are not sure of their duties, and educators feel that parent members are against them and feel inferior as they think educators are undermining them. The plan by the facilitators to request school principals to assist governors in the training session is a good initiative. However, the initiative has got its own challenges. Moate (1999), for instance notes that principals do not receive adequate management training although they are expected by law to provide advice to the school governing bodies.

When asked about the type of support that was offered by the principals and the educators during the training session, one school parent governor said:

“They helped us in explaining in IsiXhosa and encouraged us to participate in the form of asking things we did not understand”.

The sustainability of such help would vary from school to school. In schools where the unity between the school governing body and the principal is valued, such assistance is likely to materialize. The same cannot be said about schools where the principal and the SGB do not see eye-to-eye.

4.6 Training Methods and Assessment Methods

This is also an important aspect of the training because the use of inappropriate training methods when training SGB members might compromise the quality of the training. With regard to training methods that were used in the training session, one facilitator had this to say:

“We use lecture method, group work, question and answer as well as presentations. To conserve time we rely mainly on the lecture method and we can cover a lot of ground using this method. I try to limit group work and presentation because they consume a lot of time. I prefer the lecture method because it is quite useful for a big group. Remember we train more than five clusters from the district a day. That is approximately hundred

and fifty school governors in one venue. One would love to use other methods more but time is the limiting factor”

The other facilitator concurred with the other one and had this to say:

“For me there is no single one perfect training method. I think a variety of training methods is the way to go. But above all a trainer should be biased towards his target audience (group of trainees), because people learn differently. For practical purposes I use the lecture method because I want to cover everything by the end of the training day”.

From the responses provided by the facilitators it became obvious that the training methods used by the facilitators were not trainee-entered but were trainer centered. The number of the school governing body members in the training sessions as well as the allocated time for the training determined the choice of the training methods by the facilitators. The choice of training methods by the facilitators had a huge impact on the effectiveness of the training.

When asked to explain how they ensured that their preferred training methods accommodated the various training needs of school governors, one facilitator had this to say:

“To be honest I do not think the lecture method accommodates everyone. It might be suitable for teachers and learners but I have doubts if it accommodates all parent governors. Remember some school governors are educated and others are not”.

The other facilitator had this to say:

“It is difficult to accommodate everybody, because of time and the content to be covered. I believe those who miss some information during the training will get it from their colleagues and their principals. It is therefore a huge challenge to be accommodative of everyone”.

This is contrary to what Silberman and Auerbach in Knowles (2005), have postulated. According to them, there are individual differences in the background, learning style,

motivation, needs, interests, and goals, creating a greater need for self-individualization of learning and teaching strategies

When the researcher specifically asked how the facilitators accommodated the various literacy levels of school governors, one facilitator had this to say:

“It is a difficult question to answer, because there are educated and uneducated school governors in one room during the training sessions. The language becomes a problem. To accommodate everyone I speak English and ask principals to explain later to their respective school governors”.

The other facilitator had this to say when the same question was posed to her:

“To be frank with you there is not much room during the training sessions to cater for various literacy levels. Sometimes I tried to get out of my own way and explain things in IsiXhosa, because the IsiXhosa-speakers are the majority. But I noticed that, that was not well received by the non-IsiXhosa-speakers. This situation sometimes caused a rift among school governors in the training. It is impractical to accommodate all literacy levels”.

From what the facilitators said, it became clear that the various school governors' literacy levels were not taken into account when they were trained. For instance the dominance of the English language as the medium of training disadvantaged those who could not express themselves in English. Equally so the use of another language other than English did not go down well with those who could not speak such a language. The widely spoken languages in the Fort Beaufort District are Afrikaans, English and IsiXhosa, with IsiXhosa the most widely spoken of the three languages. The approach by the facilitators to ask the principals to explain to the school governors is consistent with the South African Schools Act, Act 84 of 1996. The approach by the facilitators is also supported by Maluleke (2008), who argues that it is also the responsibility of the principals to guide and even train the governing body members on their roles and responsibilities. Moate (1996), argues further that principals should facilitate, support and assist the SGB in the execution of its statutory functions even though principals are

often too busy to attend to the training of SGB members concerning their roles and responsibilities.

When asked about the assessment activities and a follow-up training, one school governor had this to say:

“Yes we were orally assessed after some activities during the training. This was done to test understanding, but there was nothing written. There was no follow up training, except for the principal explaining to us in our first SGB meeting after the training”.

From the response by the school governor, it became clear that the trainers did not attach much significance on the assessment aspect during and after the training sessions. Oral assessment alone could be inadequate because it tends to be advantageous to dominant speakers whilst disadvantaging non-dominant speakers. Dominance and non-dominance of speakers in this instance would include the fluency of speakers in the language of training.

When the same question on assessment was posed to the facilitator, the facilitator said:

“I do not use many assessment methods, except to ask questions orally. Obviously as a qualified educator myself I do not think my assessment methods are highly effective. Maybe they are effective for learners, teachers and principals but I doubt if they are effective for all parent governors”.

This response by the facilitator reveals the facilitators' lack of emphasis on the appropriate assessment methods by the facilitators. This has the potential of interfering with the quality of the training. From the facilitators' responses it became clear that the facilitators either did not have enough time to assess school governors or they simply did not know how to assess them. The danger of using inappropriate assessment methods is further revealed by Knowles (2005), who notes that adult learners' motivation can be blocked by training and education that ignores adult learning principles. This refers to assessment strategies as well.

4.7 The Language Factor

The participants that were interviewed expressed different opinions with regard to the language of training used in the training sessions. All the participants unanimously agreed that English was the main language that was used during the training sessions. The principals, educators, learners and a few parents that were interviewed did not have a problem with the use of English. That made it possible for them to participate fully in the training sessions. They participated in the form of asking and answering questions as well as interacting with the documents that were given out during the training sessions. However, the same cannot be said about the illiterate school governors. They felt helpless and marginalized. They depended heavily on the principals and educators to interpret to them what the facilitators said in English in their own vernacular. From their responses with the researcher it became clear that they missed most of the issues that were covered by the facilitators in English. This is what one parent school governor had to say about the English usage in the training session:

“I struggled to grasp what the facilitators were saying. I could only hear here and there, English is not my language. I fail to understand why they do not train principals so that they train us in our languages at least they understand us better than the facilitators”

Another school governor had this to say:

“The training was conducted in English as if everybody understood English. I did not benefit as I expected to.”

On the English usage one facilitator had this to say:

“I am very much aware that not all school governors are comfortable with English, but that is the only language which accommodates everyone. Remember some school governors speak Afrikaans whilst others speak IsiXhosa, so it becomes difficult to accommodate everyone. English is our compromise language.”

This is a comment from one school principal that was interviewed:

“The fact that the training is conducted in English only is very unfair to school governors, especially those who do not understand the language. They need to have someone to

interpret. I think that will help instead of asking principals to interpret for school governors”

Although the South African Schools Act, Act 84 of 1996, stipulates the right of school governors to proper training, such right is compromised by the dominance of the English language during the training sessions. This is also compounded by the fact that the facilitators are not qualified interpreters.

4.8 Benefits of the Training Sessions

When asked to comment about the benefits of the training session, one parent governor said:

“Yes I do understand, especially after that follow-up session with the principal of my school. It became clear that we deal with policies of the school and principals with matters pertaining to teaching and learning”

One educator said when the same question was posed:

“Yes I do understand, school governance is an area for school governors and school management is an area for school managers and School Management Team. I think it was good that the trainers made a distinction between these roles. Sometimes you get school governing bodies that want to overstep their boundaries.”

From the responses by these participants, it became clear that the facilitators did their part in explaining the roles and responsibilities of the school governing bodies and that of the School Management Team, led by the principal. What was not clear though, was to understand whether the other finer details of being a school governor were satisfactorily clarified. This would refer to crucial aspects such as financial management, formulation of admission policies and the HIV and AIDS policy to mention a few. The blanket approach used by the facilitators might compromise the specialized training required for instance by treasurers and chairpersons. The level of understanding of the issues that were covered in the training sessions depended on the school governors' literacy levels, the language used in the training session as well as training methods and assessment methods used. It can therefore be argued that the educated and

literate school governors tend to benefit more than their illiterate counterparts. This view is shared by Sibiya (2004), who contends that illiteracy prevents parents from contributing effectively and meaningfully to social, economic and political life of the new South Africa. Van Wyk (2004), also contends that illiteracy impacts negatively on the role of parents in decision-making.

4.9 Mentoring and Monitoring Mechanisms

When asked about the mentoring and monitoring mechanisms, one facilitator had this to say:

“Though the South African Schools Act stipulates that we must do some follow-up training, we seldom do it. Most of the monitoring and mentoring is left to the principals to fulfill. The belief is that the principals are the ones who can observe how the SGBs perform and know where in their abilities further development is required. I cannot say whether the mentoring and monitoring strategy by the principals works. There is no common strategy from the Department of Education to test whether the monitoring and mentoring mechanisms work. We rely on the principals reports on these two issues”.

The other facilitator had this to say on the issue of mentoring and monitoring:

“I think the monitoring and mentoring by the principals, work for some schools whilst challenges are experienced in other schools. It depends on the co-operation between the principals and their respective SGBs”

From the facilitators responses it became clear that despite what the South African Schools Act; Act 84 of 1996 stipulates about the monitoring mechanism, the monitoring aspect is left to chance by the facilitators. The lack of a clear monitoring and mentoring mechanism has the potential of affecting the quality of the training negatively. To expect the principals alone to mentor and monitor the school governors could pose some serious challenges and problems. According to Middlewood as quoted in Mthiyane (2004), devising a staff development plan is crucial to the task of managing staff development. The researcher argues that, that the development of the SGB members is crucial for the overall development of the institution. Mthiyane (2004), further argues that approaches to staff development could be linked to staff development. These staff

development approaches are approaches such as: training, induction, and mentoring, performance management and Integrated Quality Management Systems (IQMS). Unlike in other countries such as England where a newly appointed governor is provided with a mentor, the same cannot be said about the Fort Beaufort District. This shows that the issue of mentoring is not taken seriously. According to Early (2003), the mentor is someone to whom the school governors can count on for advice on the hundred and one points which confront them.

The over reliance by the Department of Education on the principals on the issue of the SGB monitoring could prove to be problematic at times. In some schools there is a lack of collaboration between the principals and the SGB. In such schools the mentoring and monitoring process might suffer. The fact that principals are too busy with school management could compromise the monitoring and mentoring tasks delegated to them by the Department of Education. From the facilitators' responses it became clear that the training of SGBs is seen as a once-off event with no significance attached to aspects such monitoring and mentoring.

4.10 Adequacy and Appropriateness of the Training Manual

When asked about the adequacy and appropriateness of the training, one facilitator had this to say:

"I think the manual is appropriate because it deals and covers all the issues that SGB members need to know about. The only disadvantage, I think, is the availability of the training manual in one language only. It gives us problems when we train SGBs who cannot speak English"

The other facilitator echoed the same sentiments, when he said:

"I think the fact that the manual is written in English puts some school governors at a disadvantage".

When the researcher analyzed the training manual as part of the document analysis, the following discussion emerged:

The School Governing Body Induction or Training Manual, as it is called, is produced by the Provincial Department of Education. The contents of the training manual consist of the following aspects: introduction, review of the SGB achievements, section 3: school governing bodies in South Africa, section 4: governance and management, section 5: structures and procedures, section 6: constitution and code of conduct, section 7: meetings of school governing bodies, section 8: duties and responsibilities of school governing bodies, section 9: financial responsibilities of school governing bodies, section 10: duties and responsibilities of office-bearers. These aspects of the contents of the training manual of the SGBs will be explained briefly:

Introduction –This part of the training manual deals with the historical roots of the School Governing Bodies (SGBs) in South Africa. It also deals with some of the constitutional principles underpinning the formation of SGBs, for instance the Freedom Charter. The Freedom Charter begins, “The people shall govern”.

Reviewing of the achievements of various school governing bodies –School governing bodies are required to complete a questionnaire to ascertain their level of achievement or non-achievement. The purpose of the questionnaire is to evaluate the school governing bodies’ training and capacity needs so that they can contribute to improving the quality of teaching and learning of their schools over the next three years.

Section 3: School Governing Bodies in South Africa –This section outlines issues such as: the definition of school governing bodies, a code expected of a school governing body member, effective school governing bodies, effective time management and delegation, effective meetings and training and development.

Section 4: Governance and management –This training of the training manual differentiates between management and governance. The management functions are carried out by the principal in tandem with the School Management Team. It concerns itself with the professional management and the day-to-day operations of the school. The governance responsibility concerns itself with the participation and involvement of parents in supporting the school. This section also deals with the organizational structure of the school.

Section 5: Structures and procedures –This section of the training manual deals with issues such as: the composition of the school governing bodies, terms of office of the school governing body representatives, details of elected members, eligibility, co-opted members, vacation of office, filling of accidental vacancies, the first meeting of newly elected school governing body, office-bearers, composition of the executive committees of the governing bodies and duties and responsibilities of the executive committees of the governing bodies.

Section 6: Constitution and code of conduct –This section deals with the legal necessity of the school governing bodies to formulate their constitution. Section 18 of the South African Schools Act (84 of 1996) requires that every school develops a constitution, and submit it to the Department of Education. It also deals with the code of conduct of the school governing bodies.

Section 7: Meetings of the school governing bodies

This section deals with issues such as: the meetings times of the school governing bodies, the rights and responsibilities of the school governing body members attending the meetings, non-attendance of meetings by the school governing body members, steps to be taken by a school governing body member if they cannot attend a meeting, definition of a quorum, types of school governing body meetings, school governing body agenda, procedure for the meeting etc.

Section 8- Duties and responsibilities of school governing bodies –This section of the training manual deals with the overall functions of school governing bodies, Section 20 functions according to the South African Schools Act, Act 84 of 1996 and Section 21 allocated functions (for Section 21 schools), the appointment or promotion of educators in public schools.

Section 9: Financial responsibilities of the school governing bodies –This section of the training manual deals with issues such as the following: financial responsibilities according to Chapter 4 of the South African Schools Act, Act 84 of 1996, compliance with the Departmental financial requirements, school fees, financial records and

statement of public schools, reporting and prohibition of payment of unauthorized remuneration.

Section 10: Duties and responsibilities of the school governing bodies' office-bearers – This section deals with the duties and responsibilities of the chairperson, deputy chairperson, the treasurer and the secretary of the School governing bodies.

When the researcher analyzed the training manual for the training of school governing bodies, the researcher observed the following:

- The training manual appears to be too bulky and detailed to be realistically completed in a training session of one day.
- With regard to its content the training manual is adequate and appropriate for the training of school governing bodies.
- The document is available in English only, despite the fact that Afrikaans and IsiXhosa are the widely spoken languages in the province in general and in Fort Beaufort District in particular.
- The entire training manual is underpinned by the South African Schools Act, Act 84 of 1996. The training manual uses too much technical language which some illiterate school governors might find difficult to understand.
- The training manual is mainly content based and lacks activities on assessment. The assessment activities depend hugely on the facilitators' discretion and creativity. There are however, some notes for the facilitators at the end of some sections of the training manual.
- Generally speaking the actual adequacy and appropriateness of the training manual for the school governing body training is unquestionable, except for some technical aspects such as the language factor and assessment to mention just two.

4.11 Suggested Measures for Improving the Training

When asked to state their views on what could be done to make the training sessions more fruitful, one school governor had this to say:

“Avail the training manual in IsiXhosa, English and Afrikaans. I think these are widely spoken languages in this district. Try and make it more practical as well”.

This is what the other facilitator said when the same question was posed:

“Provide the training manual in other languages as well especially IsiXhosa, make the training more practical and add an extra day”.

From the responses of these participants it became clear once more that the language factor is a huge issue that needs to be addressed if the training is to be effective. It became very clear to the researcher that the non-English speakers felt hard done by the availability of the training manual in English only. The use of one language in the training sessions, can either accommodate or marginalize school governors. It is also worth noting that the complaint about the English usage came from parent governors mainly. It might also be viewed as a genuine complaint, especially for a country with eleven official languages. The fact that some school governors called for the availability of the training manual in IsiXhosa and Afrikaans suggests that those two languages are also dominantly spoken in Fort Beaufort District. The fact that some school governors are calling for an extra day to be added to the training suggests that there is feeling amongst school governors that the one-day session is not doing justice to the training. This view is also supported by other stakeholders such as the principals and the facilitators. An extended training duration could be beneficial for issues such as the application of appropriate training methods and assessment to mention just a few.

4.12 CONCLUSION

From the participants' responses it became clear that the training did not accommodate the school governors' individual training needs. The training was mainly accommodative of the facilitators' needs.

CHAPTER 5

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarized and drew conclusions on the responses that were provided by the facilitators and other participants during the interviews with the researcher. The ultimate aim was to make recommendations for effective training sessions. This chapter deals with the following sub-headings:

- Areas covered in the training;
- Nature of the training;
- Training methods used during the training sessions;
- Accommodation of literacy levels of various school governors;
- Assessment methods used during the training sessions;
- Monitoring and mentoring mechanisms;
- Training Manual's adequacy and appropriateness for the SGBs training sessions; and
- Recommendations.

5.2 Areas Covered in the Training

Responses from both the facilitators and the other participants such as the parent governors, the learner governors, the educator governors and the principal interviewed indicated beyond reasonable doubt that relevant issues are covered in the training sessions. Relevance in this sense referred to the fact that the training dealt with what the school governors should know and how to go about performing their roles and responsibilities. The researcher found similar responses from all the participants interviewed although the participants' responses were provided in different ways. The responses from the facilitators, the principals and the educator governors were more detailed when compared with the responses from the parent governors. This difference in the quality of responses among the school governors could be attributed to the familiarity of some of them with the educational issues. Those familiar with educational matters are the facilitators in their respective roles as facilitators, the educators, and the

principals in their respective roles as ex-officio members serving on the school governing body.

The training manual that was analyzed by the researcher dealt with the same issues that were provided by the facilitators and school governors as responses.

5.3 The Nature of the Training

On the nature of the training, all participants interviewed found the training to be purely theoretical, except for one activity during the training which required participants to work in small groups. The theoretical nature of the training was not accommodative of the training needs of all the school governors, especially the training needs of the parent governors.

5.4 Training Methods used during the Training Sessions

The training methods used by the facilitators in the training sessions were not considerate of the various participants training needs. The lecture method tended to dominate over other methods. The reason for the lecture methods dominance emanated from the fact that the facilitators felt that it was time-conserving and it was easy to train a huge number of participants. From the facilitators responses the researcher found out that the facilitators were not familiar with training methods appropriate for adult learning and training. The group method was the only method that was used sparingly along the lecture method. According to some parent governors even the group was dominated by the principals and the educators. The dominance by the principals and the educator governors had a lot to do with their command of the English language as well as their familiarity with school governance issues. It became clear that not a single training method was entirely accommodative of all the school governors training needs. The researcher found out that the feeling among the school governors interviewed was that the training methods used during the training session was not effective.

5.5 The Accommodation of Literacy Levels of various School Governors

The training manual that was analyzed by the researcher was found not to be accommodative of the various literacy levels of the school governors, especially the illiterate parent governors. The training manual and all the documents handed out in the training session were written in English. This created a situation where the illiterate school governors missed on some significant issues of the training. This situation actually led to the marginalization of some school governors in the training. The assistance rendered by the principals and the educators in translating from English to IsiXhosa was not entirely effective. This created an impression that the training was meant for school governors that could fluently communicate in English. The facilitators could not assist much as they said they got the English version only of the training manual from the Provincial Department of Education. As a result by their own admission they did very little to assist school governors that were struggling with the comprehension of the English language. No provision was made for school governors who were absent on the training day.

5.6 Assessment Methods used during the Training Session

All the participants that were interviewed agreed that there was no assessment strategy in place, except for the oral questions that were asked by the facilitators from the participants during the training session. The participants' responses indicated that what they were trained on by the facilitators was not properly assessed at all. The researcher found out that the facilitators did not have sufficient time to do assessment during and after the training session. The fact that little significance was attached to the assessment aspect during the training session meant that most school governors left the training session not knowing which issues of the training they could master. The lack of the assessment methods also meant that the principle of maximum participation was highly compromised during the training session.

5.7 Monitoring and Mentoring Mechanisms

The researcher found out that the school governors were not monitored or mentored after the training session. These two important tasks were delegated to the principals to execute by the facilitators. It was found out that the facilitators did not have sufficient

time to mentor and monitor the school governors in the performance of their duties. The lack of the monitoring and mentoring time by the facilitators is caused by the fact that they (facilitators) are busy with other departmental duties directly attached to their respective duties as Education Departmental Officers (EDOs). Despite what the South African Schools Act, Act 84 of 1996 stipulates about the monitoring and mentoring of school governing bodies, the researcher found out that these aspects are not happening in the Fort Beaufort District.

5.8 The Training Manual's Adequacy and Appropriateness for the School

Governing Bodies' Training sessions

The researcher found out that the training manual was adequate with regard to its content but inappropriate when it comes to the language factor, training methods as well as the assessment methods. The content covered in the training manual is what the South African Schools Act, Act 84 of 1996 stipulates as school governing bodies; material. The fact that the training manual is available in English only, compromises the quality and appropriateness of training. This belief emanates from the fact that not all school governors can communicate properly in English.

5.9 RECOMMENDATIONS

- The training methods used by the facilitators of the school governing bodies' training sessions should be tailor-made to suit the various training needs of school governors. The fact that the majority of school governors are from the parent component should be considered as well. A discussion with the school governors about their preferred training methods should be convened as well.
- The training assessments should cater for the diverse training needs of school governors. Multiple assessment methods should be used. The issue of multiple assessments could include examples such as: peer assessment, group assessment, oral assessment, written assessment and so forth.
- The facilitators of the training sessions of school governing bodies should be exposed to theories on adult learning and training. A specialized training session for the facilitators should be conducted and the facilitators should be tested after the training.

- The language of training should accommodate all the participants. The training manual should be made available in the other widely spoken languages in the Fort Beaufort District. This would create a user-friendly training manual.
- The duration of the training should be extended by at least another day. This would allow sufficient time for the other elements of the training session.
- The creation of a specialized training session within the training session for the office-bearers. These are office-bearers such as the chairperson, deputy chairperson, secretary as well as the treasurer.
- The development of a district monitoring and mentoring plan to be put in place. This would assist with the monitoring and mentoring aspects.
- The Fort Beaufort District of Education to develop an appraisal system for school governing bodies. This would ensure that school governors take their duties and responsibilities seriously.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR THE FACILITATORS OF THE SGB TRAINING

A. PERSONAL INFORMATION AND PREVIOUS EXPERIENCE AS FACILITATOR

- Qualifications: -----
- Occupation: -----
- Number of previous training sessions: -----
- Training undergone: -----
- Service provider: -----

B. QUESTIONS ON THE TRAINING:

1. What areas of school governance are covered in the training sessions?
Explain
2. Is the training theoretical, practical or a combination of both? Elaborate.
3. What training methods do you use in the training sessions? Explain please.
4. What are your preferred training methods? Elaborate please.
5. How do you ensure that your preferred training methods are accommodative of the training needs of school governors?
6. In your view do you think your training methods are effective enough?
7. How do you accommodate the various literacy levels of school governors?
Elaborate.
8. What training aids do you use to strengthen your training? Do you think they are effective? Please explain.
9. How do you cater for school governors that are absent on the training day?
10. What assessment methods do you use? Do you think your assessment methods are effective? Please explain.
11. How do you ensure maximum participation from school governors?
12. What monitoring and mentoring mechanisms do you put in place? Are these mechanisms effective? Please elaborate.
13. In your view is the training manual adequate and appropriate enough for the training?
14. In your view what else could be done to improve the training?

The End:

The researcher wishes to thank you immensely for your invaluable time in answering these questions.

APPENDIX B

INTERVIEW SCHEDULE FOR THE TRAINING OF SGB MEMBERS

A. BIOGRAPHICAL DETAILS

- Age: -----
- Gender: -----
- Academic qualifications:
 - None: -----
 - Basic Education (Grade to 12): -----
 - Grade 12+ Diploma: -----
 - Grade 12 + Diploma + Degree:-----
 - Professional Qualifications: -----
 - Qualifications: -----

B. CURRENT POSITION ON THE SGB: ----- -----

C. QUESTIONS BASED ON THE TRAINING:

1. What were the main issues that were covered in the training sessions? Please explain.
2. What training methods were used at the training? Give examples.
3. Were the training methods useful to you? Explain
4. What language was used in the training?
5. In your view was everyone in the training comfortable with the language used? Please explain.
6. If not was there any provision made to accommodate those who were not comfortable with the language? Explain
7. How would you describe the training? Theoretical, practical or a combination of both? Please elaborate.
8. In your view should the training be theoretical or practical? Please explain.
9. Were there any documents given out during the training and did you find them useful? Please explain.
10. How was the relationship among the parent governors, learner governors and the principals? Elaborate.
11. Was there any support offered by your principals or educator governors during the training?
12. Where there any assessment activities done to test your understanding of what was taught? Please explain.
13. What monitoring and mentoring mechanisms were used during the training? Please explain.

14. After attending the training did you understand clearly the difference between school governance and school management? Explain.
15. In your view what else could be done to make the training sessions more fruitful?

The End:

The researcher wishes to thank you immensely for your invaluable time in answering these questions.

APPENDIX C

DAVIDSON

P. O. BOX 849

ALICE

5700

20 FEBRUARY

The District Director
Fort Beaufort Education District
Fort Beaufort
5720

Dear Sir/Madam

REQUEST FOR YOUR PERMISSION TO CONDUCT RESEARCH

I, Bathini Dyantyi, am a registered M Ed student at the University of Fort Hare (Student Number: 201011828), request permission to conduct research in Fort Beaufort District. My research dissertation is:” **AnAssessmentoftheTrainingprovidedtoSGBsby the Department of EducationinFortBeaufortDistrict: ACaseStudyof3schools**”

To accomplish my objectives I require participants that will answer to my interview questions. The target group for this research is the SGBs (School Governing Bodies) and the Education Development Officers (EDOs) who act as facilitators of the SGBs’ training sessions.

Anonymity and confidentiality will be maintained and participation is voluntary. You are welcome to contact my supervisor (Mr S.K. Luggya) at (073 6399 037) if more information is needed.

I hope you will be able to assist me in this regard.

Yours faithfully

**Dyantyi B.J. (Student)
(Supervisor)**

Mr S.K. Luggya

APPENDIX D

DAVIDSON

P.O. BOX 8

ALICE

5700

20

The Principal

Dear Sir/Madam

REQUEST FOR YOUR PERMISSION TO CONDUCT RESEARCH

I, Bathini Dyantyi, am a registered M Ed student at the University of Fort Hare (Student Number: 201011828), request permission to conduct research in your school.

My research dissertation topic in” **An assessment of the Training provided to SGBs by the Department of Education in the Fort Beaufort District: A Case Study of 3 schools”**.

To accomplish my research objectives I require participants that I will interview at school. The target group for this research is the SGBs (School Governing Bodies) as well as the principal.

Anonymity and confidentiality will be maintained and participation is voluntary. You are welcome to contact my supervisor (Mr S.K. Luggya) at (073 6399 037) if more information is needed.

I hope that you will be able to assist me in this regard.

Yours faithfully

Dyantyi B.J. (Student)
(Supervisor)

Mr S.K. Luggya