ACRONYMS AND ABBREVIATIONS

ACRONYMS AND ABBREVIATIONS FOUND IN THE STUDY ON SOUTH AFRICA

DBE: Department of Basic Education
ELRC: Educators Labour Relations Council
GDE: Gauteng Department of Education
IDSO: Intervention District Support Officer
LRC: Learner Representative Council
NAD: Native Affairs Department
NASGB: National Association of School Governing Bodies
NECC: National Education Crisis Committee
PTA: Parent-Teacher Association
PTSA: Parent-Teacher-Student Association
SASA: South African Schools Act 84 of 1996

ACRONYMS AND ABBREVIATIONS FOUND IN THE STUDY ON SPAIN

LODE: Organic Act on the Right to Education
LOGSE: Organic Act of the General Organisation of Educational System
LOPEG: Organic Act on Participation, Evaluation and Administration of Educational Establishment

ACRONYMS AND ABBREVIATIONS FOUND IN THE STUDY ON SCOTLAND

GTC: General Teaching Council
SOEID: Scottish Office of Education and Industry Department

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CHAPTER ONE:
INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

A school governing body (SGB) has a major role to play in ensuring that quality education is delivered to all learners in the school. The government of South Africa has introduced legislation to promote positive SGB participation in schools since 1994. The participation includes planning, organising, leading, supervising, policy-making, decision-making, etcetera, which are some of the management duties of the school governance structures. The aim of this study is to determine the role of the SGBs in creating an educative climate through the governance of schools, with reference to School X. It is a well-known fact that parents are the primary educators of their children at home, while the school is a secondary institution consisting of qualified educators who are employed hierarchically according to their ranks to run the schools. Accordingly, Quan-Baffour (2006) supports the above statement by stating that "every child is born to a home and the first education to a child is received from home; therefore, school education is supposed to be built by the home."

Parents and educators in the SGB tend to keep one another aloof due to the fact that they are both unsure of the role that each should play. Duma (2009) observed that "educators and parents in school governing bodies often have uncertainties about the roles that each should play in the governance of schools." Educators at schools have different perspectives on the role of parents. Some educators appreciate it when parents are actively involved in the education of their children, while others feel that too much parental involvement will impede the smooth functioning of the school and also undermine their professionalism. The researcher argues that such educators have inferiority complex and a negative attitude towards parents who are in the SGBs. They experience inferiority complex in the sense that some parents in the SGBs are highly qualified and occupy high positions at their workplaces. Duma (2009) again states that some educators have a negative attitude towards parents in the SGBs.

In other words, some educators believe that parents in governance are illiterate and therefore, they feel that they are superior and as such cannot afford to exchange ideas with such people. Mncube (2007) supports this statement by arguing that "some educators regard themselves superior to parent governors." In addition, Mkentane (2003) says that "if educators ignore the strengths that the father and mother figures can bring to schools, valuable resources that could have a positive impact on the school governance activities are neglected."

The study investigates the role of the SGBs in creating an educative climate in secondary schools. The success in the execution of school governance duties by the parents is determined in many cases by the extent to which parents in the SGBs have received good capacity building and empowerment skills in running of the school. This view has acted as a motivating factor for the undertaking of this study which aims at exploring the role of the SGB of the secondary school phase of education. For example, it is the responsibility of the SGB to know how much the school has at the beginning of the year, which includes amount brought forward from the previous year. All the expenditure that will be made for the current year must be budgeted for on the amount already in the school coffers. None of the SGB members should use school funds for personal gain. A budget is a limitation which forces the school to keep to it and not go beyond it because doing so is a violation and a betrayal of the trust placed by parents and the government in the school administration.

It is also interesting to note that "the governing body of a public school must establish a school fund and administer it in accordance with the directions issued by the Head of Department …the school fund, all proceeds thereof and any other assets of the public school must be used only for the educational purposes, at or in connection with such school" (SASA, 1996:44-45). Money is important as it keeps the wheels of the school well-oiled and business-like. Without money nothing is possible nowadays.

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1.2 THE HISTORICAL BACKGROUND

This section of the study indicates how the SGBs functions at secondary schools with special reference to the role of the deputy chairperson, secretary as well as the treasurer. The SGB functions were introduced after the school board and committee system failed to play the hegemonic role for which it was assigned. The principal as an ex-officio according to Van Wyk (2007:13) means: “in South Africa principals serve as ex-officio members of the SGB and may not chair the meetings of this body”.

The SGB membership of the school studied consists of the following individuals: the principal (ex-officio); the chairperson – parent; deputy chairperson – parent; secretary – educator; treasurer – parent and non-teaching staff members – two parents, three learners and two additional members – one parent and one – educator.

It is important to note that even though the total membership is 13, only four people will be interviewed and they are known as the executive of the SGB. The four people hold positions and are tasked to execute certain roles and responsibilities. By so doing, does not mean other members of the SGB are not important. They are all important according to SASA (1996) as well as Karlsson (2002:332) when he says “… all SGB members are equally important in the making SGBs successful …”

Hyslop (1987:01) puts it clear that in 1955 the Nationalist government moved to implement the Bantu Education Act of 1953. Among the measures provided for in the Act was the establishment of bodies at a local level, school boards and school committees. School boards were established to participate in the administration of the schooling system in black areas, while school committees were established to sustain and manage proper delivery of education in schools allocated to them. Parents did not have much to say in as far as decisions on the education of their children are concerned. This is supported by Department of Education (2004:27) when saying: “Prior to 1994, statutory school level structures existed. These structures were known, inter alia, as school committees, school boards or management councils. They

consisted of parents and had only limited decision-making powers. In general, most parents in black and coloured communities rejected the credibility of these structures and it was only with the upsurge of political activity after the 1976 student uprising that non-legislative Parent Teacher Student Associations (PTSAs) were established in schools in these formerly oppressed communities."

This will further be explained in the next chapter. Hyslop (1987:01) further states that the school board and committees were designed to play an important role in the new Bantu Education System. The role referred to will also be further explained in the next chapter. He believed that both systems were aimed at the rapid expansion of black schooling on the cheapest basis possible. At the same time, they had to underpin politically and ideologically, the State's intention to incorporate blacks within separate political structures. He concludes and says the school boards and committees were clearly part of this programme. Through them, the State could transfer much of the burden of financing education and some of the burden of administering it to local committees.

The aim of this case study is to explore the role played by the SGB members in creating an educative climate in a secondary school. School X is selected as a school where the study is undertaken. It is situated in Naledi – Soweto. During the apartheid era, parent involvement in school governance was arranged according to race distinctions. Duma (2008) states that the idea of including parents in the statutory bodies of the school governance stemmed from the findings of the Levy Commission of 1892, which recommended the establishment of a district board consisting of the magistrates, missionaries, colonists and two native parents, appointed every two years to run education at district level. However, the proposed board ended up excluding the native parents. As the final report of the Commission stated, in matters pertaining to education, the aborigines were supposed to have opinions that are worthy of notice (Duma, 2008). The establishment of the SGBs as statutory bodies are briefly discussed in the literature review with the assistance of different authors.

1.3 PROBLEM STATEMENT

The study investigates the role of the SGB in creating an educative climate in schools. This refers to specifically one school in Soweto – Gauteng Province. The problem of the study is that even though SASA (1996) has been introduced in schools, the SGB of School X continues to do things inappropriately. This situation adversely affects the educative climate of the school.

1.4 MAIN RESEARCH QUESTION

- Do SGBs create educative climate in South African schools?

1.5 AIMS AND OBJECTIVES

1.5.1 The main aim of the study is to explore the role of the SGB members in creating educative climate in schools.

1.5.2 The objectives of the study are to establish:

- whether all SGB members have read and understood SASA, policies on school governance;
- whether they have begun to conduct interviews appropriately with regard to the employment of educators and non-educators;
- whether they adhere to the regulations and instructions of those policies in trying to create and educative environment for both educators and learners; and
- whether the school has other policies except the SASA.

Another objective is to develop an alternative integrated model which will assist all stake holders in creating an educative climate at school.

1.6 SIGNIFICANCE OF THE STUDY

The study contributes towards the smooth effective and efficient functioning of the SGB. Most research suggests that SGBs are fraught with tensions that undermine the promotion of school environment which is conducive for learning and teaching. The study seeks to scientifically, logically and systematically establish what values, skills, knowledge and attitude do the SGB members possess which would enable them to create the above-mentioned environment in schools. To ascertain the SGB members' capabilities, only the principal, deputy chairperson, the secretary and the treasurer participated in the study.

1.7 DELIMITATIONS AND LIMITATIONS OF THE STUDY

1.7.1 Delimitations of the study

It is important for the researcher to remind the reader that this study investigated the role of the SGB in creating an educative climate in schools. To complete this study, the researcher focused on a single school where she is the chairperson. The school is situated in Naledi Location, Soweto - Gauteng Province. The school caters for learners from Grade 8to Grade 12. It is a school with a large number of learners counted to 1200. The SGB consists of 13 members but this study will only focus on the executive who is namely, the principal, deputy chairperson, the secretary and treasurer (see 1.2). This is as far as the scope of the study goes in terms of its delimitations.

1.7.2 Limitations of the study

The first limitation is that of using a case study focusing only one secondary school in a location in Soweto – Gauteng Province. Therefore, the findings and subsequent results cannot be generalised but can only be regarded as valuable experiences with persuasive implications. The second limitation is that the researcher is a member of the SGB at the school under study. However, to overcome the limitations of this research, the researcher employed the services comprising credibility of this research???. Because of its qualilative nature, the study used a purposive sampling to select only four interviewees who form the executive membership of the SGB of the school. The selection of the four members was done to overcome the biasness by allowing different views. This means the researcher wanted to get various views on the research.

In 1.9 it was stated that the results of the study will be used to inform the development of an alternative integrated model that may empower all members of the SGB if implemented.

1.8 MOTIVATION

The GDE promulgated policies such as SASA, ELRC and others as guidance on how SGBs in schools should be purposefully assisted. These policies are aimed at ensuring smooth functioning of the school with regard to finance, physical structures, teaching and learning support materials, employment of new staff members and to maintain the school as a whole.

At the school studied where the researcher is a chairperson, there is uncertainty especially with the work that should be performed by the SGB executive (that is; the principal, the deputy chairperson, the secretary and the treasurer). Hence, the study was motivated by this need to understand how these stakeholders view their respective roles.

The researcher first observed how SGB meetings were conducted by the deputy chairperson, as he was a former chairperson for the past three years. In addition, the researcher observed how minutes were written and read by the secretary and finally, observed how finance of the school was handled and also how the financial statements were presented by the treasurer. All these observations were done during SGB meetings as well as in the meetings with parents at the school studied. The researcher observed the situation for about a year and she realised that the SASA (1996) is not being read and understood properly by some members especially the executive. The study will address the uncertainty on the duties of the SGB of the school.

1.9 DEFINITION OF CONCEPTS

In this section, the researcher defines concepts found in the study. The following are the terms that reflect in the topic and will be clarified one by one namely; (i) role; (ii) school; (iii) governing bodies; (iv) creating; (v) climate; and (vi) Soweto.

1.9.1 **Role** –means something that a person is tasked to do either in the family or in an organisation. This role must be performed on a daily basis to maintain the sustainability of that family or organisation. The term 'role' can sometimes be referred to as functions; duties or responsibilities. These terms might be found in the study and the reader should therefore understand that they all mean the same as the term 'role'. MacMillan dictionary (2002:1231) defines 'role' as "the purpose of influence of someone or something in a particular situation."

1.9.2 **School** –is an institution where formal teaching and learning takes place.

1.9.2.1 **Differences between British and American English schools**

In both the UK and the US, a school usually means a place where children are taught from the age of four or five until they are 18. American speakers also

use school to refer to a university. In the UK, you say children are at school during the day. In the US, you usually say they are in school, but American speakers also use in school when they mean studying at school or university (MacMillan, 2002: 1268).

1.9.3 **Governing bodies** - Governing body is the body that governs an institution. Governing body in the context of this study means a group of people elected democratically by parents whose children attend the same school. These parents are elected in order to take care of the needs of the school and to also maintain the harmonious functioning of the school. This group is named a body of governors, due to the fact that governors govern the school; the elected group is then termed school governing body.

Governance Manual Book 2:13 states that the importance of the election of governors is for them to "maintain and improve the school's property, buildings and groups occupied by the school, including school hostels, if applicable."

This study has equipped the researcher with the knowledge that, in South Africa the group of people spoken about in the above paragraph is called 'School Governing Body' where in other countries reflected in the study the group is called 'School Board' or 'School Council'. These groups do almost the same roles, that is, of looking after school property and to maintain the necessary needs of the school.

1.9.4 **Creating** – this term means to bring something into existence which was never there before, and something that could be seen nor felt by the surrounding people or community. It must be noted that the term 'creating' has synonyms such as promoting and enhancing which could possibly be found in the study. All these terms send the same message to the reader.

According to MacMillan dictionary (2002:327), the term 'create' means to "make something new or original that did not exist before. Again, it means to cause a situation, feeling or problem to exist."

1.9.5 **Climate** - The climate of the school begins at the gate. One can detect whether the climate of the school is conducive for effective teaching and learning or not. The reception will also determine whether harmonious atmosphere reigns in classes or not. Therefore, the role of the SGB should be influential in supporting and encouraging to learners, educators and community at large, and make them believe in the development of the curriculum as well as to understand the policy that guides them in their role playing in an attempt to improve the school.

According to Cheese and Early (1999:50), the role of the governing body is viewed as a "critical friend", which is crucial. Critical in the sense of the governing body's responsibility for ensuring the school's effectiveness, asking challenging questions aimed at making sure that the school is better managed by all involved and concerned with the wellbeing of its learners. A climate which is reflective to the positive growth of the school and that can easily influence the culture of teaching and learning should be the goal that the SGB strives towards establishing.

Learners should not only be guided and supported by the SGB, but also by the educators inside and outside the classes. This type of cooperation gives a clear indication of harmonious team work between the SGB (principal inclusive), educators and learners. This behaviour brings motivation and encouragement to learners and enables them to maximise their potential in improving result at the end of the year. In addition to the above statement, Motaung (2003:13) writes: "Learners need encouragement, support and guidance from parents and educators and that all these are acquired gradually during interaction by all concerned." The understanding of climate in this context is portrayed by habitual behaviour of the stakeholders inside or outside the classrooms. The SGB should

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instil a sense of honesty, trustworthiness and transparency among themselves and their subordinates, which at the end expose the effectiveness of the entire team. In addition, this behaviour promotes the climate of effective teaching and learning inside the classrooms and the school environment. "It is possible to create a climate for critical self-evaluation but only where there is openness, honesty and trust on the part of all concerned (Motaung, 2003:50).

Sibande (2000:20) says: "A school which is characterised by respect, tolerance and cooperation and that, it will have educators that will work with the principal." He further says, they will support one another and in the process there will be harmony between the educators. In conclusion, he says in turn, the working relationship between learners and educators will be conducive to work. Van der Westhuizen (1996:631) refers to harmonious relationship between learners and educators as educational climate.

The definitions given above on climate indicate clearly that for effective teaching and learning to occur, parental guidance and support are needed. A harmonious relationship is needed between the principal and educators, educators and learners, and between the school and the community at large.

1.10 CONCEPTUAL FRAMEWORK

The paragraphs below focus on a conceptual framework which simply means all issues relating to ideas and principles of the study.

The researcher as the chairperson of School X realised that the SGB consists of new members including the principal. She therefore decided to conduct a study that would inform developmental intervention with all members of the SGB. The study specifically examined functions and roles of the principal, deputy chairperson, secretary as well as that of the treasurer. The researcher believes that at the end of this study the SGB at the School X will be well developed, empowered and capacitated because through

taking part in this research project they will emerged educated and informed regarding their roles, responsibilities and duties as SGB members. The SGB members have a major role to play at the school and if the roles are not played effectively and efficiently, the educative climate cannot be influenced positively and this may lead to poor management at the school and poor results at the end of the year.

The SGB at the researcher's school consists of fifteen members; with the principal as ex-officio member. See table 2.2.1(g):

(i) chairperson – parent;
(ii) deputy chairperson - parent;
(iii) secretary – educator;
(iv) treasurer – parent;
(v) four additional parents;
(vi) two additional educators;
(vii) one non-teaching staff member; and
(viii) three learners.

It must be noted in this study that according to SASA, parent governors must be more than educators.

For the schools to sustain education climate and be able to promote quality education, it is the prerogative of the SGB to see to it that different committees are formed, whereby all the educators including the principal choose the committees of their own interest and expertise. It is important to note that one person might be involved in more than one committee. That does not matter as long as it is one's choice. The study will elaborate further how different committees function in an attempt to create an educative climate at School X.

1.11 SUMMARY

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This chapter indicated to the reader that through historical background, it is evident that the school boards as well as the school committees have failed to democratise the education of the black child. As a result, the new structure named SGB has been put in place to change the way of governance in South African schools. This chapter has again highlighted where the problem lies in the study, aims and objectives were noted as well as how significant this study is. The limitation and delimitation of the study is clearly outlined. Motivation based on the study is vividly outlined and lastly, the theoretical framework is also noted. The researcher will now focus on chapter two which is the literature review. The outline of all the chapters in the study follows below.

1.12 OUTLINE OF CHAPTERS

Chapter One

It deals with the following aspects:

- Introduction to the study;
- Historical background;
- Problem statement;
- Main research question;
- Aims and objectives;
- Significance of the study;
- Delimitations and Limitations of the study;
- Motivation;
- Theoretical framework; and
- Summary.

Chapter Two

This chapter focuses on literature review on the concept of school management and its evolvement over time to the present era where the SGB is considered to be the best

body that can govern schools successfully even internationally. The chapter entails the following aspects

- An orientation perspective
    - Fragmented education system
    - Administration of schools under school committees, school boards, school councils and SGBs
    - What is a school committee and its compositions?
        - Its functions
        - Its successes and failures
    - What is a school board and its composition?
        - Its functions
        - Its successes and failures
    - What is a school council and its composition?
        - Its functions
        - Its successes and failures
    - The struggle to abolish separate and racially structured school systems
    - A united single education system for all
- The role of the school in the education of learners under the control of SGBs
    - The composition of the SGB
        - The core responsibilities of the SGB in the education of learners
- The responsibilities of the SGB executive members
    - The roles and responsibilities of the principal of a public school as a member of the SGB
    - The roles and responsibilities of the chairperson of a public school as a member of the SGB
    - The roles and responsibilities of the deputy chairperson of a public school as a member of the SGB
    - The roles and responsibilities of the secretary of a public school as a member of the SGB

    - The roles and responsibilities of the treasurer of a public school as a member of the SGB
- The SWOT analysis
    - Strength of the SGBs
    - Weaknesses of the SGBs
    - Opportunities of the SGBs
    - Threats of the SGBs
    - Conclusion
- International experience and its influence on the school governing body in the Republic of South Africa
    - Introduction
    - SGBs in Sweden
    - SGBs in Spain
    - SGBs in Scotland
    - SGBs in Slovak Republic
    - SGBs in South Africa
    - Summary
    - Conclusion

Chapter Three

This chapter highlights how the research is designed and the preferred methodology suitable for the study. The aspects dealt with in this chapter are tabulated as follows:

- Introduction
- Research design
    - Population and sample
- Research methodology
    - Qualitative research methodology
    - Methods used for data collection
        - Interviews – semi-structured

- Validity and reliability of qualitative research method
- Conclusion

Chapter Four

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- The conclusions
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CHAPTER TWO

THE CONCEPT OF SCHOOL GOVERNING BODIES ANDTHEIR EVOLVEMENT OVER TIME TO THE PRESENT ERA

2.1 AN ORIENTATION PERSPECTIVE

For the reader to understand this study, the concepts governance, evolvement and international experience are highlighted because its gives clarity on what aspects the literature review is based and how SGBs came into being and their functions thereto.

2.1.1 Fragmented education system

The previous South African government created an environment of unbalanced conditions in all spheres of life including the education aspect. This was precisely because the education system that was used then promoted racial, cultural, economic, and political and gender inequalities. In support, Chaka (2009:08) says that "education governance and administration under apartheid were characterised by racial and ethnic fragmentation. There were nineteen education departments, one for each of the different racial and ethnic groups that were created by the apartheid government."

The study investigates the role of the SGBs in creating an educative climate in schools. Even though the topic stated 'case study of a school in Soweto', to the researcher the school is a microcosm of all schools in Soweto, and the rest of South Africa. This is because all schools are governed by the same bodies the researcher is talking about. Considering the fragmentation that is mentioned above, the researcher realised that the problem was:

(i) The government of the then apartheid era promoted racial, cultural, economic, political and gender inequalities which is what this study is against. The nineteen education departments with different racial and ethnic groups which were created

by the apartheid regime were not bringing people together but separating them. The fact that parents could not contribute meaningfully towards the education of their children, which on itself indicated a system that had already failed in its actions. Hence, Seroto (2004:03) says: “The duties and functions of the school committees/boards were restricted as they were not even consulted and represented when educational policies which affected their children were formulated.”

(ii) The above-mentioned statement reflects the apartheid regime at its best. It becomes a problem to the researcher because there was no role played by those (parents) who were in committees or boards; again it is a problem because there was no way in which an educative climate could have been created under such conditions. Therefore, it led to the research question that states: *What strategies can be put into place in an attempt to ensure that the SGB at Secondary Schools performs effectively and produce good results?* The manner in which the education system operated during the apartheid regime is not the focus of this study. This is because the Black parents were not given real power to fully participate in creating an educative climate for their children like their White counterparts.

(iii) The SGB is a body formed by all the stakeholders, which means that everyone who is involved in the education of learners in a school must have the right to be elected into SGB of that school. For example, an SGB should consist of three teachers who have been elected by teachers in the same school; should have three learners (high schools) who have been elected by learners in the whole school; should have eight parents who have been elected by parents in their meetings and also should have one non-teaching staff members of the same school.

The composition of the SGBs in schools makes it easy to interview all the members provided they agree to be interviewed because ethical rules do not allow researchers to force interviewees to be interviewed against their wishes.

Preferably, it could be a good idea to interview all members of the SGB because each member will get an opportunity to voice his or her ideas and views. This can make it easy to detect whether the members share similar views that may make implementation possible as a result of having a common understanding on policy matters. This simply means they will be speaking the same language as Richard (2003:68) when he says: "policy must be implemented so that everyone at school speaks the same language." In the end, the interview might persuade members of the SGB to want to work together to promote an educative climate in the school. Due to the delimitation of the study, the researcher will not interview all members of the SGB. For clarity see 1.2.

2.1.2 The struggle to abolish separate and racially structured school system

In 1953 Bantu Education Act was legislated and implemented (see 1.2). In an attempt to have the structure of education abolished, several researchers have given an idea on how ill-conceived the fragmented education system was. It is also important to note that many commissions were appointed to deal with parent participation in schools. In this regard, Seroto (2004:35) believes that these commissions recommended the establishment of school committees and school boards so that black parents could share, as far as possible, in the life and control of the schools in which their children were taught. Later Seroto (2004:35) argued that "although the school committees were established to involve black parents in educational matters, in real terms the white official had the last say in all matters affecting the school governance structures of black schools."

The above argument prompts the researcher to agree with Seroto based on the fact that the inclusion of black parents in school committees or boards was just a way of reinforcing domination by the then education system because black parents could not

change anything that was worth changing in the education of their children. Hence Duma (2008:18) states that "... the proposed board ended up excluding the native parent as the final report of the Commission stated in matters pertaining to education." This statement is totally against what the study is pursuing and cannot promote an educative climate in schools. Therefore, the argument is real in the sense that it cannot answer the research questions.

The struggle to abolish separate and racially structured school systems continued because "in 1981 the De Lange Commission recommended that autonomy be given to schools so that parents would have a major share in decision-making process. The Report however, did not gain support of the black youth, nor would it dissolve their anger, as it was seen as 'modification of apartheid education'." Seroto (2004) asseverates that by the end of 1985, black schooling was in a crisis. The Soweto Civic Association called a meeting of all the stakeholders in black schools. They formed the Soweto Parents' Crisis Committee (SPCC) under National Educational Crisis Committee (NECC) that introduced the concept of People's education as an alternative education for black children.

The 1988 Education Law Amendment Act allowed for the establishment of school committees, comprising the farm owners and parents (Graaff & Gordon, 1992). The 1988 Education Law Amendment Act allowed for the establishment of school committees, comprising only the farm owners and parents. Therefore, it is clear that schools in the townships were not considered and that little use was made of this Act, because the right wing members of Parliament were against it. This Act could not contribute positively towards the education of black children and would therefore not be in the position to promote an educative climate in all spheres of education. Again, the Act would not be powerful enough to address nor answer the research question in chapter one (see 1.3.5). According to the above information, it is evident to the researcher that the struggle continued until 1994 after which a united single education system for all was established.

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2.1.3 Administration of schools under school committees, school boards, school councils and school governing bodies

2.1.3.1 Introduction

The sub-topic looks too long and might confuse the reader. To avoid such confusion, the above issues will be addressed item by item up to the last one. For example, the following will be elaborated upon briefly in order to show how schools were administered under the so-called (i) school committees; (ii) school boards; (iii) school councils; and lastly (iv) SGBs. The composition of each of the above-mentioned structures will be highlighted too.

2.1.3.2 What is a school committee and its composition?

School committees are bodies which were established by Bantu Education Act of 1953. These bodies were at a local schooling in black areas. The bodies were at a local schooling level of education and were situated in black areas. Hyslop (1987:01) puts it clear that "in 1955 the Nationalist government moved to implement the Bantu Education Act of 1953. Among the measures provided for in the Act was the establishment of bodies at a local level which would participate in the administration of schooling in black areas – the school boards and school committees." In the rural areas these bodies were composed of teachers, communities and traditional chiefs. The committees were elected by parents. However, Van Wyk (1983:113) says that "the most recent amendment relating to parental involvement, for example, was promulgated in Government Gazette no. 7573 of May 1981 and relates mainly to the election and composition of school committees and governing bodies." This goes to show that school governance is a dynamic concept.

In support of the above statement, it is stated that "the regulations which structured the new system provided for the school committees, which were immediately responsible

for a particular school, to be partly elected by the parents" (Hyslop, 1987:04). To this end, "the principal should make a careful study of this notice so that he is familiar with all the instructions, and thus able to inform members of the governing body about their official duties and powers, in a tactful and courteous manner" (Buchel 1992:78).

In point 2.1.1 at subsection (iii) it is mentioned that the number of learners in a school determines the number of members an SGB can have. Therefore, it is understandable that the South African SGBs consist of the number equal their learner enrolment. The example which the researcher chose for the study is that from SASA, Section 23; KZN 3/1996, Regulation 2 PN 159/97 which gives the total members of 13 for a high school or secondary setup, which is (i) the principal; (ii) two educators; (iii) one non-educator; (iv) two learners; and (vi) seven parents. Buchel (1992:78) emphatically states that "the governing bodies and school committees are the official links between parents and the school, and are officially recognised as the media through which parents can make representations through circuit and regional offices to the Department regarding matters that pertain to the school's welfare". This did not work in the case of black education because all the existing structures of authority were discredited.

Hyslop (1987:04) argues that "in both rural and urban areas, four to six of the committee members could be elected by parents. Clearly, this was aimed at drawing local communities into the new system. He further states that in order to strengthen the strata participating in homeland structures in the rural areas, the local authority was given the right to nominate six of the members of the committee. He lastly mentions that "these nominations were subject to approval by Pretoria and the Secretary of Native Affairs could appoint a further two members of the committees. In the urban areas, the remainder of school committee members comprising a majority were direct appointees of Pretoria or the local Native Commissioner."

- Ross in Duminy (1967:7) summarises the Eiselen report (paragraph 752) as follow:Bantu education is not an integral part of a plan of socio-economic development;

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- Bantu education in itself has no organic unity; it is split into a bewildering number of different agencies and is not planned;
- Bantu education is conducted without the active participation of the Bantu as a people, either locally or on a wider basis; and
- Bantu education is financed in such a way that it achieves a minimum of educational effect on the Bantu community and planning is made virtually impossible".

This is the background around which the evolvement of the school management in black communities must be taken into consideration when examining the role of the school bodies and school committees.

2.1.3.2.1 Its functions

The school committees were designed to play an important role in the new Bantu Education system. Van Schalkwyk (1988:7) is of the view that "all social structures must thus have:

- A purpose for existence;
- An organised structure
- Appointment of those in various positions of authority;\financing;
- Executive procedures; and executive control.

These are some of the characteristics demand of the school committees and this study is obliged to use them to determine how the school committees fared in their taxing and demanding roles. Hyslop (1987:01) argues that, "the system was aimed at the rapid expansion of black schooling on the cheapest basis possible and that the establishment of bodies at a local level was to participate in the administration of schooling in black areas." Seen in the backdrop of Van Schalkwyk submission the system designed for blacks was bound to fail as it has limited finances.

2.1.3.2.2 Its successes and failures

- *Successes*

The successes of school committees in the administration of schooling in black areas are that “the system had to politically and ideologically underpin the State’s intention to incorporate blacks within separate political structures.” This action is seen by the researcher as a success from the side of the committees selected. Another success that the researcher has realised is that the committees exerted considerable powers over teachers at a local level. These structures would also provide a community leadership role for officially acceptable representatives of black interests, enabling more conservative figures in the community to strengthen their position by exercising a degree of real local power (Hyslop, 1987:04). That was a success.

The intention was to incorporate section of the community ideologically into the apartheid project by providing an illusion of self-government. Another success on the side of the committees is that the regulations which structured the new system provided for the school committees, which were immediately responsible for a particular school, to be partly elected by the parents. In addition, the committees were to be the key link to the community, controlling school funds, erecting new buildings and advising the school boards.

- *Failures*

School committee system failed to play the hegemonic role it was aimed towards. The members of the committees tended to be marginal and unpopular figures. A particularly important aspect of this failure on the side of the committees was the inability of the system to integrate teachers. The committees affected teachers in ways which militated against their incorporation (Hyslop, 1987:04).

According to Hyson (1985:05), the committees often drawn from more traditionalistic and less educated strata, their handling of the teachers was often tinged with underlying social analogisms. This conflict was intensified with the elaboration of the Bantustan system as the committees often became the tools of local pretty despots. This type of

action discredits the committee in as far as effective functioning in their school is concerned. The hegemonic aims of the school committee structure were undermined by the Native Affairs Department's reluctance to concede real control to parents by insisting on a majority of appointees. The NAD wanted parental participation without giving up real control. This type of action had again contributed to the failure on the effective functioning of the committees for schools in the areas of black people. This is the reason why when the meetings of parents were arranged for five schools in August 1955 where the parents of all but one voted against establishing a committee. There was suspicion that the sub-inspector had rigged the ballot on this issue at the fifth school. A further attempt to establish committees in Cape Town the next year were also unsuccessful (Hyslop 1987:05). This enabled the committees to be dysfunctional and could not manage school effectively.

2.1.3.3 What is a school board and its composition?

School board was the body that had power over all the committees of schools. That is why Hyslop (1987:04) says: "… these were wholly appointed bodies, with one school board controlling a group of school committees." The manner in which school boards were composed was that, in urban areas all the members were appointed by the Native Affairs Department. On the contrary, in the rural areas the members were nominated by Pretoria and by the Bantu Authority; it seems that as the homeland system developed the proportion represented by homeland authority appointees was allowed to increase. In urban areas it was more complex for the NAD. The boards often consisted of the clergy and ex-teachers who lacked much popular support.

2.1.3.3.1 Its functions

The boards had considerable powers over local schools and teachers. All African teachers' salaries were paid as subsidies to the school boards, which meant they effectively controlled hiring and firing (although Pretoria could force the Board to sack a teacher by withdrawing the subsidy in respect of that particular person). There were

300 school boards and 4000 committees in existence. Education officials found that in the rural areas it was not difficult, in most areas, to find “men and women of some standing in the community” to serve on the boards. The operation of school boards rapidly justifies the forewarnings of their opponents. The boards were placed in a position where they were responsible for carrying out the financial tightening up on state education spending which Dr Verwoerd was bent on carrying through (Hyslop 1987:7).

Another function of the boards also set about the supervising of the raising of money by the committees for the construction of new schools. Considerable resentment was caused by the fact that sometimes an area which had been levied heavily by a school committee did not benefit proportionally from new school buildings. In this way, school boards aimed at managing schools effectively and to create an educative climate.

2.1.3.3.2 Its successes and failures

Barnard and Vos (1980:69) posit the view that “the first Advisory Board for Black education was established in 1963. As the Black states developed, this Board was abolished as it was no longer satisfactory. A ‘new’ Advisory Board was established in 1975 to advise the Secretary of Education and Training. Six sub-committees were formed to advice the six regions of Northern Transvaal, Southern Transvaal, Johannesburg, OFS, Natal and the CP”. The success of the school boards lied on the fact that while the NAD wanted parental participation without giving up real control, the boards strengthened the power of homeland authorities; their appointee dominated structure and the facts that they controlled the school committees under them; and that they were not responsible to parents of local students also undermined their legitimacy. This structure tended to encourage the emergence of petty, tyrannical school boards, subservient to Pretoria and resented by local parents and teachers. This indicates strength on the side of the school boards.

Through the school boards, the State could transfer much of the burden of financing education and some of the burden of administering it onto local communities. The

Nationalists intended that these structures would also provide a community leadership role for officially acceptable representatives of black interests, enabling more conservative figures in the community to strengthen their position by exercising a degree of real local power. These actions show signs of strength and success on the school boards. However, the evolvement of school management entities confirms the idea that “nothing remains fixed and static and the only permanence belongs to change itself” (Rumney and maier 1953:14).

Subsequent to the above paragraphs, the researcher picks up more failures on school boards as on their successes which discredits the school boards and emphasises their failures. The school boards not only would they play the essential ideological role of winning parents allegiance to Bantu Education, but they would also provide a means of squeezing black communities financially in order to subsidise the kind of cheap mass education which the NP was aiming at. In this way, school boards failed the effective education of black children. The boards also became the instrument of the State’s purge of politically dissident teachers from the profession during the late 1950s. In a series of causes it seems that school boards made spurious charges against teachers as way of simultaneously discrediting and getting rid of them. There was no way in which school boards would contribute meaningfully to the education of the black child while not considering teachers who are leaders of children. In short, the board system worked in a way which undermined the position of teachers as professionals.

The more the number of members in the school board structure increases, the more policies continued to be ones which generated friction between them and community members and teachers. The lack of accountability of the boards to the parents allowed them to trample over grass roots opinion. The study investigates creating an educative climate at schools. By whom? By those who should be promoting effective and quality education in schools. It should by now be clear that teachers were placed in a structurally powerless position by the school board system, and that this explains in a major degree their lack of incorporation in the new education order. Hyslop (1987:15) says “through the sixties and seventies there were complaints from teachers and

parents about intimidation by the boards, about the manipulation of boards by the inspectors, about what one teachers called the ‘incompetent and unscrupulous management of our schools’ and about extortion of bribes by board members in matter of teacher employment, transfer or promotion.” It is an obvious case that teachers were not comfortable under the management of school boards such that they could not portray their potential and capabilities in what they were trained and paid for. Therefore, their style of management could not sustain and maintain strength in creating educative climate in schools. Teachers could no longer stand nor afford to be humiliated nor exploited by small men who are in power over them in some school boards. In such, research questions cannot be answered.

2.1.3.4 What is a school council and its composition?

A school council is a body which operates the same as the school boards and committees. It is just a change in terminology depending on a country in which the term is better understood. For example, this study introduced to the reader four (4) different countries with which South Africa is the fifth (5) and each of the above-mentioned countries (1) Sweden, (2) Spain, (3) Scotland, (4) Slovak Republic, (5) South Africa uses its own terminology like school boards, councils, committees and school governing bodies (for South Africa). Its composition as a council does not differ much from that of committees and school boards. The structure consisted mostly of the ministers of religion (priests) and African parents. However, parents were just there to add numbers in the structure and to complete the mission and vision of the oppressors who were in the minority.

2.1.3.4.1 Its functions

The function of councils was to control and take care of the education of African children. These structures were vested with power by the then education system which was specifically meant and prepared for the Black majority. The principal could not give a word on how to govern his/her school and how to task teachers in their daily work. This was because all responsibilities were stipulated and formulated by the school boards/councils who later forwarded instructions to the school committees, with which at the end were able to take financial decisions on matters regarding education in all African schools. The understanding here is that the researcher realises that the power to decide on final matters still lies in the hands of Whites who are in the minority. The presence of school boards, committees and councils was just a vehicle that drives the motive of White officials in the education of Black children. As stated by Seroto, (2004:03) “... although the school committees were established to involve Black parents in educational matters, in real terms the White officials had the last say in all matters affecting the governance of Black schools”.

2.1.3.4.2 Its successes and failures

The successes of the school councils are more or less the same as those of the school boards and committees (see 2.7.3.2). Their failure was that parents were never considered as contributing stakeholders in the education of their children. Even if parents had ideas which would contribute meaningfully to the wellbeing of the school, their ideas and opinions were suppressed. The above-mentioned bodies were established mainly to cater for the education of the Black child in the interest of the White minority. It is therefore evident and proven that the boards/ committees/councils have failed in creating educative climate in schools. If such structures do not represent all stakeholders at school such as principal, teachers, parents, learners and non-teaching staff, then such structure are unable to carry out the roles and responsibilities that they are tasked with and cannot manage the school effectively and efficiently.

Another cause of failure is realised by Seroto (2004:03) when he says: “The duties and functions of the school committees/boards were restricted as they were not consulted and represented when educational policies which affected their children were formulated. He further says: “many groups resisted these school committees/ boards. For instance the African National Congress (ANC) organised a school boycott in 1955 and planned to withdraw children from schools. The Unity Movement also opposed the board system and indeed unlike the ANC saw such a boycott as the main strategy against the Bantu Education” (Hyslop, 1987:05).

2.1.4 A united single education system for all

After 1994, fundamental changes became evident within the education system in South Africa. The 1996 South African Schools Act (Act 84 of 1996) was passed to establish SGBs that included parents in the governance of schools (Duma, 2011:46). According to the researcher, this Act was formulated in an attempt to bring about unity which would discourage racial, cultural, economic, political and gender inequalities. The Act stipulates that South Africa seeks to “provide education of progressively high quality for

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all learners and is so doing lay a foundation for development of all people's talents and capabilities" (SASA, 1996(a):11). Currently, South Africa is still undergoing the process of change which began in April 1994. This change from the apartheid era has instituted a constitution that brings democracy to all its citizens. The constitution does not mainly concentrate on politics or health systems, but also gives strong emphasis on the education system.

Now that the researcher has indicated the importance of not concentrating more on Higher Education sector due to the reason given above, it is vital to inform the reader that this study is located in Basic Education Sector and deals with governance of the schooling system. The idea is to see how governors (SGBs) in South Africa operate in comparison with those internationally. In South Africa, SASA (1996) is the guiding policy that should be implemented by all governors to ensure the smooth functioning of schools. It must also be noted that in South Africa the governors are called the school governing bodies, whereas in other countries they are called committees, councils or boards. However, the ways in which they function are almost the same.

2.2 THE COMPOSITION OF THE SGB

A governing body is the structure that is accepted nationwide in the Republic of South Africa; it is responsible for the smooth running of schools. This body was established after 1994 when the democratic era which took South Africans out of oppression emerged and began to restructure the education system of the African child. For uniformity in education, then the DoE together with the South African Government saw it fit to present the policies and SASA (1996) which would serve as guidelines on how to govern and manage all schools successfully in South Africa. These bodies therefore needed structures put in place which would drive this vehicle of hope for better education for all schools. The composition of the SGB was thus structures as follows; with the principal as ex-officio member. As an ex-officio member, the principal by virtue of him/her being in that position is a member of all committees formulated at school; for

example, extra-mural activities such as music, netball, soccer and to take care of the curriculum delivery which is his/her core function and responsibilities.

The composition of the SGB differ from one school to the other hence, SASA and KZN 3/1996. Regulation PM 149/97 states that “although the law does say how a governing body should be made up, it is useful to include this section in your constitution as the composition may differ from school to school.” The examples of the above quotation are captured hereunder according to the size and type of school and they are:

2.2.1 A small school with less than five educators

A small school, with fewer than five educators, no non-educators and that goes up to grade 6 only would have:

(i) one principal;
(ii) one educator;
(iii) 0 non-educator; and
(iv) 0 learners.

The above school is classified as small because it has only five educators which clearly indicate that the number of learners is far less than expected, which is at least 350 learners. A school such as this one is classified as a school falling under section 20. All the schools under section 20 according to the DoE and SASA are the schools which are regarded as school fees free because they are regarded as schools with learners from destitute communities. According to the KZN 3/1996; in such a school a “total of two plus three parents is elected to make a t otal membership of SGB is five.”

2.2.2 A large school with more than five educators

According to KZN 3/1996, a larger school may have more than five educators, no non-educators and that goes up to grade eight or higher. The school consists of:

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(i) one principal;
(ii) two educators;
(iii) 0 non-educator; and
(iv) two learners.

The total number is six with seven parents elected. The total membership of SGB is 11.

This school is regarded as ‘large’. It is clear from the perspective based on the total membership of SGB is 11. Again, from the perspective of SASA, it is understood that this should be a secondary school. It does not have the same privileges as the above (small) school. It could either be classified under section 20 or 21 schools. The section 21 schools will be discussed below under the relevant (last) school.

2.2.3 A large school with more than five educators, two non-educators and that goes up to grade 12

This school is classified under section 21 schools based on the membership of the SGB. The functions thereto are the same as the first two mentioned schools. They carry the same functions due to the fact that according to SASA, SGB executive consists of five members, namely, (i) the principal (as ex-officio), (ii) the chairperson, (iii) deputy chairperson, (iv) the secretary, and (v) the treasurer. The total number is five. If the reader considers total membership of each school mentioned above, he/she will realise that each school does not have less than five memberships. Regardless of the number of learners and educators, the SGB must be established and should perform according to the norms and standards stipulated in SASA.

Due to the fact that it accommodates learners up to grade 12, it is an indication that the school is a senior secondary school or a high school with more than thousand plus learners. The composition of the SGB of the last school is as follows:

(i) one principal;
(ii) two educators;
(iii) one non-educator; and
(iv) two learners.

The above number totals six; therefore seven parents should be elected to come to a total of thirteen. The total membership of SGB in a school of this category is to be 13. The KZN 3/1996 further explains that the total membership of the SGB is 13 and for a meeting to take place seven members must be present to constitute a quorum.

It is imperative to note that there are 1600 learners (grade 8-12) at the researcher's school, which indicates the size. Therefore, because of the huge number of learners, the SGB comprises of an exceptional number as opposed to that of SASA (1996:13) with the aim of creating a conducive educative climate at school. Below is the composition of the SGB at School X with the membership of 15 excluding the principal. The composition of the SGB has a number of five learners instead of two and is recognised as the representatives of the learner council. "A representative council of learners at school must be established at every public school enrolling learner in the eighth of higher grade. Such a council is the only recognised and legitimate representative learner body at school" (ELRC, 2003:B8-11(i)). See table 2.1.1(a).

When one looks at table 2.1.1(a) it is obvious that learners on the SGB are three instead of two. Due to the huge number of learners at school, governors found it fit to have one more learner in an endeavour to strive at executing their functions smoothly. The ELRC (2003:B-14(4)) supports the choice and write: "The representative council of learners referred to in section 11(i) must elect the learner or learners referred to in subsection (2)(d)." Again, table 2.1.1 (a) indicates an extra number on parent members. The reason thereto is the same as that on the learners. In support of the choice, the policy mentioned above clearly states that: "A governing body may co-opt a member or members of the community to assist it in discharging its functions." The above quotation justifies an extra two members of SGB at School X in table 2.1.1(a). That was

done in an attempt to promote an educative climate at school. Lastly, the same policy further states: “the number of parent members must comprise one more than the combined total of other members of a governing body who have voting rights” (ELRC, 2003: B-14(73) (4-9)).

The SGB members shown in table 2.1.1(a) will end their term of office after three years as per SASA and Governance Manual section 31 which states: “the term of office of a member of a governing body other than a learner may not exceed three years.” It is important to note that the above-mentioned office started in the year 2011 in April and will end April 2014. The anticipation on the side of the researcher is to see SGB members being empowered by this study as some of them may be re-elected into the office, and also to empower SGBs of other neighbouring schools.

2.3 THE ROLE OF THE SCHOOL IN THE EDUCATION OF LEARNERS UNDER THE CONTROL OF SGBs

The family has a special task of caring and providing for the needs of the child in totality. Van Wyk (1982:112) instructively argued that “as our law stands at present, the central government determines, by means of legislation, the way in which the school and family are to co-operate, and also, in broad terms, the topics in which parents have joint responsibility”. The school is regarded as the secondary institution where the learners are expected to be empowered with knowledge and skills. Nature assumes that homes are primary institutions where learners are taught norms and values which are in line with those accepted by the communities and schools, and that the schools continue from there. For example, families teach learners to speak, eat, walk, dress/undress, and write, to interact with others and many more. The statement is supported by MacMillan dictionary (2002:1268) which describes a “school is where to teach or train someone in a particular subject or skill.” The involvement of the SGBs in schools promotes effective teaching and learning which would create an educative climate in the situations.

The study investigates the role of the SGBs in creating an educative climate in schools. It is an obvious case that the SGBs are found in schools and the definition of school is clearly tabulated in Chapter One (see 1.8). The effectiveness and efficiency of the SGBs is proven by the climate that promotes education that involves hard work by all stakeholders, namely; parents, teachers, learners and non-teaching staff members. All these stakeholders are supported by their communities in the sense that the communities own and secure schools in the absence of the above-mentioned stakeholders, during school holidays and weekends. The role of the school in the education of learners under the control of the SGBs will enable this study to answer research questions.

2.3.1 The core responsibilities of the SGB in the education of learners

The core responsibilities of the SGB is to ensure that learners receive quality education which enables them to portray and maximise their talents and capabilities that will at the end make them obtain good results. Good or high pass rate will be an indication of hard work on the side of the SGB. The SGB must ensure that all teaching and learning materials are delivered at the school in time before the beginning of a new year. One of the core responsibilities of the SGB is the education of learners, which the researcher regards as crucial and drives education of learners to the highest level, is the proper management of funds. It is therefore, the responsibility of the SGB to ensure that all funds are utilised appropriately and to the benefit of the education of learners and not for personal gain.

The income and expenditure of money at school must be a core responsibility of the SGB who can at the end be accountable to the parents and auditors how money was spent. This core responsibility of the SGB must be in line with the guidelines set by the Department of Basic Education (DBE). “The governing body of a public school must establish a school fund and administer it in accordance with the directions issued by the Head of Department ... the school fund, all proceeds thereof and any other assets of the public school must be used only for educational purposes at or in connection with such

school" (SASA, 1996:44-45). According to Chaka (2009:18), the core responsibilities of the SGBs are:

- to pay for services to the school;
- to purchase textbooks, educational materials and equipment for the school;
- to maintain and improve the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable; and
- to determine the extramural curriculum of the school and choice of subject opinions in terms of provincial curriculum policy.

In all organisations there are strengths, weaknesses, challenges and opportunities in executing their mandatory responsibilities. Until the challenges are dealt with, one may not achieve success. Therefore, the researcher found it appropriate to work on the theory of a SWOT in order to address the position of the SGBs in executing their responsibilities.

2.4 THE RESPONSIBILITIES OF THE SGB EXECUTIVE MEMBERS

The researcher believes that the responsibilities of the SGBs are to establish and maintain the smooth functioning of the schools, to ensure that quality teaching is maintained and delivered to all learners at schools. Another responsibility is to create a harmonious relationship with all stakeholders namely, parents, learners, educators, non-teaching staff members and the community at large.

2.4.1 The roles and responsibilities of the principal of a public school as a member of SGB

- The principal is an ex-officio and represents the head of DBE in the SGB when acting in his/her capacity as principal (see 2.1.1). It is imperative that the researcher explains to the reader what an ex-officio means before elaborating further on the role of the principal of a public school as a member of SGB. An ex-officio in the context

of this study, means that the principal in his/her capacity belong to all committees that are found in school without being elected by anybody, but by virtue of him/her being in that position. MacMillan (2002:481) outlines clearly that "an ex-officio member of a committee or an organisation is a member because the job they have allows them to be involved." In addition, Van Wyk (2009:134) concurs that "in South Africa principals serve as ex-officio members of the SGB and may not chair the meetings of this body."

- The principal must prepare and submit to the head of the DBE an annual report in respect of:

  - the academic performance of the school; and
  - the effective use of available resources.

  This study focuses on the role of the SGBs in creating an educative climate in schools. There is no way in which the principal alone in his/her capacity can be able to prepare and submit annual reports on academic performance of the school and the effective use of available resources without interacting with the SGB. For him/her to be able to carry out that task, he/she is compelled to go back and remind himself/herself about the core responsibilities of the SGB in order for him/her to submit a genuine report about his/her school to the head of the DoE (see 2.2.1).

- The requirement that the principals of schools identified as 'underperforming' in terms of section 58(b) of the act, must annually and at the beginning of the year prepare a plan setting out how the academic performance of the school will be improved.

  For the performance of the school to improve academically the principal need to involve the SGB as underperformance that the school is identified with, and affects all the stakeholders. The SGB together with the principal must begin to exchange ideas on how the academic performance of the school can improve. It must be

borne in mind that this sub-topic deals with the role and responsibilities of the principal of a public school as a member of SGB. It is therefore expected that the principal in his/her efforts to improve academic performance and to achieve a success, he/she cannot work in isolation, carry the burden and bear the pain alone, but should share that with all those who are affected meaning all stakeholders. For the successful ending, all the efforts should be done in line with the policies and SASA issued by the DBE in an attempt to assist schools.

- The principal must attend and participate in meetings of the SGB; must assist the SGB in the performance of its functions and provide the SGB with a report on the professional management of the school.

The above statement indicates that the principal is playing a dual role indeed. Without him/her attending and participating in meetings, how is the SGB going to be informed about professional matters? It means the principal will be failing in his/her capacity to execute his/her role and responsibilities which in that way the research questions will not be answered. This type of behaviour compels him/her to revisit the policies and Acts (SASA) in an anticipation to change for the better and be able to assist and provide the SGB with an authentic report on the professional management of the school. The strength of the principal of the school being studied is that she is able to attend all SGB planned meetings. However, her weakness is that she cannot encourage those learners (LRC) who are in the SGB, in such that their absenteeism becomes a concern to the SGB.

The opportunity is that the principal is with learners on a daily basis and that gives hope to SGB members that she (principal) together with other educators who are in the SGB to discuss this issue with learners concerned. They also make them aware of the importance of attending all SGB meetings whenever they are requested to do so. The threat that the researcher is envisaging is that these learners will lose track on some of the activities taking place at school. This behaviour may lead to all learners at school being less involved in such activities, and be perceived by educators and SGB as

ignorant or passive. Another threat is that LRC who are in SGB might end up losing interest in attending even classes. This might discredit the school which might result in poor performance at the end of the year. The principal might lose a number of learners moving to neighbouring schools.

2.4.2 The roles and responsibilities of the chairperson of a public school as a member of the SGB

The researcher is the chairperson of the SGB at the school being studied. She was democratically elected with other governors in the parent meeting as all school governing body members. Later in their first meeting, the executive members were elected and she was elected as a chairperson, the deputy chairperson, the secretary and the treasurer were also elected. The learners and non-teaching staff were requested to forward the names of people they trust to represent them in the SGB. The above-mentioned governors were trained in clusters (neighbouring schools) for two days (Saturday and Sunday) and were presented with files and SASA. The researcher feels the training was not enough, and this problem prompted this study. The National Association of School Governing Bodies (NASGB) is also trying to empower all the governors from different schools, but that is done on Sundays from nine to twelve, but the researcher still feels it is not enough.

Regardless of the above, the chairperson has the role and responsibilities to execute as the representative of the body in terms of

- authorising meetings arranged by the secretary;
- calling the meeting to order and leading it; and
- following the agenda.

Every time the meetings start with a hymn and prayer – strength 1. Even though the researcher as a chairperson does not feel more empowered in as far as workshops offered by the DBE as well as NASGB are concerned. However, she runs the SGB and

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parents meetings with great success. For example, if the agenda has been accepted, nothing more which is outside the agenda is to be addressed, the stakeholders understand her best when it comes to that. This type of statement indicates her strength and also in working out the dates for the next meeting. The chairperson also has responsibilities to:

- ensure that decisions are reached and recorded;
- facilitated meetings and controls who speaks;
- inform the body of any urgent action taken since the previous meeting; and
- ensure information for meetings is available.

The researcher's weakness is that in the meetings she does not record the minutes herself because she assumes there is a secretary to note all that. Only at the beginning of the next meeting will she realise that not all the decisions were recorded, not to remember who said what, as she was facilitating the discussions among the speakers. In such, she noticed that not all information for the meeting was available, hence the study for clarification on each executive member's job description. This action of not noting everything by the secretary nearly brought disunity among the SGB members. It reflected to others as if I am not cautious in my leadership as a chairperson. She did not represent the governing body at school functions and other activities as she is employed and that some activities are performed during the day. This was a strong weakness on the side of the chairperson.

The opportunities that the chairperson have is that she can still make things happen by interacting quite often with all members of the SGB. In her capacity as SGB chairperson she is able to exchange ideas with the members in an attempt to promote an educative climate at school so that at the end research questions are answered. The threat is that stakeholders may lose interest in the chairperson whereby they can even vote for a motion of no confidence and that the school loses its reputation.

2.4.3 The roles and responsibilities of the deputy chairperson of a public school as a member of the SGB

The deputy chairperson:

- stands in for the chairperson if she is unable to attend a meeting; and
- liaises with the chairperson on a regular basis to make sure that he is aware of issues that may need to be handled sensitively or in a particular way.

The strength on the side of the deputy chairperson is that he is always present as the SGB member, not only when the researcher is not there but even if she is available. He is also in the meeting and is capable of controlling the meeting from the beginning to the last minute. He also begins the meeting with a prayer as the chairperson does. That practice is proper because according to the researcher it prepares all attendees spiritually so that all issues to be attended to, should be addressed amicably in a positive manner. His weakness is that he would not address some of the sensitive issues and promise either parents or governors that the chairperson will address such issues the day she comes, and claims that he cannot attempt to handle that as he will not be able to address it in a satisfactory manner. The study aims that all governors can be empowered not only the executive members. The reason is that those governors who are not in the executive might be elected in such positions and expected to execute their tasks accordingly.

The opportunities are there to enable the deputy chairperson to meet with other governors and revisit SASA document and other policies which would allow then to interact and empower each other with ease. The interaction will also give them the opportunity to bring forward new ideas that can attract educators and learners in the best possible way. When governors are strong in their execution of their role and responsibilities, they can one day be promoted to higher levels of employment and that can strengthen the attitudes and behaviour of the neighbouring community members. The threats that the deputy chairperson is faced with is the opposite of the opportunities. If there is no improvement in the proper governance of the school, that

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can easily discredit the school to an extent that neighbouring schools that perform well end up attracting the best learners and educators to their schools.

2.4.4 The roles and responsibilities of the secretary of a public school as a member of SGB

The secretary is tasked with the running of the meetings and is expected to work with the chairperson and the principal because the three of them should:

- arrange for meetings;
- prepare the agenda; and
- arrange the place of the meeting.

The advantage of the three above-mentioned governors to meet beforehand is to remind one another of matters to be conveyed to other governors or parents and also discuss how these matters will be presented in order to make everyone present understand. The secretary must write what he/she understands on the decision taken in the meeting. He/she should write minutes following points written on the agenda with the decisions taken thereto. This type of practice will make listeners to follow the minutes with ease when read the next meeting, and also make them to be on the same level of understanding with those who were present. In this way, the SGB at the school being studied will be attempting to create an educative climate in school with the little knowledge from the training by the DoE and NASGB. This practice gives him strength and encouragement to put more effort in his work. In the three above-mentioned points, that is where his strength lies.

During the meeting the secretary should:

- write down the names of members at the meeting and those who have sent apologies;
- check that everything on the agenda is dealt with;
- record the minutes of the meeting; and
- write down who has taken responsibility of what.

The weakness of our secretary is that in some instances one would find that the secretary had omitted few names of those who have sent apologies. He has that weakness of not recording all minutes of the meeting because he sometimes misses the point on a particular decision and be afraid to ask for clarification.

After the meeting the secretary should:

- collate the minutes; and
- give each member a copy.

The opportunity the secretary has is that even though he forgot to record some information, he can still at any given time consult with all members of the SGB who were present to help him rectify the minutes. By so doing, the opportunity of learning more and more is created and that will strengthen his ability to maximise his potential which would simply educate the reader(s) about his role and responsibilities. With the empowerment he receives through workshops and learning, he might sometimes get an opportunity of being a secretary of one of the well-known companies, organisation or union. In that way, he shall have put the SGB and the management team of his school on the map which would be known by near and far people in the world. Then, the purpose of this study would be met and research questions would be answered.

The challenges that the secretary encounter is mainly the two last points, due to the fact that the secretary cannot collate the minutes and be able to give each member a copy immediately after the meeting. The challenges are as follows: As he is also new in the position, he cannot execute his role and responsibilities as quick as expected. It must be borne in mind that the secretary writes minutes manually by hand, and later the other day, types and makes copies for the SGB members in preparation for the next meeting. It is an obvious case that this is a big challenge as he is also employed. During the day he is expected to teach as that is his main work that he is paid for and at a later stage, after school try to do SGB work. For him to record accurately, he needs to be with those who were present in the meeting to confirm whether the information noted is

correct or not, and the nearest people to conform with is the principal and deputy chairperson as he is unemployed.

2.4.5 The roles and responsibilities of the treasurer of a public school as member of SGB

With the guidelines from SASA and the workshops conducted by the officials from the DBE, the treasurer is made to understand that he is in charge of all financial matters and he is obliged to:

- control the school budget;
- keep and accurate record of what is spent by whom;
- should be informed about money donated or raised;
- compile a balanced financial report; and
- take charge of finances of the school.

It is worth noting that when workshops are conducted, and SASA is read, all SGB members are there to also be equipped with the knowledge on the role and responsibilities of each executive member. This is done to prepare SGB members for the future in case they occupy such positions. Again, such workshops are conducted in order to empower all SGB members on how to govern the schools successfully. The difference is that the governors can also be trained on a particular skill, but only one person must portray that skill into practice. Everyone is given a booklet or file to go through at home during leisure time. So, there is no way in which a governor can claim not equipped with knowledge on how to govern at any portfolio given. The only thing that will be left is for the governor elected in a specific position to acquaint himself/herself with the information gathered during workshops and put it into practice. If taken this way, there will be stability in creating educative climate in schools.

The strength on the side of the treasurer in carrying out his role and responsibilities is that he adheres to the five tabulated points on 2.3.5 and tries to do justice to that. He

attends workshops, for example, he has books where he records income from different organisations or institutions such as donations or money raised for or from a specific event at school etc. His weakness is that, as much as he adhered to the tasks given, he cannot at the end compile a balanced financial report alone, but with the help of other governors to remind him of some activities or events which their income were not brought to his attention for the reason he was at work the day that the event took place. This is when one will begin to realise the importance of all governors compelled to attend workshops on the role and responsibilities of all SGB members regardless of the position held.

Sometime students are not tasked in such events and out of anger collect money from other people without notifying the educators and enrich their pockets. Some weak points emerges because the treasurer at the researcher's school is an illiterate, even though attending the workshops for empowerment, he takes time to understand as almost all documents are written in English. It is even better with the workshops because if the facilitator is an African, it is easy for him/her to code-switch in the language best understood by all. Because the treasurer is not educated, and that most of the time he is at work, he not able to witness some of the events. Yes, it will be said that he takes charge of the school finance because clearly known by all stakeholders and the community as the treasurer, not knowing some of the funds are being forwarded to him by learners, deputy chairperson and the principal for the purpose of recording. That behaviour or action weakens the status of the treasurer and can bring division at school.

The opportunities the treasurer of the studied school has is that he meets with the SGB at large when he feels that the burden is too much on his shoulders as a working man. This happens especially during the period when he is supposed to compile a financial report at the end of the year for the auditors. He can sit down and draft that with the executive, having mandated by all SGB members to assist him because the purpose and the responsibility of the SGB is not to spite one another, but to work harmoniously as a team and create educative climate in schools which is brought by service delivery

through quality education. Those are the opportunities the treasurer can have which at the end could bring strength in this weakness and find himself being played in higher rank of employment one day as an accountant. The opportunity is that he can learn more whilst occupying this position in SGB, and with his knowledge acquired, he can put School X on board. The threats on his poor performance are that all stakeholders will lose trust in him and even accuse him further by mismanaging the funds of the school. That spoils the reputation of the school and will not give answers to the research questions.

Even though the researcher has highlighted the roles and responsibilities of the four executive members who are being mentioned in the study, she (researcher) would also like to tabulate roles and responsibilities of the entire SGB members to enable the reader to have a clear picture on how the executive and SGB function.

Functions of all governing bodies

20(1) Subject to this Act, the governing body of a public school must:

(a) promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;

(b) adopt a Constitution;

(c) develop the mission statement of the school;

(d) adopt a code of conduct for learners at the school;

(e) support the principal, educators and other staff of the school in the performance of their professional functions;

(f) determine times of the school day consistent with any applicable conditions of employment of staff at the school;

(g) administer and control the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable;

(h) encourage parents, learners, educators and other staff at the school to render voluntary services to the school;

(i) recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998 (Act no 76 of 1998) and the Labour Relations Act, 1995 (Act No. 66 of 1995).

2.5 THE SWOT ANALYSIS

2.5.1 Introduction

It is important the researcher highlights that the above-mentioned framework is used to guide data collection as well as the interpretation of the results which at the end will provide solutions on how to create an educative climate at schools. The review will clearly indicate the roles and responsibilities of all the SGBs in South African schools.

Now that the roles and responsibilities of each governor tabulates is outlined, the implication of SWOT theory will be of significance to the study. Significant in the sense that the role and responsibilities of the principal, deputy chairperson, secretary and treasurer, as people who were all new are to be examined, this "will provide a framework for identifying where strategic opportunities may exist and how to avoid weaknesses inherent with the team/school or threats …" (Jones, 2005:30). The SWOT theory will also be of fruitful contribution to SGBs to play their roles effectively and efficiently. It is important to discuss the strengths of the SGBs based on literature that deals with the strengths, weaknesses, opportunities and threats or challenges that usually confronts SGBs in their daily functions, roles, responsibilities and duties.

2.5.2 Strengths of the SGBs

According the researcher, SGBs are found to be better than school boards, committees or councils because the three had parents only which their decisions could be representative enough to contribute to smooth running of schools. SGBs are therefore considered to be better than the school boards/committees and councils due to the fact

that the strengths of the SGBs lie on the democratic representativity. This brings to the readers the understanding that the more people in the structure, the more diversity it brings which simply means the SGBs will be composed with people of different talents, abilities, capabilities and more wisdom. The composition of the SGBs might also bring people with resources such as doctors, lawyers, economists, chartered accountants and many more. It goes beyond doubt that all the people mentioned above can bring strengths in the SGBs at schools, and according to the researcher, without all the mentioned people there is no longer an SGB structure at schools.

SASA (84 of 1996) and other researchers state clearly that the parents must outnumber (which is strength) the teachers and the learners. Most importantly, their words or decisions are taken seriously by the Minister of Education and the more power is vested upon them. Van Wyk (2007:132) supports the above statement and writes: "parents form the majority on SGBs and that they have been placed in a powerful position and are able to influence the school budget, language policy, discipline and the appointment and promotions of teaching and administrative staff." The above information indicates that there is strength on the side of the SGBs than on committees, school boards and councils.

The literature in this study clearly points out that learners that were never given an opportunity to become involved in their own education during the above-mentioned board were now in the democratic ear given the latitude to voice and tabulate their needs legally. Their (learners) involvement in the SGBs means that they can be part of those formulating the school policy; therefore the Children's Bill of Rights and Human Rights Policy which are encompassed in the Constitution as part of the laws of the country must inform and govern the policy at school (Richard, 2003:68). The strength of the SGBs is seen by the researcher in the representation of all stakeholders, namely parents, teachers and learners and non-teaching staff. That alone gives credit to the SGBs as better than committees, school boards and councils. This statement is strengthened by Klein (1994:103) when he argues: "It is important for parent and learners to be involved in constructing, negotiating and adapting the policy so that

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everyone has the ownership of the policy, which would naturally make everyone want to adhere to it."

Again, the literature outlined in this study informs the researcher and the reader how inefficient the schools boards, committees and councils were. For the fact that these committees never included learners being entrusted with the responsibility of ensuring the smooth and efficient running of the schools upon parents, show that the education system failed the African learners dismally and also undermined the integrity and intelligence of African parents. Hyslop (1987:04) writes: "the boards had considerable powers over local schools and teachers and that from 1955 all African teachers' salaries were paid as subsidies to the school boards, which meant they effectively controlled hiring and firing a person (although Pretoria could)." This description indicates vividly how weak and anti-democratic the education system was, which according to the researcher still give credit to the SGBs. One SGB manages one school, whereas one school board had to control a group of school committees. According to Hyslop (1987:04), in the urban areas, all the members were nominated by Pretoria and by the "Bantu Authority." In contrast, with SASA all members are nominated democratically in each school.

It is important for the researcher to indicate that the strength of the SGB in her school is that they all attend the meetings according to the set dates, and even when there are matters that need urgent attention of the SGB. The good practice that researcher realised was that the SGB at her school meets with the parents to give them feedback on the performance of their children. After having a meeting in one huge hall, parents are at the end of the meeting divided into small groups of the grades where their children belong, with the teacher in that grade. Each grade it its classroom is allocated one or two SGB members to assist with smooth running of the process. This is where individual parents are told about the performance and behaviour of his/her child. The researcher applauds her SGB on their willingness to take the school to a higher level, hence meeting quite often. According to the researcher, that togetherness is important as it gives them strength and opportunity to discuss about their weaknesses and to plan

how to proactively curb problems. Another strength which the researcher picked up is that, the unemployed members of the SGB are most of the time available at school, just to assist educators on manning the gates in the morning and after lunch.

The SGB also check on the dress code of the learners whereby the principal identify those without school uniform. The deputy chairperson consults with the parents of such learners, the secretary write their names down. This matter is brought to the entire SGB for discussion. On agreement, the treasurer signs a cheque to buy school uniforms for those learners. That indicates strength on the side of the SGB. The researcher dealt with the strength of the SGB in-depth; there is of course the likelihood of its (SGB) weaknesses in the process. She (researcher) with the help of literature will outline to the reader how the weaknesses occur. It is a belief of the researcher that in all organisations, no matter how powerful and strong they may be, in one way or another, there should be the weak points which one can depict and avoid such weaknesses to escalate and continue in that organisation.

2.5.3 Weaknesses of the SGBs

The weaknesses of the SGBs that the researcher had observed is that, as stated in the legislation where DBE vested all powers of school efficiency on parents, the principals and teachers feel offended. Principals and teachers perceive themselves as professionals and turn to undermine parents and regard most of them as illiterates, wondering how illiterates can be vested with such powers in their schools. These professionals forget that some parents are educated and occupy positions of high ranks at their places of work. Such behaviours cause weaknesses in the functioning of the SGBs. Some members of the SGB feel weak to perform their roles and functions with pride, merely because the principal will oppose their (parents) opinions when taking decisions. It is for this reason that some parents keep quiet from the beginning up to the end of the meeting because their feelings and opinions are being dominated by those of the principals.

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Kalsson (2002:332) reports: "… throughout South Africa's nine provinces, it is revealed that in almost every SGB, principals play a dominant role in meetings and decision-making." Inferiority complex on the side of parents is aggravated by such behaviour. Principals and teachers have a perception that parents are not equipped with the necessary knowledge to manage schools. Lemmer (2000:140) states: "… teaching personnel believe that parents are not equipped to participate in such matters and should not interfere in the professional and academic side of school life." She continues to say: "… however, the Schools Act empowers parents and makes specific provision for parents to participate in substantive issues, which principals and educators cannot ignore." This is in a way a warning to the principals and educators to stop their negative perception on parents' ability and their participation at schools.

From the researcher's perspective, the power that had been vested to parents brought a too much tension between SGBs, principals and educators. Maybe, it is safe to say teachers were power hungry and wanted to take over everything at school even in the presence of SGBs. Bagarette (2011:227) indicates: "… the election of SGBs in schools since 1997 has created a field of tension between some SGBs and principals which in turn disturbed the power relations in many schools." The study revolves around the role of the SGBs in creating an educative climate in schools. The study is addressing the weaknesses of the SGBs, and according to the researcher, discussing about the weaknesses is relevant, as this study examines the role of the principal, deputy chairperson, secretary and treasurer. All these people execute their roles in a public school. The researcher understands that quite often than not, the weaknesses of every organisation is prompted by lack of knowledge on the side of the leadership, whereby one finds out that people leading them, are not even sure of what role to play and how to execute their functions.

This causes many problems and confusion in the organisation or organisations and at the end, such organisation become unsuccessful. Hence, it is stated that, "the key reason for the unsuccessful partnerships is the SGBs lack of understanding of its role and functions. It is further stated that this may lead to power struggles on the one hand

and an abdication of power on the other" (Bagarette, 2011:231). The weaknesses of the SGB at the researcher's school are that, because they are all new in those positions, with the principal inclusive, they (SGBs) function on individuals' opinions whether what is done is correct or not. For example, on the side of the principal, she would suggest to the SGB to utilise some funds to throw a re-opening or closing party for educators. Governors would excitedly accept without taking into cognisance prioritising the purchasing of teaching and learning materials first.

That was the weaknesses of the SGB at the researcher's school. SASA was received at a later stage and the SGB is trying to adapt to what is required of them. Another SGB weakness is that parents who attended meetings are not recorded and are the same as those who did not, for the fact that registers for the attendees are not made and kept safe by the secretary.

This incident indicates weakness on the side of the principal because such fundraising should not be allowed to take place during school hours, but after school. She should concentrate more on effective curriculum delivery than any other matters beside that. Money collected from fundraisings by the LRC is normally handed over to the SGB and kept in a school safe. The reason being, it will be needed soon for the preparations for the grade twelve's farewell function. However, the treasurer does not record this because it is not deposited into school coffers. The researcher realises that the acts of such nature results in false financial reports at the end of the year. This study highlighted the weaknesses on the side of the principal, who does not give preference to curriculum delivery. As a result, the deputy chairperson calls SGB meetings at random because of his availability (unemployed). Some matters thereto are sometimes not regarded as urgent.

The study also highlighted weaknesses on the side of the secretary for not noting what transpires in the meeting, for example no list of names for parents who attended. Lastly, the weaknesses on the side of the treasurer for not recording every cent received as school income. The SWOT theory made the researcher aware of such

weaknesses and will begin to work on it with her SGB. The SGB at the researcher's school make sure they buy Teaching and Learning Support Materials (TLSM) annually. Furniture such as desks, chairs and tables get broken easily, and it is the prerogative of the SGB to time and again check on its good condition, but they fail to do so. They must also make sure that all books given to learners are retrieved at the end of the year, to enable new learners in the grades to utilise them, but this is the weakness on the side of the SGB. That weakness has bad repercussions as it causes the SGB to keep buying these items. Such behaviour indicates ignorance in as far as proper management of the school is concerned, and impacts negatively in the school coffers (finances).

The SWOT theory introduced to the researcher how the notion of weakness in organisations occurs, especially in organisations such as schools (SGBs). It is therefore understood that the occurrence of the following behaviour result in the weakness of such organisation(s). Some people included in such structures are found to be illiterate, which means they cannot communicate with one another or with correspondence with ease. Having difficulty in doing so, the structure might end up being divided and dysfunctional. The division might cause absenteeism in the meetings. Another weakness of the SGBs at schools is when such structures do not involve students or the administrative (no teaching staff). According to the researcher, if the SGB of the school is composed of such incomplete structure, one must know that there is no way in which people can perceive that as an SGB of the school.

The application of SWOT theory gives the researcher a broader picture on what is required of effective and efficient SGBs. The implementation of SASA will curb the weaknesses and the SGB will be capacitated and will contribute meaningfully to the school and the community at large. By so doing, the SGB shall have played its role to promote educative climate in schools. The intention for the DBE in South Africa to introduce a statutory body known as SGB in each school was the deepest concern in the education of black children. In addition, the department was hoping that parents and principals will ensure that quality education is delivered to all learners; build a sense of

trust and honesty where all stakeholders will feel pride in owning the school, where everyone will participate actively towards creating an educative climate in schools.

It is for this reason that Bagarette (2011:223-224) believes in and writes: “This position of trust by the SGB should form the foundation of a working relationship between the SGB and the principal of the school. It is further stated that, this working relationship becomes critical for both structures to cooperate to achieve their common goals namely, the promotion of the best interest of the school through the provision of quality education for all learners.”

The aforementioned paragraphs clearly state how the SGB can avoid the climate that is provoked by fear, tension and hunger for power which at the end result in poor performance that prohibit them to promote educative climate in schools. That type of behaviour is regarded as one of the weaknesses of the SGB when analysed under SWOT theory. In this study, the researcher indicated the ‘strengths’ and ‘weaknesses’ of the SGB. Literature by different authors assisted her to analyse the SGBs performance with the principal. Authors who contributed in the study are clearly highlighted. The researcher will now focus on the ‘opportunities’ that the SGBs have.

2.5.4 Opportunities of the SGB

The researcher acknowledges the problems existing in the SGBs due to the lack of knowledge on the leadership which result to the weaknesses. However, there are opportunities which could still make the unskilled and unequipped SGBs to contribute meaningfully to their school and the community as a whole. This lies on the SGB’s determination to learn and be developed for the betterment of the education of the African learners. The DBE issued the relevant policies as well as SASA to all schools to ensure that SGBs manage schools smoothly in all possible ways. The training session is one of the opportunities that enable the SGBs to gather information on matters they are uncertain of, for example, the uncertainty on the roles and functions of the executive

members in particular and all members of the SGB. Training will improve their performance with regard to the execution of duties.

“The partnership is very successful because the SGB is trained to perform its functions which are separate from the professional duties of the principal” (Bagarette, 2011:230). In addition to the quotation above, Tsotetsi, Van Wyk and Lemmer (2008:397) emphasise that the training of the SGB is important so as to improve their capacity. They insist that the training of the SGB members should ensure that they understand their roles and responsibilities clearly. The parents who are involved in the SGB have the opportunity to get empowered and improve the weaknesses which have already been highlighted in this study. It is worth noting that not all SGB members at School X are illiterate, especially the executive thereto. They are being studied because of the uncertainty in the execution of their roles.

The principal, deputy chairperson, secretary and treasurer can benefit much from reading SASA and attending meetings. This is the opportunity they should grab to take the mentioned school to a higher level. The executive spoken about above can also improve and gain knowledge by conversing with the neighbouring SGBs and exchange ideas. The knowledge gained can bring opportunities for new ideas which might be brought forward by the very SGB members who were uncertain. These new ideas might attract best teachers and learners from other schools who may want to belong to their school because of quality education that is delivered and the effective and efficient management that is practiced on a daily basis. Their efficiency in school management not only strengthens the stakeholders within the school environment, but strengthens also the neighbouring communities which could simply lead to carrier advancement and be exposed into larger and broader communities.

These are the opportunities that an effective SGB should have in order to create an educative climate at school. Without such opportunities, one cannot find strengths in the SGB at school. It is evident from the researcher’s perspective that the executive of the school studied will improve the level of understanding in executing their roles after

the implementation of SWOT theory. Their partnership should be based on trust where all stakeholders feel the ownership of the school and each be given an opportunity to explore. They should learn more, get involved more than before, contribute and add more value to the school and the community at large. In addition, they should be able to influence the incoming executive and the entire SGB of the same school as well as others. By so doing, they (executive) shall have managed in creating an educative climate at schools and that the performance of learners, teachers, parents as well as non-teaching staff will improve for the best and the neighbouring community will inherit that.

2.5.5 Threats of the SGBs

The researcher will now focus on the last letter of SWOT which is threats that the SGB might be faced with in the execution of their roles. All good performing organisations also have threats which might bring the organisation down if the executive and members are not cautious about. These threats in the organisations are also known as challenges which could be detrimental to a larger society of not dealt with appropriately. The introduction of SASA in South African schools seems to have been a problem to most principals. A problem is in the sense that principals could not imagine themselves sharing power with people who are not professionals in the teaching fraternity which on its own was a threat on the side of the principals.

A threat that potentially happens is that parents will be more educated in school issues than some of his/her teachers. Another threat is that through the implementation of SASA and other policies, parents might read and get their positions clear with regard to the school governance, and that his/her (principal) used to dictate to parents about school issues and the parents adhere. To cite an example, utilisation of school funds without anyone's endorsement and later report to parents about money used to buy some valuable for school. The prices thereto could be correct or not as receipts were not demanded by parents. By mere implementation of SASA, the SGB will be knowledgeable about governance of the schools and also know that the SGBs have

executives and that among executive members there is a treasurer, a person whose mind and capabilities are based on how to manage the finances of the school.

That alone becomes a threat on the side of the principal because he/she is no longer going to utilise school funds according to his/her wishes as before. Mestry (2006:28) supports the above statement and writes: “many principals feel threatened because school governing bodies have been given the responsibility of managing the school’s finances.” It therefore stands to reason that some principals would resist sharing power because they have become used to having all the power to manage the school, including the finances. In some instances, some of the principals buy school equipment which is not of a need, but just to benefit themselves in one way or another. For example, the principal might find it fit to buy more computers than desks for learners, and again, not buying more teaching and learning materials which would assist them (learners) in promoting effective learning and quality education. These are the results of principals who are power hungry and end up in the mismanagement of funds.

The principal is by virtue of him/her being in the position of a manager of the school should manage the curriculum delivery and not to indulge himself/herself in school finances. SASA (1996) condemns that hence all the power on school governance is vested in SGBs which included all finances. The implementation of SASA place principals on a safer side because it prohibits them from using school funds as they wish. In the ‘Star’ paper of 10 February 2010 the headline reads: “Unnecessary R150 000 expense for a printer.” The information on the above headline continues to say “School whose total budget for the year is R3 00 000 has had to spend half of that amount on a printer – which they do not need or want – and are paying an inflated price for it.” The resistance by some of the principals for power sharing is supported by lies in the usage of school monies. There is no transparency, dishonesty and untrustworthy that is being revealed in their behaviour. This is seen in the same paper, Star (2010:12) information gathered by Angelique Serrao and wrote: “Spokeswoman Khusela Sangoni said the R150 970 costs R122 225 for 36 months’ rental or R3 350 per month. This price includes VAT, training, transportation, maintenance and upgrade costs”, she said.

To expose the person on his lies and untrustworthiness, it is written that the Star (2010: 12) can reveal that they are paying R150 197 or R4 172 a month – a mark-up of R27 972. Sangoni (Star, 2010:13) also said that the ink costs R204.62 a bottle, but the Star has established that it actually costs R274.57. This type of behaviour was criticised by Mahlomola Kekana who is a male from the National Association of Parents in School Governance and said, "Any top-up in price by the district/principal hinted at corruption." He added there was a lack of transparency regarding the management of money at Section 20 schools. A person as a leader of any organisation feel threatened if all he/she does is based on lies. This type of behaviour discredits the school and loses its reputation. The threat is that as soon as the community realises that, parents will take their children out of such school, of which some are regarded as best learners. Not only will the school lose good learners but will also lose good teachers.

These teachers will move to a well performing neighbouring school with disciplined governors, management and stakeholders. The school with such threats is totally not a school where the SGB can function effectively and promoted educative climate. The researcher thinks that quite much has been highlighted on the threats which bring challenges to the SGBs. The literature in support of the threat is noted in this study. Hopefully, the reader will get to understand the theory of SWOT on the analysis of the study. The principals will have to accept that SGBs are there to govern schools, and that they (principals) should concentrate on the curriculum delivery on a daily basis. Otherwise, learners will perform poorly at the end of the year and it is believed that parents will not feel satisfied about that. Parents have the right to dismiss the principal if he/she does not perform up to the best of his/her ability. Effective and quality education is emphasised by SASA and should be promoted at all times.

On Tuesday, 17 July 2012, "The Daily Sun" a South African daily newspaper shows the school where parents chased the principal away and the headline reads: 'Parents Chase Principal Away!' It is said out of 316 pupils at school, 300 failed to move up from grade 11 and 16 passed. Now the parents of 280 of the pupils have decided to move

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their kids to neighbouring schools and towns. The above incident is proven by the fact that the principal ignored his core duties and responsibilities and concentrated on other matters such as finances which led to poor results at the end of the year. He did not manage the delivery of the curriculum in classes, thus teachers took advantage of his ignorance and failed to do their work. This statement is supported by the sentence that says: “By 29 May 2012 the school governing body found that the grade 11s only done two pages of class work” (Daily Sun, 2012:5). The name of the school conflicted is Skhosana Secondary School in Shlakwane, Limpopo and the information about the school was gathered by photographer Thokozani Magagula.

What happened to the grade 11s of the above-mentioned school could have long been identified by the principal if he was vigilant and cautious about his work. The implementation of SASA will empower most principals who are still of the idea that principals have more power than the SGBs. It will also make them aware of the fact that SGBs are vested with all powers with regard to the governance of each school. The researcher hopes that with the SWOT analysed in this study, the executive members of the school studied, as well as the SGB at large, will begin to improve their performances with regard to school management and the execution of their role and responsibilities. The understanding of SASA by principals, teachers, parents, learners and non-teaching staff will bring harmony and smooth functioning of the school, because everyone will be understanding his/her position.

It is an embarrassing situation to realise that the SGB, the chairperson in particular, is the one who misuses funds and doing as he/she wishes at school by dominating everyone even the principal himself/herself. Such a person ends up being investigated by the DBE, parents, teachers, learners and non-teaching staff. This type of behaviour has a negative implication to the school. Underneath is an example of a governor (chairperson) who has been investigated and it is written: ‘Finance of School Being Investigated’. Nkalane (2010:09) says: “The Western Cape Government is investigating the finances of a school of which the minibus was allegedly sold by the governing body

chairperson." The chairperson referred to above, will be assisted by this study because the study illustrates clearly the role and responsibilities of all SGB members.

2.5.6 Conclusion

The researcher introduced the theory of SWOT in depth, discussed it under its author and explained why it was constructed. The researcher also indicated how the SWOT theory will empower her in applying it to her study. It is again noted the significance of it making her deal with issues of the SGBs. It is imperative to make mention that the following aspects are dealt with in the study, namely the strengths of the SGBs, the weaknesses, the opportunities as well as the threats or challenges that normally face the SGBs. The researcher will now focus on the international experience and its influence on the SGB in the Republic of South Africa.

2.6 INTERNATIONAL EXPERIENCE AND ITS INFLUENCE ON THE SCHOOL GOVERNING BODY IN THE REPUBLIC OF SOUTH AFRICA

2.6.1 Introduction

This is a comparative study that compares and contrasts experience of the various countries and their influence with regard to the effective functioning of the SGBs in South Africa. This is done in order to strengthen South African SGBs in case there is a need to do so.

2.6.2 SGBs in Sweden

Sweden is a Scandinavian country in the North Sea where it is very cold. Sweden is selected for this study because "a fundamental principle of the Swedish education system is that everybody must have access to equivalent education, regardless of the ethnic and social background and place of residence." Again, Sweden is selected in this study because it is stated clearly that "compulsory school and upper secondary

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school are both comprehensive, designed to accommodate all members of the young generation and all schools are co-educational."

The researcher seems to be impressed by the Swedish principle on education system. It gives no room for nepotism and racism due to the fact that when it comes to education, it does not consider social background and place of residence where scholars come from, but all that matters to them is that everyone must receive the same level of education as others. This practice according to the researcher is perceived as that striving for uniformity in the country. The information received on 25 May 2013 enabled her to tabulate their (SGB in Sweden) composition, functions, successes as well as their failures.
(Accessed at www.schoolboard-sweden.com/conference/sweden.htm).

2.6.2.1 The composition of its governing bodies

It is important to note that like in South Africa the parents and learners are allowed to participate in the SGB, and again, in Sweden the parents form the majority of the members Accessed at www.schoolboard-sweden.com/conference/sweden.htm.

2.6.2.2 Their functions

The functions of the SGB in Sweden are as follows:

- They vary from one school to another and from one municipality to another
- Representatives of the students shall have the right to attend and express opinions at the meetings
- Local governing body is tasked to:
    - o decided on the distribution of hours;
    - o to be responsible for offering students a comprehensive choice of subjects from which to choose; and
    - o to decide on teaching.

2.6.2.3 Their successes and failures

- *Successes*

Sweden is successful in their school management because the headmaster in his/her capacity is able to delegate the local governors to:

- be responsible for the local work plan;
- establish, implement, follow-up and evaluation of the school's plan of action to prevent and counteract all forms of abusive treatment such as bullying and racist behaviour among students and teaching staff;
- develop a collaboration between pre-school, schools and after school recreation centres in order to support every pupil's multi-faceted development and learning;
- cooperate with receiving schools and the work life outside the school; and
- the development of the school's international contacts.

These are successes South Africa can copy for enhancing SGB performance such as development of school's international contacts.

- *Failures*

- The Swedish Local Government Act of 1991 state that councils have first and foremost the function to be a forum for the exchange of information and discussion. There are no instructions as to the ways in which user influence shall be realised and the representatives for the users in these types of councils lack decision-making powers.

2.6.3 SGBs in Spain

The government of the educational system in Spain is a responsibility shared by the State, through the Ministry of Education and Culture, and the seventeen Autonomous

Communities or Regions in which the country is divided. The Autonomous Communities have, for their respective territories, regulatory and executive powers in educational issues. The above-mentioned information was accessed by the researcher on 25 May 2013 and was at http://www.schoolboard.spain.com/conferene/spain.htm.

The Spanish model of educational management was established by the LODE (see meaning of acronym on p. ii) in 1985. The main principles are decentralisation, autonomy and the democratic participation of teachers, parents and students. The implementation of this "State of Autonomous Communities" entails the field of education as in many others, a process of substantial change whereby a centralised model is giving way to a decentralised form of government.

2.6.3.1 Their composition

The information gathered on how Spain is composed in as far as their governing body is stated that "the actual composition of School Councils in the public sector in Spain varies according to the educational level taught (pre-school, primary or secondary) and the size of the school. Similarly, variations can be experienced according to the Autonomous Region in which the school is located.

The following is the composition of the school council in public schools under the control of the Ministry of Education in Spain (secondary schools in particular) which is dated RD 83/1996, of 26 January. It is said that the schools with 12 or more classes, the composition should be as follows:

- The Head teacher, who acts as convenor;
- The Head of Studies;
- A councillor or representative of the Town Hall where the school is located;
- A representative of administration and services staff;
- Seven teachers chosen by the Teachers Committee;
- Three representatives of the parents of learners;

- Four representatives of learners; and
- The school administrator or secretary, who acts as secretary of the council with voice but no vote,

2.6.3.2 Their functions

The School Council in Spain (which is term used for SGB) is assigned with powers on public school which are said to be minimum and are tabulated below:

- To establish guidelines for the creation of the Educational Project for the school. To approve it and evaluate it without prejudice to the competence of the school staff in planning and organising of the teaching;
- To elect the Head teacher of the school and when necessary, propose that the election of the Head teacher be revoked;
- To decide on admission of learners, strictly in accordance with instructions laid down by law;
- To approve Internal Scheme Regulations;
- To resolve conflicts and to impose punishments for pupil behaviour which seriously upsets the life of others?

2.6.3.3 Their successes and failures

- *Successes*

The School Council (SGB) in Spain is successful in the sense that “Evaluation and Administration of Educational Establishment” (LOPEG) in 1995 expand the LODE provisions with regard to participation and amend the organisation and functions of governing bodies of publicly funded establishments.

Spain is again successful in that it managed to increase in autonomy for schools to adopt decision and considered that as an important factor in increasing the quality of education.

- *Failures*

According to the researcher, Spain has failed in their management (SGB) for the fact that the school secretary or the school administrator is able to act as secretary of the council with voice but not allowed to vote.

Again, the failure of Spain in its composition of the school council (SGB) is proven by the fact that teachers tend to dominate the council, since those in managerial positions are also teachers (see 2.6.3.1)

2.6.4 SGBs in Scotland

The literature reveals that previously schools were administered by the education authority (in Scotland these were regional authorities) with little involvement of the local community in the decision of management. The school board (SGB) in Scotland Act of 1988 provided for school boards to be set up in education authority schools in Scotland first came into existence in 1989. They now operate in most Scottish schools.

In the same year the so called “Parents Charter” (1988) allowed parents a choice of school, if such were available. Initially, this initiative made little impact on the Scottish preference for local schooling. Nonetheless, the publication of league of tables of performance and other indicators of quality are now beginning to influence parental decision-making, with the result that more ‘placing requests’ are being made to particular schools. This information was accessed on 25 May 2013 and available at: www.schoolboard.scotland.com/conference/scotland.htm.

2.6.4.1 Their composition

Literature reveals again that in Scotland the school having between 501-1000 learners there will be five parent members, two staff members and two co-opted members. The councillor elected for the area in which the school is located and the Director of Education has the right to attend and speak at the school board meeting.

It is important to note that according to literature stated above, parent members are elected by other parents of learners attending the school; staff members are elected by other teachers. The co-opted members are chosen by elected members of the board and might include non-teaching of staff, representatives from the community and possibly school learners.

The composition of the governing body according to the researcher is almost the same as that of South Africa which is good in terms of benchmarking with best practices because it is in line with the principles of SASA where parent members must be in the majority.

2.6.4.2 Their functions

School board members are tasked on the following:

- They are responsible for approving the head teacher's proposals for spend the school budget. If not approved, the head has to submit new modified proposals to the board;
- They must be represented on the committee set up by the local education authority to appoint senior school staff. For the head teacher appointments the local education authority will draw up a 'short list' of candidates which is submitted to the school board before it is considered by the appointments committee. The board (minus any staff or pupil members) may add to or remove names from the list.

- School board is responsible for controlling the use of school premises outside school hours.
- They must report to parents at least once a year and ascertain their views at a meeting. In this process the school board can be a body through which parents can communicated their ideas, responses and concerns to the school staff and to other concerned with education.
- Scotland parents are required by law to see that their children receive full time education at school or elsewhere.

2.6.4.3 Their successes and failures

- *Successes*

Scotland is successful in school management due to the fact that an Audit Unit within the Scottish Office has also been established with a remit to collect, analyse and publish evidence about how well schools and education authorities are performing. Allied to these developments is the requirement for schools to have Development Plans which allow external auditors (that is, government inspectors) to evaluate a school's effectiveness over time. In this respect, school managers are much under scrutiny and are increasingly accountable to government, local councils, school boards and the local community.

Lastly, the literature states clearly that all of these developments have contributed towards a more marginal role for the local government (that is, the new councils) in the provision of schooling generally.

- *Failures*

In as far as failures on the side of Scotland are concerned, the researcher, according to the literature reviewed, cannot identify one aspect which qualifies the country to have

failed in its school board management. This is said based on the facts that are clearly outlined in the above paragraph.

2.6.5 SGBs in Slovak Republic

With the help of literature the researcher has acquired knowledge on how Slovak Republic performs in as far as education is concerned. It is said that "parents are starting to get rid of fear to say their opinions and they are beginning to express their needs." The message specifically contains the substantial change in attitudes of teachers and also of parents to school education after democratic changes which took place is Slovakia in 1989. From this year on, it is stated that citizens began to participate more in the community life and in its management. The trend emerged according to which people who are affected by decision-making participate themselves in the decision-making process.

Literature reveals again that the first organisations of parents were established in this country as early as in 1930. During the communist period (1948-1989) these organisations were misused by the governing powers for political and ideological purposes. This was done through the lectures for parents on Marxist-Leninist principles in education. Under these circumstances these parent organisations had practically no rights to participate in decisions about educational matters in schools.

2.6.5.1 Their composition

After the political changes in 1989 activities of the Association of Parents and Friend of the School were terminated. Since 1990 a new voluntary organisation of parents called Parents Associations were gradually established. First, they were initiated by the school administration and later it was the newly created Slovak Council of Parents Associations.

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The parents' council consists of representatives of parents of individual classes. It is elected in the meetings of Class Parents association. It is said that parents are elected to be members of these self-governing authorities. The number of parents willing to stand for election and the number of parents who really vote in the election for school council reflects apathy in this sector, especially at the secondary level. It is stated that "the data on parents' participation at the 1996/97 school council elections exemplify this lack of interest. It is calculated that only 27% of parents at pre-school level, 21% at primary level and 7% at secondary level exercised their right to vote. These figures have worsened since the previous elections.

2.6.5.2 Their functions

Prior to 1990, when political changes in the Slovak Republic began, parents were organised as Association of Parents and Friends of the school. This was a voluntary organisation of parents in every school. The task was to harmonise relationships between the school and the family; to instruct parents through lectures and discussions about educational issues; assist the school in the care of neglected children; and help in organising the leisure activities.

The parents' council discusses the relevant problems and issues of education of learners of the whole school. Specifically, it concentrates on:

- responding to suggestions of parents; by doing this it coordinates the activities of Class Parents' Associations;
- cooperating with the school board, school administrators and other educational staff who are invited, if needed, to participate in its meetings;
- cooperating with the organisations of children and the community; and
- organising leisure, culture and sports events of learners and parents.

Through the school board parents who are members of the school board can present their opinions on:

- the enrolment of learners;
- academic fields offered by the school;
- adaptation of curricula, the structure of electives and facultative subjects, the number of learners therein;
- information about organisation and resources of the school;
- the annual school report; and
- the annual report on the school budget, presented by the head teacher.

The information gathered above was accessed by the researcher on 25 May 2013 at http://www.schoolboard.scotland.com/conference/slovak.htm and has helped her acquire knowledge which she never had before on the governing bodies which are situated in Slovak Republic.

2.6.5.3 Their successes and failures

- *Successes*

Slovak Republic is considered successful by the researcher because of their management practices (school board, and school council). In addition, a more significant shift is achieved by the establishment of their professional positions in the emerging labour market. It is again successful because the participation of parents in running the school brings forward the ethics of management.

- *Failures*

Literature exposes failure on the side of the Slovak Republic due to the fact that the participation of parents in decision-making in educational matters in schools has not been investigated in great detail. Literature again states that Slovak Republic school board members do not have accurate data on the effects of the new legislature and its implementation for school concerning decision-making of parents.

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According to the researcher, this failure on the side of Slovak Republic is deliberate because they (school board members) could have gone for a new legislature and its implementation for schools concerning decision-making to avoid hesitance and confusion.

Another failure proven by the literature which has been highlighted earlier on in the above paragraphs is that in Slovak Republic there is no central school board or national school board in which parents are represented, having consultative or decision-making powers, and which could negotiate on significant school and educational issues with the Ministry of Education.

In addition, it is also stated that “some research data show that parental participation at the school council meetings is quite poor.” Furthermore, the data show that parents take part in discussions less frequently than teachers and, when they do, they raise questions that are not central to the life of the school.

The researcher’s opinion is that Slovak Republic should advise the school board members to go for a new legislature and its implementation for school concerning decision-making of parents so as they accumulate accurate data.

2.6.6 SGBs in South Africa

2.6.6.1 The composition of its governing bodies

This is highlighted earlier on, refer to par 2.2.

2.6.6.2 Their functions

The roles and responsibilities of the SGBs in South Africa are stipulated clearly in SASA which are:

- to encourage voluntary services to stakeholders;
- administer and control the school's property;
- decide on school times; and
- determine the admission and language policy.

2.6.6.3 Their successes and failures

- *Successes*

The successes are demonstrated by the number of parents that is in the majority in the participation of their children's education.

Again, their successes lies upon the fact that parent's decision with regard to improvement of the school is taken into cognisance and not that of the headmaster alone.

- *Failures*

The failure of the SGB on the side of the school studied is based on the fact that they could not understand their portfolios. Firstly, they could not encourage voluntary services to stakeholders; secondly, they could not administer and control the school's property; thirdly, they could not decide on school times and lastly, they could not determine the admission and language policy. All these actions are practiced because the impression is that, only educators can decide on for example, school times, yet SASA stipulates clearly the roles and responsibilities of the SGBs in South Africa (see 2.6.6.2)

2.7 SUMMARY

Chapter Two examined literature review on the concept SGBs and their involvement over time to the present era. It covers both local and international literature. This chapter also examined the literature on how school boards, committees and councils operated to oppress black educators as well as parents in pronouncing the apartheid regime being in charge of all African schools. The school boards, committees and councils failed because they could not provide quality education to Black children and that Black parents could not contribute towards the betterment of the education of their children. In 1994 when democracy emerged, the South African government together with the then Minister of Basic Education - Sibusiso Bhengu introduced the structure named School Governing Bodies (SGBs) where active participation of teachers, parents, learners and that of non-teaching staff members is required in all South African schools.

This chapter further examined how SGBs from other countries function. The researcher realised that some countries such as Sweden, Spain, Scotland and Slovak Republic use school boards, committees or councils. These structures governed the schools but decisions were not taken by members involved, but by the headmaster or their DoE. The four above-mentioned countries together with South Africa were examined on how the SGBs or school boards (or any other preferred term) function. For the reader to understand the study, the researcher had to first answer the following questions on each of the above-mentioned countries. (i) What is a school committee? (ii) What is a school board? (iii) What is a school council? The answers to these questions, the researcher discussed how each of the above was composed, its functions and lastly its successes and failures. The rules and functions of the school governors in some schools are still not clear, hence the study.

Table 2.1: Summary of the SGBs in different mentioned countries

Country	How it started	Its purpose	Its functions	Number of parents	Do parents have the right to decide
Sweden	Everybody must have access to equivalent education	- to accommodate all members of the young generation - commit oneself	- consult with headmaster - headmaster decision-maker	- parents in the majority exceptional	The headmaster decides
Spain	- Minister of education responsible for effective SGB - country divided into 17 autonomous regions in the country - decentralisation and autonomy	- to ensure the basic unity of the system - to ensure the involvement of all sectors	- amend the organisation and functions of governing bodies - provide for a pedagogical model - take care of the resources allocated	- three representatives	Final decision is that of the headmaster
Scotland	- school board in Scotland came into existence in 1989 - schools were administered by education authority with little involvement of community	- ensure adequate education services - evaluate school's effectiveness over time - ensure continuation of parental choice between non-denominational and denominational schools	- parents required to take care of the education of their children - approving headmaster's proposal on budget - administer and manage the school - assure quality provision in schools	- 5 parent members for 501-1000 learners - number varies according to the number of learners on the school roll	Yes they do but the headmaster's voice is the last
Slovak Republic	- started under the auspices of UNESCO in 1993 - trying to get rid of fear, change in attitudes of teachers - democratic changes took place in 1989	- to promote cooperation of parents - make them aware of their rights - their children's rights - familiarise themselves with duties related to education of children	- determine the admission and language policy - decide on school times - administer and control the school's property - encourage voluntary services to stakeholders	- not stipulated	Yes, but the head teacher gives the final word
South Africa	- after failure of school boards, school committees, NECC and PTAs - SGB active participation of stakeholders	- ensure active participation of learners, parents, educators and non-teaching staff	determine admission and language policy on school times administer and control the school's property encourage voluntary services to stakeholders	- parents in the majority	Yes, the SGB and the principal decide and implement together

Table 2.2: Functional similarities in SGBs of the mentioned countries

Country	How it started	Its purpose	Its functions	Number of parents	Do parents have the right to decide
Sweden	Former structures failed and started with the democratic one which involves all stakeholders – hence the 1980s and 1990s	Even though the wording is not the same but the purpose is to: - Ensure adequate education services - Ensure the involvement of all sectors - Ensure the basic unity of the system - Evaluate school's effectiveness over time	- Take care of the resources allocated to schools - Take care of the education of their children - Administer and manage the school - Encourage voluntary services to stakeholders - Assure quality provision of education in schools - Consult with headmaster	Parents in the majority on exceptional cases	Yes
Spain				Parents are in the majority	
Scotland					
Slovak republic					
South Africa				Parents are in the majority	

2.8 CONCLUSION

In conclusion, the researcher draws the lines of clarification to the reader by tabulating the summary of the SGBs, school boards, committees or councils for different mentioned countries (table 2.1). The researcher also tabulated the functional similarities on the mentioned countries (table 2.2). This is done so as to indicate to the reader that not all the mentioned countries in the study use the term 'school governing body', but other countries use either 'school boards', 'school committees' or 'school councils'. Each country implemented the methods which they (members in charge) found best for the education of their children. The researcher will now focus on Chapter Three which deals with 'research design and methodology'.

CHAPTER THREE:
RESEARCH APPROACH AND DESIGN

3.1 INTRODUCTION

The purpose of the chapter is to provide the methodological structure of how data was collected to examine the role of the school governing bodies in creating an educative climate in schools in South Africa. This includes the instruments used for collecting data for this study.

In accordance with the topic of this study, it was found that the qualitative method is the most suitable for data collection. According to Rudestam and Newton (1992:31), qualitative research implies that data are in the form of words, and are reduced to themes or categories and thus evaluated subjectively. Since the researcher intend studying the role of the SGB in creating an educative climate in schools, she decided to use individual interviews with all four candidates, but the researcher will reduce data which are collected to themes and categories will be evaluated objectively due to the sensitivity of the topic itself. The qualitative research method (objective evaluation) will be more likely to address the aim and purpose of the study.

According to Creswell (1994:164), qualitative research occurs in natural settings, where human behaviour and events normally occur. The focus of qualitative research is on the participant in the original setting of the school environment. In this research, the role of the school governors will be considered, as the researcher is interested in a broad understanding of the role of the principal, deputy chairperson, secretary and the treasurer. It is important for the researcher to mention that much as the focus is on the four above-mentioned governors, it also includes how often other governors and parents actively participate in school activities. It is again important to note that, how parents and governors participate in the education of their children might have positive or negative implications, depending on the outcomes of their contributions in the quest to create an educative climate in the school..

McMillan and Schumacher (1997:10) describe qualitative research as “a naturalistic phenomenological philosophy, which assumes that multiple realties are socially constructed through individual and collective definition of the situation. The principal, the deputy chairperson and the treasurer should at all times try to adhere to the policies provided by the GDE and so must the secretary who is also is also part of the executive. The researcher accepts that multiple realities of the role of the SGB in creating an educative climate in school may exist. It is vital to note that the understanding of the events, as well as people in their natural state without taking anything for granted, is important.

Qualitative research can be subjective as the researcher involves her/himself in the situation or immerses her/himself in the persons she/he is studying, but is nevertheless able to objectively transfer this information in the data with depth and detail (Silverman, 1997:10). In doing as above, the researcher is trying to represent the person’s view or situation fairly and portray it as consistent with their meaning. Richard (2003:89) argues that collaboration with other researchers may retard the process but is necessary in the area of research.

The above-mentioned arguments are relevant to this study in the sense that the role of the SGB in creating an educative climate in schools, with reference to School X is an interactive concept portraying the way in which people react or perceive situations. It was therefore, important for the researcher to be aware of these at all times. The qualitative research design, together with other methods of data collection, was helpful in obtaining different perspectives. Qualitative studies are those where the description of data is not easily quantified or expressed in quantities. The qualitative paradigm is appropriate in this study, as the researcher produces findings without reducing them to statistics (Richard, 2003:80).

The research was explorative in essence and very little information was known before research processes took place. Perceptions and attitudes in relation to the role of the

SGB in creating an educative climate especially at School X cannot be adequately measured using quantitative methods. Although instruments may be available, it is still not an ideal method of measurement when conducting research of this kind in which the views and opinions of participants are elicited. It was relevant for the researcher to use a variety of methods such as interviews and observations that might determine attitudes and perceptions.

3.2 RESEARCH APPROACH AND DESIGN

The term research design is widely used in the social sciences, particularly in disciplines that champion experimental methods. Research design can be viewed as a kind of cost benefit balancing. It is a plan for a piece of research that is constructed to maximise validity of its findings, subject to the costs and practical difficulties of doing so (Terre Blanche, Durrheim & Painter, 2006:161-162).

Research designs are plans and the procedures that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009:03). Research design is a set of guidelines and instructions to be followed in order to reach a certain goal. The guidelines include the aim of the research, the selection and design of a particular method, and the consideration of validity (Mouton, 1996:107). The research is designed in such a way that it studies one senior secondary school that is situated in Naledi – Soweto (Refer to Annexure E – Soweto Map from Chris-Hani Baragwanath Hospital to the school). The study is also designed to collect data by way of individual interviews. Conducting an interview is a more natural form of interacting with people than making them fill out a questionnaire, do a test or perform some experimental task. Therefore, it fits well with the interpretive approach to research. It gives us an opportunity to get to know people quite intimately so that we can really understand how they think and feel (Terre Blanche, *et al*. 2006:297).

In the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the

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researchers bring to the research or writers express in the literature (Creswell, 2009:175). Alrtricher (1993:101) emphasises the fact that an interview is a conversation between two people which is not casual or non-directive, as its purpose is for the interviewer to seek responses from the interviewee. He continues to say, interviews give access to other people's perceptions, including the thoughts and attitudes that lie behind behaviour. It is for this reason that interviews were used in this study, because of the role of the SGBs in creating an educative climate in schools is often a difficult topic to raise, and doing it conversationally while at the same time directing the participant to achieve the necessary responses. However, the interviews only reveal what she or he thinks and her or his interpretations at the time of the interview.

3.3 POPULATION AND SAMPLE

3.3.1 Population

A population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying (White, 2003:12). A thorough in-depth study on the roles and responsibilities of the SGBs in South African schools is the focus of this study. As discussed in Chapter Two at points 2.1 and 2.2, the composition of the SGB is clearly detailed. From the membership of the SGB only a few will be selected for the interviewing which is the principal, deputy chairperson, secretary and the treasurer. This counts to the total of four interviews.

3.3.2 Sample (purposive sampling)

The study used a purposive sampling due to the fact that the executive members of the school studied are selected with a purpose of collecting accurate data as affected members. Below is the demographic composition of the governors who were involved in the process of the interviews at School X. The under-mentioned governors are selected for the study because of the need to know each one's functions as they were all new in office and the principal was also newly appointed. The researcher, who is the

chairperson at the mentioned school, found it appropriate to conduct a study which would bring clarity to them as executive and the other members of the SGB so that when they are elected in such portfolios in future they must know what is expected of them. The topic of this study speaks about creating an educative climate in schools. If there is no clarity in as far as how the SGB functions, there is no way in which effective and efficient management can prevail and no one can thus talk about the existence of an educative climate. It is for such reasons that the researcher selected the under-mentioned four as it has been explained earlier on (see 1.2):

- the principal;
- the deputy chairperson;
- the secretary; and
- the treasurer.

The reader must understand that the researcher purposefully chose the above four SGB members. However that does not mean that the other members are not important, but taking into consideration that the principal, who is an ex-officio (ex-officio defined in the study) of all committees and also representing the DBE must have knowledge on how to manage the school effectively and efficiently. Hence Clarke (2009:45) states: "…the principal, working under the authority of the head of the provincial education department, is responsible for the professional management of the school." (In terms of the act, the head of the provincial education department is called the "Head of Department").

It must also be taken into cognisance that if the deputy chairperson does not know correct procedures to follow when conducting meetings in the absence of the chairperson, he/she can easily fail other members of the SGB by officiating according to his/her own will. The same applies to the secretary; if he/she does not understand his/her functions well, he/she will omit some of the important facts and ideas which were discussed in the meeting, which would even help taken the school to higher level, and by so doing he/she shall have failed the entire SGB of the school. Lastly, the treasurer must acquire knowledge on how and when to utilise school funds. Without proper

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management of school funds, he/she will end up signing cheques to buy something that is not helpful to the school or of a need.

This study has addressed and tabulated the functions of the four selected office bearers. Without the correct implementation of SASA and compliance in their obligations, one cannot talk about SGB creating an educative climate at schools.

3.4 RESEARCH METHODOLOGY

Terre Blanche *et al.* (2006:161-162) state that "research design can be viewed as a kind of cost benefit balancing; it is a plan for a piece of research that is constructed to maximise validity of its findings, subject to the costs and practical difficulties of doing so."

It is along the understanding of the above authors with their contribution to the study that prompted the researcher to consider their ideas which brought clarity that the design of the research included the overall approach to be taken and how the research will be conducted.

According to Brotherson (1994:103), qualitative research design is characterised by three key assumptions. The first assumption is the belief that multiple constructions of reality exist. So, qualitative research will seek to find an understanding of human relationships in the web of interaction and interconnected factors, events and process as they are constructed in the minds of people. This is an important aspect to consider for this study, as the issues of the role of the SGBs in creating an educative climate in schools are interconnected with human relationships and, as such, have multiple realities.

Secondly, in qualitative research the inquirer and the participant interact and influence each other on a certain extent. The qualitative research methods that are used in this study, such as observations and individual interviews, allow for interaction and could

lead to understanding attitudes, behaviour and context from different points of view (Richard, 2003:11). Thirdly, in qualitative research truth is believed to be primarily a matter of perspective. Considering the varied experiences the participants have had in the role of the SGBs in creating an educative climate in schools, the above assumption is considered to be relevant.

Below is the demographic composition of the governors who were involved in the process of the interviews at School X.

3.5 QUALITATIVE RESEARCH APPROACH

Creswell (2009:176) informs the readers that qualitative research is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear and understand. Their interpretations cannot be separated from their own backgrounds, history, context and prior understanding.

3.6 METHODS USED FOR DATA COLLECTION

3.6.1 Introduction

This is a case study of a school in Soweto Gauteng Province. Individual interviews will be conducted with the under-mentioned governors.

3.6.2 Interviews

The data were collected at School X where the researcher is a chairperson. The principal was interviewed first at school at about 15:30. That is the time when she is free from participating in school activities. The process lasted for three weeks as each interview (for example, principal, deputy chairperson, secretary and the treasurer) was conducted according to his/her availability. The deputy chairperson was interviewed as the researcher is the chairperson of the school. In addition, the deputy chairperson has

been the chairperson of the same school for the past three years. The secretary and the treasurer were also interviewed but on different time frames. Each interview lasted for thirty five (35) minutes. The secretary, because he is an educator, was interviewed at 15:30 where most learners are no more at school, and the treasurer who is a parent, was interviewed on Saturday at 16:00. Qualitative researchers want to make sense of feelings, experiences, social situations, and phenomena as they occur in the real world and therefore want study them in their natural setting (Terre Blanche, *et al*. 2006:287).

Data collection methods are the ways in which the research data are obtained (De Vos, Strydom, Fouche, Poggenpoel, Schurink & Schurink, 1998:82). Data may be gathered by a variety of data collection methods (Mouton, 2001:104). (Refer to Annexures A, B, C, & D).

3.6.2.1 Interview with the principal

The principal was interviewed first for data collection as mentioned earlier on and hereunder are the questions and responses of all the respondents. The principal was then asked the following questions. Do all SGB members at your school have policies on school governance as provided by the GDE? In response she said, “All SGB members have among others SASA.” A follow-up question was asked. Why only SASA was given to SGB members and not given policies such as HIV/AIDS; Pregnancy and etcetera? She responded by saying, “SASA speaks to all the governors on how schools should be governed, especially when it comes to roles and functions of each executive member and the entire SGB.” The second question was: Have they all read and understood the SASA? The response was, “Only few members understand especially those who are literate.” What do you do to make sure that everyone understands? The response was: “We normally discuss and clarify terms in our meetings.”

Do SGB conduct their interviews appropriately? The principal responded: Yes, they conduct their interviews according to the guidelines outlined in SASA. Can you mention

other policies you have at school? The principal responded that: “Policies we have at school are Admission policy, Language policy, Academic policy, HIV/AIDS policy, Disciplinary Measures policy (Learners and Educators), Cultural Day policy, Operational policy, Safety and Security policy and etcetera.” Do the SGB discuss and adhere to the regulations and instructions of those policies? The response to the questions was: “We do not constantly refer to such policies in our meetings except in the case where there is a need to act according to that policy, like for example, the Disciplinary Measures policy where a learner or educator has to be disciplined.” The last question was: What strategies can be put in place in an attempt to ensure that the SGB of your school perform effectively and produce good results? The response was that “the SGB is willing to supervise afternoons especially those who are unemployed, and supervise extra classes every Saturday.”

3.6.2.2 Interview with the deputy chairperson

The question was asked: What is your role in the SGB as a deputy chairperson? The response was that he normally chairs the meetings when the chairperson is not in. The second question was: Do all SGB members of your school have policies on school governance as provided by the GDE? The response was: “We do not have all of them. Which ones do you have, the researcher asked. “It is SASA”, he responded. Another question was: Have you read and understood it well? The response was: Yes, but those who do not know English struggle to understand. A follow-up question was asked: What do you do to make sure everyone understands? In response the deputy chairperson said: “I read SASA in all our meetings to remind ourselves about the roles and functions of each executive member and the SGB as a whole.”

Another interview question was that, do you as a deputy chairperson see interviews being conducted appropriately with regards to appointments of new staff members? The response was, “They are, through the guidelines from SASA, we (panel) make sure that we act accordingly even though we are still learning.” Can you mention other policies you have at school? The response was: “I will only mention the ones that I

remember which are: Admission policy, Safety and Society policy, Language policy, Disciplinary policy, Academic policy, HIV/AIDS policy." Another question was: Do you (as deputy chairperson) adhere to the regulations and instructions of mentioned policies? In response he said: "I am trying hard to read and seek clarity where I do not understand so that I make sure I adhere." The last question was: What strategies can be put in place in an attempt to ensure that the SGB of your school performs effectively and produce good results? The response was that, "I will ensure that all SGB members, regardless of being in the executive or not, strive for a positive goal which would produce good results by working hand and glove with the principal, educators and learners by assisting whenever the need arises."

3.6.2.3 The interview with the secretary

The researcher asked: What is your role in the SGB as secretary? The response was, "My role is to write minutes of the meeting whenever we meet." Do you write all what was said in the meeting? "No", the secretary responded. The researcher asked why? "I am new in the post and still learning how to write minutes properly." Another question was: Do all SGB members of your school have policies on school governance as provided by the GDE? The secretary responded by saying, "We do have policies but not all of them." Which ones do you have the researcher asked? In response he said: "It is SASA and ELRC." Have your read and understood them well? The response was: "Yes, I do understand them moreover the ELRC is the policy specifically meant for educators." Can you mention other policies you have at school? The few I remember are HIV/AIDS policy, Language policy, Safety and Security policy, Admission policy, Cultural policy, Disciplinary Measures policy, Academic policy and etcetera. The researcher asked: Do you as secretary adhere to the regulations and instructions of the mentioned policies? In response he said: "As an educator I do not have ample time to go through other policies, most of the time I prepare lessons to be taught the following day." Do you conduct interviews appropriately with regards to appointment of new staff members? The last question was: Which strategies can be put in place in an attempt to ensure that the SGB of your school perform effectively and produce good results? He

responded by saying: “We (stakeholders) will make sure that we all work hard towards achieving good results. We will visit the school frequently and maintain good relationships among all of us.”

3.6.2.4 Interview with the treasurer – parent

The researcher asked: What is your role in the SGB as treasurer? The response was: “My role is to record monies that we receive at school.” Follow-up question was: Do you record all funds the school receives? The treasurer responded that, “Not all funds are recorded because some funds are brought to school (office) in my absence as he is most of the time at work.” Another question was: What happens to the funds which you did not personally receive from the school, such as fund-raising (by learners), donations from other companies or individuals (for example former students)? He responded by saying, he normally receives deposit slips of money collected from the principal. Another question was: Do all SGB members of your school have policies on school governance as provided by the GDE? In response the treasurer said: “The one he knows about is SASA.” Do you all understand it well? He responded by saying, he understands SASA here and there as he is struggling with the language. Follow-up question, what do you do to ensure that you as well as others understand? The response was, in their SGB meetings they always discuss important issues pertaining to the roles and functions of the governors. Which part of the policy do you read quite often, the researcher asked. He responded, “It is the part of the treasurer, and that it gives him a problem because of his poor understanding of the language (English).” The researcher then asked: Do you conduct interviews appropriately with regards to the appointment of new staff members? He responded by saying that before the commencement of the interviews, they normally come together (not only the panel but the SGB as a whole) and remind themselves about their duties. He also made mention that they sometimes ran short of the necessary forms which should be filled in. This happens because we are all new and are learning; what do you do to meet the criteria of sending all the forms to the GDE, the researcher asked. “We call the IDSO of the school to assist,” he responded. The last question was: What strategies can be put in

place in an attempt to ensure that the SGB of your school perform effectively and produce good results? In response, he said, “They will work together as a team to ensure that at school there is unity and stability and that all stakeholders will focus on effective teaching and learning.

3.6.3 Individual interview as a research method

The interview was semi-structured because the researcher did not only focus on the questions prepared prior to the interviews, but she asked additional questions to gain more clarity on what is being studied, which allowed for open discussion. “Semi-structured interviews are conducted with a fairly open framework which allow for focused, conversational, two-way communication. They can be used both to give and receive information”.

Individual interviews were semi-structured. Seeing that the researcher wanted to learn more about the role of the SGB in creating an educative climate in schools, the researcher did not only focus on her interviews schedule but also asked question randomly for clarity where she did not understand during the process of interviews (see Annexures A, B, C & D).

3.7 VALIDITY AND RELIABILITY OF QUALITATIVE RESEARCH METHOD

When one attempts to examine the role of the SGBs in creating an educative climate in schools using semi-structured research methods, it is important that it is valid and reliable.

Hall and Hall (1996:209) propose that it is important to pre-test interviews to discover whether the same results can be reproduced to claim validity. In this research, the pilot study was used independently with the same method of interviews with the governing body of School X which allowed the researcher to emphasise the validity of the claims when examining the data.

It is important to mention that the appointment for the interviews was made by the researcher herself in their SGB meeting. She also explained to the governors the purpose of her having interview sessions with them and the intention thereto. It is exciting to inform the readers that governors of the above-mentioned school accepted the invites with one voice (for example, your study will empower us as we are new in office); these are the sentiments SGB members uttered. The researcher's behaviour indicates the validity of the data to be collected. The validity of the study was done by asking the same research questions to all interviewees at different times and received different answers that helped the researcher on the analysis and interpretation of the study.

Validity is concerned with whether what one is measuring is what one really intends to measure. Reliability refers to the consistency and dependability of measures (Rose & Sullivan, 1996:19).

It is worth noting that the researcher first interviews the principal and followed the secretary as he is an educator. The deputy chairperson as well as the treasurer (parents) was interviewed at a later stage according to their availability. A semi-structured method was used to ensure an in-depth examination of what is being studied and the reliability on the entire interview processes.

Examining the role of SGBs in creating an educative climate in schools is a very sensitive subject and participants may feel obliged to respond in a particular manner more especially the treasurer. To ensure accurate data, different methods of data collection should be applied to achieve triangulation. Triangulation in this study implies effective participation of three parties namely, educator, learner and parent. Without this triangulation, one cannot talk of meaningful and quality delivery of education. Triangulation in this instance contributes strongly towards creating an educative climate in schools. Gillham (2000:93) confirms this by saying the implication for assessing the validity of interview data is that interviews need to be part of a multi-method approach.

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3.8 CONCLUSION

Chapter Three focused on how the research was designed and carried out. The researcher indicated that a qualitative research method was preferred with regard to data collection for this study. A method of individual interviews was applied during the process of data gathering and the researcher clearly outlined and used them properly. The validity and reliability of the information gathered, has been well recorded so it can be used in Chapter Four. To overcome the biasness of purposive sampling, the study used several interviewees whose views will not necessarily be the same. This means the researcher wanted to get various views on the research.

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

Chapter Three focused on the design of the research instrument and empirical investigation. Chapter Four will describe how data were collected and interpreted. This is done as a report based on individual interviews which were conducted at School X. The researcher used a thematic method to analyse data collected. This simply means that all documents used when gathering data were brought together as tools to assist in analysing and interpreting the findings.

The first background of the study includes the principal, deputy principal, the secretary and the treasurer. The analysis and interpretation of results will be based on the following points of understanding. The under-mentioned points of understanding are taken into consideration and can contribute meaningfully in the creation of educative climate in schools.

- Principal's perception about the role of the governing bodies at schools;
- The principal and governors' understanding of SASA;
- The principal and how SASA is implemented;
- The principal and how the SGB supports extra-mural activities.

4.2 THE PRINCIPAL AND THE GOVERNORS'UNDERSTANDING OF SASA

4.2.1 Highlights of the under-mentioned aspects

It is important to highlight to the reader that interview questions for the three interviewees, namely principal, deputy chairperson and the secretary were more or less the same, except those (questions) for the treasurer which differed slightly from those asked to the other respondents, due to the nature of his capacity in the SGB. The

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results thereto, will be revealed by the researcher when interpreting the treasurer's interview results. The points of understanding which the researcher mentioned earlier on in the above paragraph are as follows:

- The principal's understanding of the SASA;
- The deputy chairperson's understanding of SASA;
- The secretary's understanding of SASA;
- The treasurer's understanding of SASA;
- The principal and how the SGB supports extra-mural activities.

After the research process the researcher analysed and interpreted the results as follows:

4.2.1.1 The principal's understanding of SASA

The principal, even though she was new in that position, portrayed a sense of responsibility and passion in creating an educative climate at school. This is proven by the fact that she managed to collect few educational policies from the GDE, which she realised that by having policies such as HIV/AIDS, Disciplinary Measures (for learners and educators), Cultural Day, Operational, Safety and Security, that harmonious relationships among all stakeholders can be created if read and implemented. The results indicate again that the principal has potential to take the school to a higher level. This is proven by some of her responses after realising that not all the SGB members do find it easy to read and understand SASA as their act which is meant to guide and educate them in executing different tasks at school. The researcher asked: What do you do to make sure that everyone understands? She responded and said they normally discuss and clarify terms in their meetings. This means the principal understands SASA better.

After such good responses, the researcher was amazed by her response on the following question that reads: Do the SGB conduct their interviews appropriately? She

responded by saying yes, they conduct their interviews according to the guidelines outlined in SASA. To the researcher the response seems to be exonerating her from the responsibility of conducting interviews. For example, “they” and “their”. She was not supposed to have been led by the pronoun “they” and the possessive pronoun “their” which was found in the question, but she should have corrected that by saying; “Yes, we do conduct our interviews appropriately.” She should have made the researcher aware that she is also part of the interviewing panel and also part of the SGB.

4.2.1.2 The deputy chairperson’s understanding of SASA

The deputy chairperson explained his role when he was asked: What is your role in the SGB as a deputy chairperson? He responded by saying he normally chair (conduct) meetings whenever the chairperson is not there. He also informed the researcher that as much as they do not have other policies in their possession as SGB members, they do have SASA. His response when he was asked whether they have all read and understood SASA? It (response) indicated the uncertainty of the language from other members. This type of language problem can become a barrier that can delay the process of creating an educative climate at school. SASA and other policies must be read and understood so that everyone can execute his/her task with ease. Hence, Richard (2003:68) writes: “policy must be implemented so that everyone at school speaks the same language.” They must continue to educate one another.

The researcher realised the potential and positivity in the deputy chairperson’s responses by acknowledging that they are still learning but their roles and functions must be carried out without giving excuses to the DBE when failing to execute. Another positive response was given when he was asked: Which strategies can be put in place to ensure that the SGB of your school performs effectively and produce good results? He responded by giving the researcher an assurance of working together with all SGB members regardless of one being in an executive or not. This indicates a positive attempt towards creating an educative climate in schools.

4.1.2.3 The secretary's understanding of SASA

The secretary explained to the researcher that his role is to write minutes of every meeting they have. When the researcher asked: Do you write all that was said in the meeting? The response was "No". The researcher was asked why? He responded by saying he is new in the position and still learning how to write minutes properly. This shows a sense of enthusiasm in him which could take the school and him to a higher level. SGB members do not have all the policies with them but the secretary informed the researcher that in his possession he has SASA as well as ELRC. What does ELRC mean? the researcher asked. In his response he said it means "Educator Labour Relations Council." Why do you have ELRC and not only SASA? He responded that he has this policy because it deals with matters related to educators. The researcher quickly realised that the policy deals with the dos and don'ts in their job situation.

The researcher asked the secretary about the number of policies they have at school and to mention them if possible. The secretary mentioned seven of the policies which are highlighted in the interview schedule (see 3.6.1.3). The researcher then asked: Do you (as the secretary) adhere to the instructions and regulations of the policies mentioned earlier on? In response he said it clearly that he spends most of his time on school work, such as doing preparations for the lessons for the days and weeks to come. Therefore, he does not have ample time to sit and read those policies. Another question was: Do you conduct interviews appropriately with regards to appointment of new staff members? "Yes," he responded, "when we are not sure we open our SASA documents for guidance on how to conduct our interviews." On the last question asked: "Which strategies can be put in place in an attempt to ensure that the SGB at school perform effectively and produce good results?" His response indicated to the researcher that educative climate can easily be created at school due to the fact that he made mention that all stakeholders will try and work hard towards achieving good results and that they frequently visit the school and maintain good relationships among them. This response is the same as that of the deputy chairperson and it clearly

indicates that the SGB of School X even though new, but is dedicated and passionate to take the school forward, and that they do understand SASA better than other policies had at school.

4.2.1.4 The treasurer's understanding of SASA

The first question that the researcher asked: What is your role in the SGB as a treasurer? He responded by saying his role is to record all the monies he receives at school. The follow-up question was: Do you record all funds the school receives? His response was not all funds are recorded because some funds when raised (by learners) are brought to the office when he is at work. Another follow-up question was: What happens with the funds that you never received? He responded by saying, most of the time funds are being deposited by the principal and later he is given the deposit slips. This response puzzled the researcher and she started to wonder how the treasurer affirms that the deposit slips given is equal to the money collected or received on that particular day. It must be borne in mind that if the treasurer of the school does not record funds appropriately, this will be a stumbling block or barrier in creating educative clime at school, because all organisations function smoothly if funds are properly managed.

Another question was: Do all SGB members of your school have policies on school governance as provided by the GDE? The treasurer responded by saying he only has SASA and he is struggling to understand due to lack of language proficiency (English). The researcher began to understand the weaknesses the treasurer had, hence the question on how funds are being recorded. Another question was: What do you do to make sure you understand SASA more especially in your capacity as a treasurer? The response was they always discuss important issues pertaining to the roles and functions of the governors. The question on which part of the SASA policy do you read quite often? He responded and said it is the part of the treasurer, and it gives him a problem because of his poor understanding of the language (English). Subsequent to that the researcher asked whether they conduct interviews appropriately with regards to the

appointment of new staff members. In response he said before they start with the interviews, the entire SGB gather together, discuss and remind themselves which duties they should execute (interviews).

The treasurer also highlighted the fact that they sometimes run out of forms needed to be filled in at the end of the interviews. He substantiated that weakness and said this happens because they are all new and still learning. The researcher posed a question on that regard (even though she is aware of the process of learning that takes place among SGB members). What do you do to meet the criteria on interviews before sending forms to the DBE? He responded and said, "We quickly call the school IDSO to assist on that." Can you explain to me what IDSO means? The treasurer responded by saying, the Intervention District Support Office. The last question followed and was: What strategies can be put in place in an attempt to ensure that the SGB of your school performs effectively and produce good results? In his response he indicated that working together as a team will make them achieve their goal and to ensure that unity and stability among all stakeholders prevails. His attitude and responses also indicated to the researcher that while in the process of learning, educative climate can easily be created at school. If the treasurer cannot handle school funds properly, they will be mismanaged.

4.2.1.5 The principal and how the SGB supports extra-mural activities

According to the researcher's observations, some SGB executive members do support the school in sports activities such as soccer and netball, said the principal. Why are they (SGB members) not all supportive when it comes to sports? the researcher asked. The response was, most of them are employed and only few are unemployed, but the few that gave support makes learners and educators feel great. The researcher's opinion was that all stakeholders not only executive members as stated above, should show active participation and support when it comes to such activities. The principal stated that support that few people give to the school means active participation of parents which at the end strengthens learners and educators' in as far as formal

education is concerned. Literature in Chapter Two confirms that "… is not only taught through formal lessons but must be demonstrated at all times" (Marulis, 2000:27).

The SGB should also support the principal, teachers and other staff in the school in the performance of their professional functions and supplement the resources supplied by the state to improve the quality of education provided by the school (Van Wyk, 2007:133).

In as far as discipline on learners and educators is concerned, the SGB has the power to take disciplinary measures on both parties but after adopting a code of conduct with all stakeholders. "… SGB in matters of learner discipline, the governing body is legally empowered, after consultation with educators, parents and learners, to adopt a code of conduct for learners and must ensure that learners abide by it" (Van Wyk, 2007:52). In addition, the above-mentioned stakeholders must familiarise themselves with school policy so that when the time for disciplinary measures come, and are to be implemented, they must all be able to speak the same language and behave the same way. Literature by Richard (2003:68) says "policy must be implemented so that everyone at school speaks the same language." The researcher's opinion was that educative climate can be created at the school studied but all stakeholders should come to a consensus and act according to SASA.

4.3 CONCLUSION

This chapter focused on what transpired during the process of interviews with the principal, deputy chairperson, the secretary as well as the treasurer. Some questions were the same but with different responses. The researcher must highlight to the reader that the responses to the questions posed to the interviewees, were mostly indicating the process of learning in their capacity as SGB executives and the entire body. Their responses also indicated that together they will learn and assist one another when the need arises. By so doing, the behaviour will instil a sense of understanding of SASA which would gradually create an educative climate in schools

and at the end improve the results of all the grades (8-12) not only matriculation results. Again, this practice will not only help the principal and governors in creating an educative climate at school, but will also build confidence in the learners themselves which prepares them to contribute meaningfully in societal gathering. Richard (2003:47) writes: “The classroom ambience should prove social confidence for all learners.”

CHAPTER FIVE
CONCLUSIONS AND THE INTEGRATED SGB PARTICIPATORY MODEL

5.1 THE CONCLUSIONS

The study identified and described the role of the SGBs in creating an educative climate in schools. The conclusions listed below can therefore be drawn from the results.

5.2 THE PRINCIPAL AND GOVERNORS' UNDERSTANDING OF SASA

This study concludes that the individual interviewees mentioned above all have read the SASA based on the data gathered during the interview sessions.

This study also concludes that the perception of the interviewees being their first experience in the governance was based on the positive influence in creating an educative climate at school.

The study also concludes that the mutual acceptance of improving results at the end of the year, between the principal, educators and parents influenced an educative climate at school. The problem of the SGB executive including the principal, not executing their roles appropriately, due to the lack of knowledge in governing the school made them to adapt to the situation in a very slow manner. This study therefore concludes that the principal together with the entire SGB attend meetings with the neighbouring schools, to learn how other SGBs execute their roles at schools.

This study also concludes that all educators should learn to respect and accommodate parents and all stakeholders to enable positive relationships and harmonious interaction to reign in school premises and also create an educative climate which would result in active participation by all stakeholders.

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The above responses compel the study to conclude that the SGB at School X managed to create an educative climate in a positive as well as negative manner. The climate is positive in the sense that the SGB executive members were willing to learn on how to govern the school by reading SASA time and again they met. It was negative in the sense that not all of them understood SASA as quick as others did.

5.2.1 The principal and how SASA is implemented

The study concludes that whenever the executive of the School X implements the policy or SASA, it should first make sure that they understood the content of the document(s) before implementing it. Again, this study concludes that the implementation of policies and SASA in particular, was aimed at empowering governors to execute their roles effectively and efficiently. According to the data collected at the selected school, the climate is generally welcoming but sometimes not and therefore, the study concludes that in creating an educative climate, the educators, parents and learners should speak the same language when it comes to educational policies as well as SASA. Literature by Richard (2003:68) says: “policy must be implemented so that everyone at school speaks the same language.”

5.2.2 The principal and how the SGB supports extra-mural activities

According to the researcher’s observations, this study concludes that parents (SGB) who normally supported the school on sports should continue to do that, as that type of support will reflect to all stakeholders as an attempt towards creating an effective and educative climate at school. “… is not only taught formal lessons but must be demonstrated at all times” (Marulis, 2000:27). Concerning discipline on learners and educators, this study concludes that the SGB acquaint themselves with the guidelines on discipline regarding both parties (that is, educators and learners) so that appropriate decisions might be taken.

5.3 THE INTEGRATED SGB PARTICIPATORY MODEL

The model provides indications on how to create an educative climate at the school studied. The literature review has established the importance of positive governors and their interaction for an effective school climate, which also provides an indication on how to formulate the curriculum and policies at school.

5.3.1 The integrated SGB participatory model based on the literature and interviews

This study concludes that the SGB should continue to carry its mandate to set policies and rules that govern the school, and to monitor the implementation of the rules. This conclusion is based on the fact that other governors, who are not executive members, might find themselves being members of the executive as the years go by for as long as their children are still at School X. SASA gave parents power to govern with pride at schools. Therefore, this study concludes that parents should continue to support the principal with regards to discipline on learners as well as educators. Policies and rules should be clearly read to the learners and educators so that at the end they are adopted by all stakeholders. "… SGB in matters of learner discipline, the governing body is legally empowered, after consultation with educators, parents and learners to adopt a code of conduct for learners and must ensure that learners abide by it" (Van Wyk, 2007:5).

Seeing that the principal and the SGB executive are not long in their positions, this study therefore, concludes that they become committed by attending workshops rendered by the NASGB. These workshops take place once a month at Johannesburg Central District Office in Soweto – Johannesburg, and are being established by the GDE with the purpose of assisting those governors who find it difficult to govern at their schools. Regular attendance to such workshops will benefit them in many ways and also broaden their knowledge gathered from SASA. The conclusion mentioned above, serve as the strategies that can create an educative climate in schools with regards to

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the role of the SGB executive at the School X. "… quick reference guides you as the governing body of a public school in Gauteng, to assist you in making policies for your school" (DoE, Governance Manual, Book 3).

This study concludes that the strategies which should be implemented to create an educative climate should be assisted by the actions below, namely:

- The principal and governors' understanding of SASA in creating and educative climate in schools;
- The principal and how SASA is implemented to promote educative climate in schools; and
- The principal and how the SGB supports extra-mural activities in creating effective and efficient educative climate in schools.

For the SGB to be able to create an educative climate at school, the study recommends that all the SGB members should study SASA to enable them to carry their tasks elected for with ease in case they become re-elected. This is with reference to the deputy chairperson, the secretary and the treasurer interviewed.

This study concludes that further research be done on how SGB executives (deputy chairperson, secretary and treasurer) from other countries work (except South Africa) to manage their roles effectively and efficiently. It is also concluded that research be done on how the SGB executives in Gauteng carry out their roles to enhance effective management. This type of cohesion will make the executive of School X realise their weak points, and begin to improve from how they have been carrying out their roles. Comparison, similarities and differences must be done among countries outside South Africa (see 2.1.1a.). Lastly, the integrated SGB participatory model indicates all stakeholders.

This gives the reader an understanding that if working together as a team, understanding roles and functions, the SGB executive and the entire SGB members

(stipulated in SASA) should create a harmonious and educative climate can reign at School X.

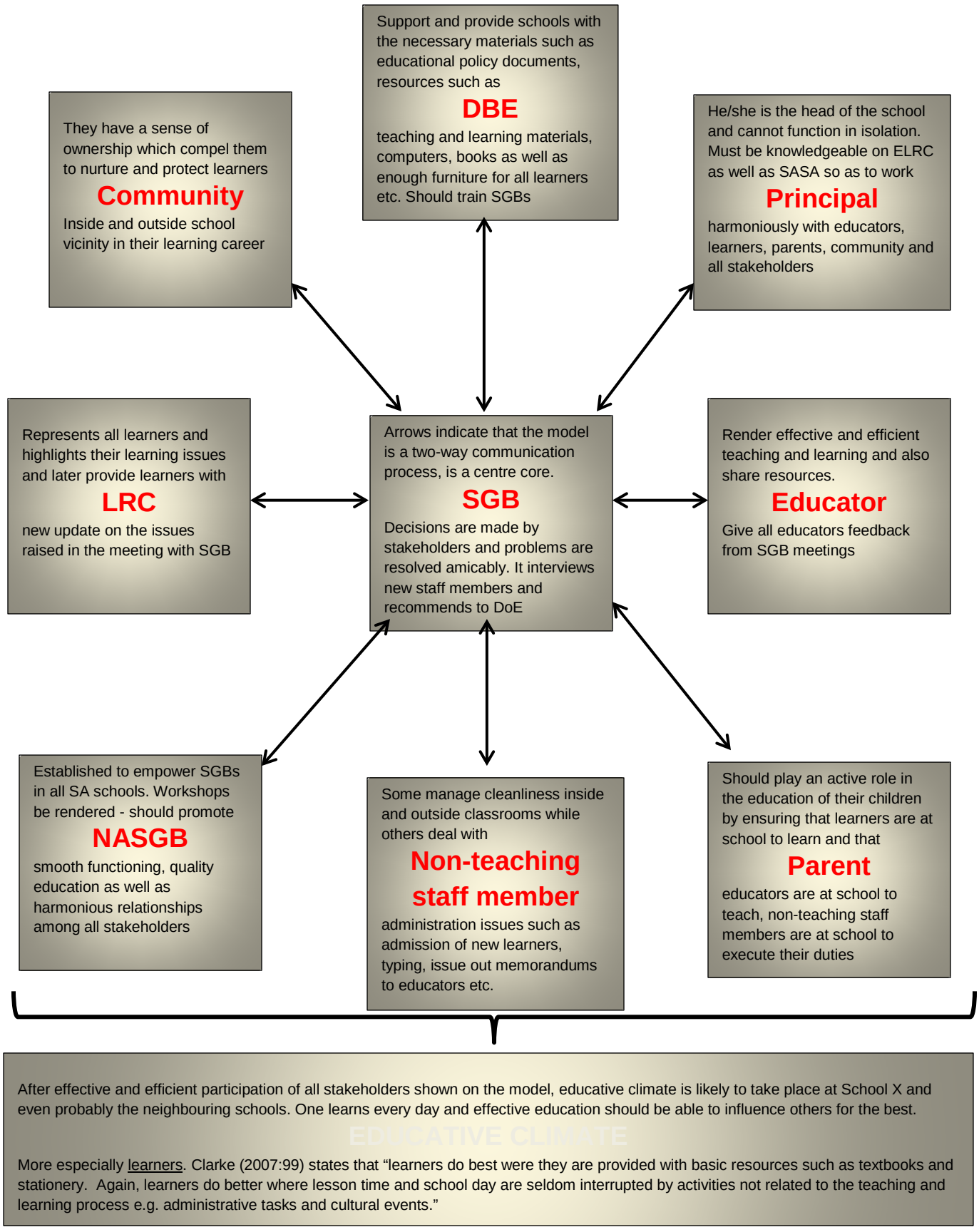

Figure 5.1: Integrated SGB participatory model

5.4 SUMMARY OF THE INTEGRATED SGB PARTICIPATORY MODEL

5.4.1 Introduction

According to the problem that prompted the researcher to conduct this study, an integrated participatory model was formulated whereby a two-way communication process is highlighted involving all the stakeholders. The SGB is the centre core which indicates arrows that speaks to the nature of the model itself (two-way communication). One would ask; is there a need for participatory model? The answer is yes, and the reason is to create educative environment in schools, more especially when it comes to matters that have to do with finance. The problem of the study states clearly that the SGB executive of School X is uncertain on the execution of duties among others. The treasurer is one of those who were interviewed to find out whether he is doing his work appropriately or not, and also how to assist him and the entire executive to resolve their problem. If the treasurer of the school cannot manage funds properly, this leads to mismanagement of funds which could end up in one indulging himself/herself in fraudulent actions. In short, a person who is elected to be treasurer should be the one who knows much more about how to deal with money, or a person whose position at work is that which makes him an expert in how to deal with funds.

When talking about the role of the SGBs Louw (2013:15) states that “the document gives pointers to SGBs on electing office bearers from its member body, among which must be a treasurer, and the legal requirements of this position, as well as the chairperson and a secretary. It also looks at the importance of setting up a finance committee.” She continues to say that … the treasurer and people on the finance committee should preferably have some financial expertise. Other appointments the SGB must make include a finance officer who administers financial matters on a day-to-day basis, as well as an auditor to examine and report on the financial documents.”

The above question advises any SGB member on how to deal with money successfully without being tempted in fraudulent action. It does not only advise the treasurer per se,

but also member who might find themselves being elected a treasurer of the SGB. Fraudulent actions can be controlled and avoided to prevent such behaviour. Louw (2013:25) writes: Internal control mechanisms must be set up to prevent fraud and corruption. These must be preventative, detective and corrective. Preventative measures include recruiting competent and trustworthy personnel and strictly adhering to segregation of duties. Detective controls must be undertaken regularly, and include checking, supervision, reviewing, surprise inspections and transparency. Finally, corrective action includes meetings, acknowledgement of guilt, relieving the suspect of his or her duties and calling in the provincial government's forensic unit."

This study is attempting to work towards empowering the SGB members in School X, especially the executive as mentioned above, namely the chairperson, deputy chairperson, secretary and the treasurer. The theory mentioned above, if implemented at the school studied, educative climate will easily be created because roles and functions will be carried out accordingly.

The above participatory model indicates clearly how educative climate should be created at schools. Every governor should feel free to participate and contribute meaningfully to the school. One can participate freely only if 'job description' is forwarded to him or her. To support the above statement Sada (2012:81 writes: "The way you use job descriptions can also be an opportunity for contributing to participatory …"

To be trustworthy and transparent in whatever one does, makes a person feel loved, respected and wanted by the people one works with. So is with SGB members. The decisions taken must be those that one can rely on when coming to creating an educative climate at schools. The implementation of the above-mentioned model will create harmonious relationships among all stakeholders.

Any organisation will run better if the staff is more loyal, feel needed and wanted, feel that they are respected and feel that their opinions count. All stakeholders should

participate because decisions tend to be better when they can call on wider range of knowledge, information and experience. No matter how wise and experienced a boss may be s/he does not have as much experience as the total of all her/his staff (Sada, 2012:79).

5.4.2 Summary of the model

5.4.2.1 Department of Basic Education

- The DBE should provide the SGB structure with the necessary information (policies) which would promote an educative climate at all times. If the policies are utilised accordingly at school, and that teaching and learning materials are delivered on time, the SGB is likely to assist in creating a learning climate that would lead to learners progressing in their schooling activities.

- The DBE should again ensure that every SGB of all schools in the country is in its data base so that its role can be monitored on an ongoing basis.

- The SGB of a school should be made to alleviate the administrative burden on the side of the DBE when it comes to namely, number of teachers needed by the school and the admission policy as well as the control of the school resources.

- The SGB should assist the principal by ensuring that effective teaching and learning takes place at all times by implementing the necessary policies and acts that the DBE have introduced.

- Again, the SGB should encourage those of its members who are experts in certain areas to come to school on special occasions to inspire the learners.

- One might ask, “Is there a need to train SGBs because they are been given all policies on maintenance of the school as well as on disciplinary measures on

stakeholders?" The answer to the above question is clearly outlined that "… sound training should be provided for proper discharge of the multiple duties bestowed upon them to avoid the so-called 'muddling through' approach" (Holt & Murphy, 1993:175).

- Again, the DBE should train SGBs because according to Karlsson (2002:332). It "reduces reliance on principals and brings about realisation that all SGB members are equally important in making SGBs successful, particularly where principals provide support and leadership." The question might be, "Should learners also receive training?" Karlsson (2002:333) writes: "learners still need a considerable training to enable them to take up their rightful role, bearing in mind however, that learners are only in office as governors for one year." The researcher believes that if learners in the SGBs are trained, that will add value in the creation of educative climate in schools. Parents must also be trained to enable them to participate freely in their meetings because not all parents are educated in the SGBs of most schools. Their illiteracy deprives them to interpret SASA and other policies correctly. Hence, Heystek (2006:482) states that "poorly educated parents lack management expertise and may struggle to interpret the content of SASA."

5.4.2.2 The principal

- The principal should make it possible that SGB is involved in the affairs of the schools at all times because the involvement of the SGB paves the way for parental involvement in the education of their own children.

- In other words, it is of importance that SASA too, is reminding the principal that he/she "is required to provide the SGB with a report on the professional management of the school" (Clarke, 2007:31). SASA speaks to all stakeholders at school.

- The support of the SGB is always needed in order to develop a harmonious relationship that would make the school prosper and achieve good results at the end of the year.

5.4.2.3 Educators and learners

The SGB should make sure that the educators receive support in their subjects in order to promote an educative climate in class because a learner is so observant and can be vocal if the educator does not do his/her work. A learner becomes easily de-motivated if he/she realises that the educator is lazy and not competent in his/her work that can make him act inappropriately in class. Clarke (2007:99) states clearly the points which would encourage a learner in his/her education and writes:

- Learners do best where they are provided with the basic resources such as textbooks and stationery;
- Learners do better where lesson time and the school day are seldom interrupted by activities not related to the teaching and learning process, for example, administrative tasks, sporting and cultural events;
- Learners do better if their teachers are well qualified in the subjects that they teach and are also well qualified in the methodology of teaching the subject, that is, they have a good knowledge of the subject, know how to teach the subject and have been trained in the skill of teaching the subject;
- Learners do better at schools which provide additional support for those who struggle academically;
- Learners do better if educators spend more time in the preparation of lessons; and
- Learners do better if their educators receive ongoing professional training in the teaching of their subject.

The researcher still believes that even though Clarke (2007:101) has mentioned the above factors, the final decision is in the hands of the learner to realise how beneficial education is in his/her life regardless of how effective and efficient SGB could be.

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5.4.2.4 Parent

- Parents should be able to always support the SGB in the journey of education of their children. Coming to school as a secondary institution, a learner is expected to have received a primary education at home with all the values and norms practised by most people, so that the educator augment or further the education received at home. Quan-Baffour (2006) supports this and says “every child is born to home and the first education to a child is received from home, therefore school education is supposed to be built by the home.” If there are problems at school, parents are the ones who should come with the solution and to resolve the problem amicably in an attempt to create an educative climate that is conducive for all stakeholders.

- It is proper that parents as the members of the SGB should play an effective role in seeing to it that the school is efficiency administered at all times in order to promote an educative climate at school. Parents can never work in isolation, but must have a joint decision with the principal, educators and learners. To this end, “the South African Schools Act 84 of 1996 contemplates an education system in which four major stakeholders, namely the State, parents, educators and learners cooperate to advance specified objectives relating to schooling and the provision of public education” (SASA, 1996:03).

5.4.2.5 Non-teaching staff members

- A non-teaching staff member also act as a parent that represents the SGB who must at all times ensure that the education of a learner becomes a prerogative in his/her life that a learner receives quality education and is supported in all spheres of his/her school life. The support by the non-teaching staff member is based on trust and can successfully be carried out only if it is understood and practised by other parties. Hystek (2006:474) states clearly that “although the emphasis is placed on SGB by legislation to be in relationship of trust with the school, in practice, trust is also

expected from other parties …" The above statement is supported by Clase, Kok and Van der Merwe (2007:243) when they argue that "the proper functioning of any country's education system is dependant, to a great extent, on the mutual trust and collaboration that exist among all parties."

5.4.2.6 National Association of School Governing Bodies

- The NASGB is established to empower SGBs of different schools. Workshops are rendered on the last Sunday of each month. The workshops deal specifically with the roles and functions of the SGBs, which aims at promoting smooth functioning, quality education as well as harmonious relationships among all stakeholders.

- The DBE after realising the huge responsibility placed upon its shoulders with regard to educating governors on how to govern effectively as well as efficiently, it then established the NASGB in 2000. Its function is to carry out the mandate from the DBE to the governors of different schools in Gauteng. The mandate is in line with SASA where governors are being capacitated. The NASGB meets with the governors of a specific region at a specific chosen location; this happens on the last Sunday of each month and that is why it is termed National Association of School Governing Bodies. The meeting commences from nine o'clock to twelve o'clock (09h00-12h00) midday. The duration of the meeting is allocated in such a way that it enables parent-governors ample time to participate freely and be able to ask questions where necessary. This interaction between governors and NASGB officials is established in an attempt to create a harmonious and an educative climate in schools.

- The NASGB not only converge at a certain region to meet governors from different places, but they also open their lines of communication at all times. Governors are free to call or invite the structure to individual schools anytime when the need arises, and they respond. The mentioned structure (NASGB) comprises of ten executive members of which the first five are the chairperson; deputy chairperson; secretary;

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deputy secretary and treasurer and another five members are additional seeing that schools are many and that governors thereto need to be capacitated in their different capacities at schools.

It must be noted that the above-mentioned structure consists of educators (teachers) as people who are well informed in as far as educational policies and acts are concerned. Surely the reader would like to know how they are elected as well as who does that and for how long. The response to the above questions is very vital as the reader has been informed about this important structure, therefore answers are as follows:

(i) *How are they elected?*
They are being elected at national level.

(ii) *Who does that?*
The DBE with all district officials

The researcher is under the assumption that the reader would also want to know whether the governors are being invited on that day, or do they just see different faces introduced to them in the next meeting?

The response to the assumption is that the governors are being informed about the date and venue; where and when the event will take place. A word of invitation is presented to the attendees and those who will be available to witness the process. It is interesting to note that the elections are open; they are open in the sense that governors invited can also contribute by voting for the same executive members to be re-elected or not, but the reader should note that this can only happen if the executive has done justice to them (empowered governors).

(iii) The last question is; how long should they be in office?
The answer is three years (3 years)

The researcher has not attended such a gathering as a chairperson, because she is only two years in office.

In conclusion, it is imperative for the researcher to make mention that the positive contribution that the NASGB shall have made to the governors, will have a positive impact in the life of a learner, and in return, a learner will perform to the best of his/her ability and as feedback to the good management and governance of the school, a learner will produce good results at the end of the year which assures the researcher that he/she will contribute meaningfully to South Africa as well as to outside countries in his/her adulthood. The researcher will now elaborate on the last component of the model which is 'community'.

5.4.2.7 Community

- The model provided in this study indicates that community involvement is needed at all times in the education of a South African child, but the reader must be made aware that the involvement of the community at school could have a positive impact as well as negative impact. A positive impact implies that the community might well look after the school facilities and properties such as school buildings, windows, doors, window and door handles, chalkboards and equipment such as computers, photocopiers, desks, chairs, tables and etcetera.

- The community might again contribute positively at school in that the community make sure that physical structure such as 'recreation centres' are erected in the locations so that from school, a learner does not get bored and end up being involved in illegal acts. Recreation centres can empower a learner with different skills such as dancing, singing, soccer, netball, tennis and many more. The above-mentioned activities strengthens the SGB and do not give a learner a chance to indulge himself/herself in substance abuse.

- Community involvement can impact negatively at school and can be destructive. Destruction implies that that some (not all) community members might see their involvement as an opportunity to hire learners to sell substances such as drugs to other learners at school and even outside the school environment. For example, a learner could be given substances to sell such as cocaine, marijuana, alcohol, dagga and etcetera. These acts of ill-disciplined and corrupt community put the SGB at stake and retard the learners' progress drastically in that he/she might end up being a drop-out or in prison. No matter how hard the SGB can try to promote an educative climate at school, as long as the community is not involved positively, the good exercise by all structures in the model is futile.

- Community involvement can also contribute negatively to school if it is found that the former has exceeded its boundary in school activities. To cite an example, the community might be seen at the beginning to be supportive at school as mentioned in the first two paragraphs of community involvement, but later seen to be too much involved in school curriculum and matters that need the attention of the SGB and educators. In that way, the participation of the community in this regards become detrimental in the learner's educational life and also damages the image of the SGB which could result in disempowerment with regard to their execution of duties.

In contrast, the community will become positively involved if it owns the school and have access to the school facilities and equipment whenever they are in need of. For example, if they need to use some classes or school hall for church services and organisations such as the ANC, COSAS and many more to hold their meetings. After participation in the interaction shown in the model, the reader will at the end see and understand how an educative climate was created at the school studied.

5.5 CONCLUSION

This chapter provided conclusions based on the data gathered during the individual interview processes (with the principal, deputy chairperson, secretary and treasurer). The conclusions were linked with the question, aim and objectives stated in Chapter One at points 1.4 and 1.5.. The conclusions as well as the integrated SGB development model were based on the literature and the interviews which were conducted. In addition, this chapter, based on the data collected during the process of interviews, the conclusion and comparisons, differences and the similarities in other countries outside South Africa were highlighted so as to copy what is possible for the SGB of School X to grow and reach a higher level which ultimately would create an educative climate at school. Bibliography is highlighted as well as Interview Schedules which is noted in Annexures A-D.

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ANNEXURE A: RESEARCH INTERVIEW QUESTIONS

Q = Question

R = Response

THE PRINCIPAL

Q Do all SGB members at your school have policies on school governance as provided by the GDE?

R All members have among others SASA.

Q Why was only SASA given to SGB members and not policies such as HIV/AID, Pregnancy etcetera?

R SASA speaks to all the governors on how schools should be governed especially when it comes to roles and functions of each executive member and entire SGB?

Q Have they all read and understood the SASA?

R Only few especially those who are literate.

Q What do you do to make sure everyone understands?

R We normally discuss and clarify terms in our meetings.

Q Do the SGB conduct their interviews appropriately for the appointment of new staff members?

R Yes, they conduct their interviews according to the guidelines outlined in SASA.

Q Can you mention other policies you have at school?

R Admission policy, Language policy, Academic policy, HIV/AIDS policy, Disciplinary Measures policy (learners and educators), Cultural Day policy, Operational policy, Safety and Security policy, etcetera.

Q What strategies can be put in place in an attempt to ensure that the SGB of yours school perform effectively and produce good results?

R The SGB is willing to supervise afternoons especially those who are unemployed and supervise extra classes every Saturday.

Q Do the SGB discuss and adhere to the regulations and instruction of those policies?

R We do not constantly refer to such policies in our meetings except in the case where there is a need to act according to that policy, like for example, the Disciplinary Measure policy where a learner or educator has to be disciplined.

ANNEXURE B: RESEARCH INTERVIEW QUESTIONS

DEPUTY CHAIRPERSON - PARENT

Q What is your role in the SGB as a deputy chairperson?

R I normally chair meetings when the chairperson is not in

Q Do all SGB members of your school have policies on school governance as provided by the GDE?

R We do not have all of them.

Q Which one do you have?

R It is SASA.

Q Have you read and understood it well?

R Yes, but those who do not know English struggle to understand.

Q What do you do to make sure that everyone understands?

R I read SASA in all our meetings to remind ourselves about the roles and functions of each executive member and the SGB as a whole.

Q Do you conduct interviews appropriately with regard to appointment of new staff members?

R They are, through the guidelines from SASA, we (panel) make sure that we act accordingly even though we are still learning.

Q Can you mention other policies you have at school?

R Admission policy, Language policy, Academic policy, HIV/AIDS policy, Disciplinary Measures policy (learners and educators), Cultural Day policy, Operational policy, Safety and Security policy, etcetera.

Q Do you (as deputy chairperson) adhere to the regulations and instructions of the mentioned policies?

R I am trying hard to read and seek clarity where I do not understand so that I make sure I adhere.

Q Which strategies can be put in place in an attempt to ensure that the SGB of your school perform effectively and produce good results?

R I will ensure that all SGB members, regardless of being in the executive or not, strive for a positive goal which would produce good results by working hand and glove with the principal, educators and learners by assisting whenever the need arises.

ANNEXURE C: RESEARCH INTERVIEW QUESTIONS

THE SECRETARY - EDUCATOR

Q What is your role in the SGB as the secretary?

R My role is to write minutes of the meeting whenever we meet.

Q Do all SGB members of your school have policies on school governance as provided by the GDE?

R We do have policies but not all of them.

Q Which ones do you have?

R It is SASA and ELRC.

Q Have your read and understood them well?

R Yes, I do understand them moreover the ELRC is the policy specifically meant for educators.

Q Can you mention other policies you have at school?

R The few we remember are, Language policy, Academic policy, Disciplinary Measures policy HIV/AIDS policy, Safety and Security policy, Cultural Day policy, Admission policy etcetera.

Q Do you (as the secretary) adhere to the regulations and instructions of thementioned policies?

R As an educator I do not have ample time to go through other policies as most of the time I prepare lessons to be taught the following day.

Q Do you conduct interviews appropriately with regard to appointment of new staff members?

R Yes, because we (panel) consult our SASA policy which guides is on how to go about interviews.

Q Which strategies can be put in place in an attempt to ensure that the SGB of your school perform effectively and produce good results?

R We (stakeholders) will make sure that we all work hard towards achieving good results. We will visit the school frequently and maintain harmonious relationships among all stakeholders.

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ANNEXURE D: RESEARCH INTERVIEW QUESTIONS

THE TREASURER - PARENT

Q What is your role in the SGB as the treasurer?

R My role is to record monies that I receive at school.

Q DO you record all funds the school receives?

R Not all funds because some funds are brought to the office in my absence as I am most of the time not at school because of employment.

Q What happens to the funds which you did not personally receive from the school such as fund-raising (by learners), donations from other companies or individuals?

R I normally get deposit slips of such funds from the principal.

Q Do all SGB members of your school have policies on school governance as provided by the GDE?

R I know of one which is SASA.

Q Do you all understand it well?

R I understand but here and there not the policy as a whole as I am struggling with the language.

Q Which part of the policy do you read quite often?

R The section that speaks to the treasurer of SGBs and I take time to understand, as I said earlier on my English is not up to standard.

Q What do you do to make sure that everyone understands?

R We always make sure that in our SGB meetings we discuss important issues pertaining to the roles and functions of governors.

Q Do you conduct interviews appropriately with regards to the appointment of new staff members?

R Yes, because before the interviews we come together as SGB members and read about what is expected of us, even though we sometimes do not have some of the necessary forms to be filled in at the end of the interviews. We are all new and are still learning.

Q What do you do to meet the criteria?

R We call the IDSO of the school to assist.

Q What strategies can be put in place in an attempt to ensure that the SGB of your school perform effectively and produce good results?

R We will work together to ensure unity and stability at school and also strive for harmonious relationships among all stakeholders. Effective and efficient teaching and learning will be emphasised.

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ANNEXURE E: FUNCTIONS OF INTERVIEWEES

Summary of the functions of office-bearers according to SASA to mention a few (Clarke, 2007:31). They are tabulated as follows:

(i) The principal

The principal must attend and participate in meetings of the SGB; must assist the SGB in the performance of its functions and provide the SGB with a report on the professional image of the school.

(ii) Deputy chairperson

- Stands in for the chairperson if she is unable to attend a meeting.
- Liaises with the chairperson on a regular basis to make sure that he is aware of the issues that may need to be handled sensitively or in a particular way.

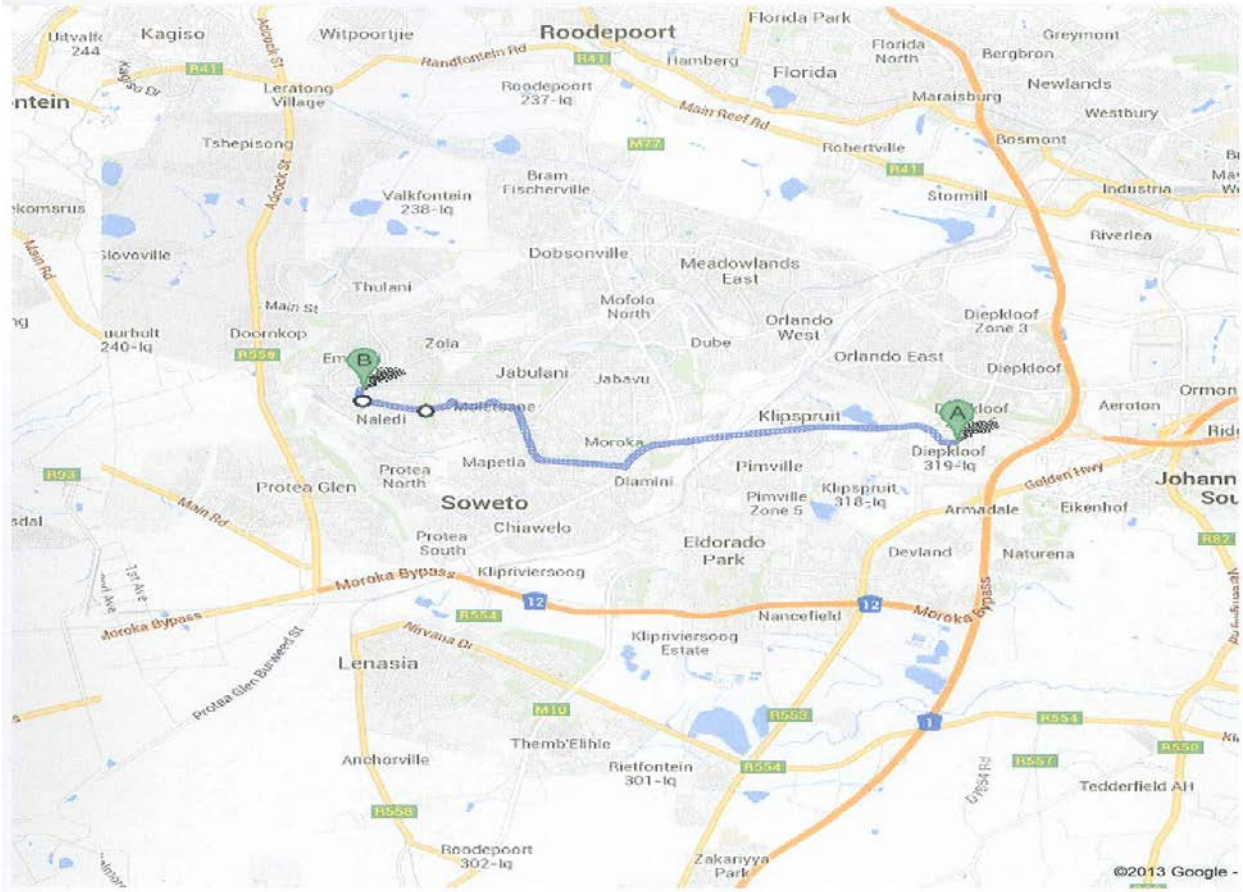
(iii) Secretary

- Prepares the agenda for meetings (together with the principal and SGB chairperson) and the notice of meetings, and ensure that these are distributed timeously (so they reach member within the prescribed period set out in the SGB constitution.
- Takes minutes of SGB meetings in the agreed amount of detail, and ensures that these are distributed timeously.

(iv) Treasurer

- Oversees the management of the school's finances and funds.
- Chairs the finance committee of the SGB.
- Reports to the SGB on the financial position of the school.

ANNEXURE F: THE MAP OF SOWETO FROM CHRIS-HANI BARAGWANATH HOSPITAL TO THABO SENIOR SECONDARY SCHOOL IN NALEDI



ANNEXURE G: LETTER OF PERMISSION TO CONDUCT INTERVIEWS

ANNEXURE H: LETTER FROM SUPERVISOR TO GIVE APPROVAL FOR DATA COLLECTION AT SCHOOL X

ANNEXURE I: LETTER OF APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH FROM DBE

ANNEXURE J: LETTER FROM DoEACKNOWLEDGING RECEIPT FOR REQUEST TO CONDUCT RESEARCH