

**THE ‘BIRTH’ AND GROWTH OF GOOD
SCHOOL GOVERNANCE PRACTICE:
EVIDENCE FROM SELECTED PRIMARY
SCHOOLS IN PINETOWN DISTRICT**

BY

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DECLARATION OF ORIGINALITY

I solemnly declare that **“The ‘birth’ and growth of good school governance practice: Evidence from the selected primary schools in Pinetown District”** is my work and all sources consulted have been acknowledged by means of complete references.

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STATEMENT BY SUPERVISOR:

This dissertation has been submitted with/ without my approval.

Signed: _____

Prof. V. Chikoko

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LIST OF ACRONYMS

SASA	- South African Schools Act 84 of 1996
SGB	- School Governing Body
SGBs	- School Governing Bodies
HOD	- Head of Department
SMT	- School Management Team
DOE	- Department of Education

ABSTRACT

This study sought to investigate how good school governance practice in South Africa can be created and sustained.

The government introduced the South African Schools Act 84 of 1996 (SASA) which gives School Governing Bodies (SGBs) considerable responsibilities with regard to school governance. Among those duties there are four mandated areas of school governance namely; School Policy, School Development, School Administration and School Finance. However, a number of examples can be cited from literature that support the view that many SGBs are not achieving the intended goals and that there have been challenges and questions about their efficacy. There appears to be a dearth of studies revealing good school governance practice despite that it seems that such practices do exist.

Despite the abovementioned challenges that highlight the ineffectiveness of many SGBs, from my personal experience and from my informal observations of some schools in the Pinetown District I have ascertained that there are schools that are effectively governed. In those schools the SGBs work as partners with other role players and govern school collaboratively with continuous ongoing communication. It was such good practice that triggered my interest in investigating this topic further. It would appear that there is inadequate knowledge regarding how such good governance comes about, and how it is sustained. Therefore, this study sought to contribute to filling this void.

This study adopted a qualitative approach, and is located within the interpretivist paradigm. I adopted a multi-site case study research design. The study was conducted using individual interviews, focus group interviews and observations. The findings suggest that all school stakeholders play a significant role in all areas of school governance as they are required to provide mutual support, share power and work jointly for good school governance practice, because in this democratic era it is important that all school stakeholders work as partners. The study recommends that the SGBs should encourage and empower all school stakeholders to actively participate in school matters in order to develop, monitor and adjust to long term school effectiveness.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In this study I sought to investigate how good school governance practice in South Africa can be created and sustained. The advent of the new government in 1994 and the subsequent adoption of a new constitutional dispensation signalled the beginning of a new era and democracy in both society and the education system. The government introduced the South African Schools Act 84 of 1996 (SASA) which gives School Governing Bodies (SGBs) considerable responsibilities with regard to school governance. SASA mandates that every public school must establish a governing body consisting of parents, educators at the school, non-educator staff, learners (in the case of secondary schools), co-opted members of the community and the principal as an ex-officio member (Department of Education, 1997). Section 20 of SASA stipulates specific duties of the governing bodies with regard to school governance. Among those duties there are four mandated areas of school governance namely: School Policy, School Development, School Administration and School Finance.

On School Policy, the SGBs are expected to decide on school hours, language policy, religious policy, dress code, learners' code of conduct and a school mission and vision. Regarding School Development, the SGBs assist in developing the school development plan, mobilise voluntary support and build partnerships with local communities as well as other schools. On School Administration, SGBs should ensure that school property is not vandalised or misused, assist on appointment of staff, convene annual general meetings of parents and the school community. The other area is School Finance where SGBs handle funds involving the need to control bank account, fund-raising, budgeting and make sure the school's finances are managed in a manner that is transparent and accountable (Zwane, 2008).

It is 15 years since the implementation of SASA and SGBs came into being in South African schools. However, a number of examples can be cited from literature that supports the view that many SGBs are not achieving the intended goals and that there

have been challenges and questions about their efficacy. Zwane (2008) found that parents in the SGBs fail to perform in the four mandated areas of governance because of low education. They tend to be pre-occupied in their daily business. They lack information; they are under-developed and not capacitated to act in accordance with SASA's expectations. Principals find it difficult to perform their duties as required by SASA because of 'interference' from the SGB chairpersons (Khuzwayo, 2007, p2). According to Visser (2003), from the legal perspective, where governing bodies act outside their contractual capacity, it is either because they are *ultra-vires* (act beyond legal authority) to the school or the SGB is not empowered when decision making is taken in a large group.

Furthermore, Van der Westhuizen (1991) notes that governance should generally be concerned with policy-making, while professional management deals with the day-to-day educational activities. Although the SASA draws a distinction between governance and professional management, the roles and responsibilities of the school governors and the School Management Team (SMT) are not always clearly understood, especially since some members of the school management team serve on the governing body (for example, principal). Khuzwayo (2007) highlight that parents in the SGB spend most of their time in arguments and power struggles with SMTs and educators. According to Khuzwayo (2007), some principals argue that the quality of education has not improved since the introduction of SGBs and they blame chairpersons of the SGB, whom they accuse of not being willing to co-operate. Principals claim that school development is not their responsibility but that of the SGBs. In many schools, it is believed that SGBs are corrupt in terms of educators' and principals' appointments (Malangwe, 2007).

According to Daily News of the 20th October 1999 cited in Mthiyane (2006, p15) '...school governing bodies are beleaguered with problems. They lack the capacity or the skills to govern the schools and transform education. There is widespread infighting, corruption and nepotism'. Zulu (2000) cited in Mthiyane (2006,p.3) points out that in terms of educator's appointments, governing bodies often could not make decisions in an 'unbiased' and objective manner. Furthermore, some parents in the SGB tend to exclude themselves in parents' meetings in schools because principals overpower them (Van Wyk, 2004). Mkentane (2003) affirms that educators and

principals often exercise 'strong dominance' over SGBs. According to Mashile (2000) and Shilote (2001) the issue of language competency that parents' lack of communication ability in other languages make them dependent on the principal.

Learner involvement in school governing bodies in high schools is not perceived to be very effective (Van Wyk, 2004). This is due to the view that those students who are established and elected democratically in Students' Representative Councils (SRCs) contribute to the chaotic situation existing in the African schools in particular (Sithole, 1995). According to Mabasa and Themane (2002), it is difficult for adults to accept the participation of learners in school governance. As a result they are often excluded from 'adult' discussions. There is a challenge that confronts Tanzania of lack of parental participation in school governance (Sumra, 1997). Jones (1998) reports that, the challenge faced by new SGBs in United Kingdom is that they lack preparation before they start their work.

Despite the abovementioned challenges that highlight the ineffectiveness of the SGBs, Tsoku (2004) found that there is a healthy relationship between the SMT and the SGB in some schools. According to Sibuyi (2000), where parents participate effectively schools achieve better outcomes. Furthermore, Makam (2003) adds that from his findings, some SGBs follow the correct procedure for educator appointments. These findings lead to the rationale and purpose of the study.

1.2 Rationale and purpose of the study

This study is premised on the view that there exists good school governance practice that goes unreported. The studies reported above concentrate and report mostly on poor school governance practices. However, from my personal experience and from my informal observations in some schools in Pinetown District I have found that there are SGBs that govern schools effectively. In those schools the SGBs work as partners, govern school collaboratively and they continuously communicate for good school governance practice. It is these practices that caused me to become interested in investigating this topic further.

Furthermore, from the informal interviews and discussions with some educators as professionals I also found that in different schools there are some principals and parents in SGBs that enjoy mutual trust, good communication skills and collaboration in terms of school governance. Therefore, in this study I investigated how such practices come about as well as how they are sustained.

It is important that school stakeholders develop good relationships to ensure that an optimal teaching and learning situation is attained in public schools (Heystek, 2004). Good relationships between the principal and governing body determines how much effort the principal will put into the training of the governing body (Mncube, 2009). Moreover, the limited literacy rate of parents does not stop them from being capable governing body members (Duku, 2006). Parents who have limited literacy or governing experience play a positive role in school governance and contribute to the improvement of education (Heystek, 2004). Furthermore, the principal and other SGB members need to work collaboratively for school effectiveness and good school governance practice. According to Dean (2001), improved lines of communication between principals and SGBs may develop confidence and trust between them. Dean further states that when open discussions are held on issues it helps to move nearer to consensus. These points indicate that possibilities for good school governance practices do exist.

Many studies highlight the issue of conflict between SGBs and principals, and it is noted that some amount of conflict may be positive and a good practice. The absence of conflict may indicate a lack of interest or lazy thinking which confirms that ‘when everybody thinks alike nobody really thinks’ (Everard & Morris, 1996, in Van der Westhuizen, 1991, p.302). Mullins (1999) adds that the outcomes of positive conflict may include production of better ideas, pressure to search for new approaches, focus on resolution of long-standing problems, clarification of individual views, stimulation of interest and creativity and opportunities for people to test their capacities.

These aspects laid the foundation for my interest to investigate the topic further and to be able to provide evidence on good school governance practice. Therefore, this study sought to make a contribution to understanding of good school governance practice as part of the broader democratisation process of the country in its education system.

Information regarding good school governance practice may help to reshape school governance and serve as a guideline to good school governance practice.

1.3 Statement of the problem

Researchers have shown a lot of interest on the effectiveness of SGBs in South Africa. However, most literature reports the ineffectiveness of SGBs. There seems to be a dearth of studies showing good school governance practice despite that it seems that such practices do exist. There seems to be inadequate knowledge regarding how such good governance comes about and how it is sustained. Therefore, this study sought to contribute to filling this void.

1.3.1 Research questions

Main question

How is good school governance practice created and sustained?

Sub-questions

- i) What characterises good school governance practice?
- ii) What does it entail to create good practice school governance?
- iii) How is good practice school governance sustained?

1.4 Significance of the study

This study hoped to contribute knowledge about good school governance practice. Such knowledge would be helpful to schools that are struggling with governance. This study could also contribute to policy making concerning school governance.

1.5 Delimitation of the study

This study was restricted to three primary schools only within the Pinetown District of KwaZulu Natal. The study targeted specific people such as SGB members of each school including principals, SGB chairpersons, educators, non-educators and parents in the SGB. The study focused specifically on schools practising good school governance.

1.6 Limitations

A limitation is an aspect of the study that may negatively affect the researcher's results, but over which he or she probably has no control (Mugenda & Mugenda,

1999). Due to changes in SGB membership through elections this year (2012) I might not find some of the information-rich potential participants. However, I believed that records will still be available. SGB members usually do not have time in schools. To address this matter I allocated a lot of time for my data collection period. Furthermore, people might be cautious when giving information to outsiders. To address this I assured all participants that my study was confidential. I also encouraged them that we need to document good school governance practice.

1.7 Definition of concepts

Governance: Buckland and Hofmeyr (1993) in Khuzwayo (2007, p.7) define governance as not simply the system of administration and control of education in a country, but the whole process by which education policies are formulated, adopted, implemented and monitored. Maile (2002) refers to governance as the exercising of power on the management of resources. Thus, governance in this study, refers to formal authority and influence which serve as guiding principles to give direction towards effective functioning of the school.

School Governance: School governance refers to a governing body's functions, and its process in determining the policy and rules by which the school is to be organised and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (Potgieter, Visser, van der Bank, Mothata & Squelch, 1997). This definition is relevant to this study.

Good school governance practices: Good governance refers to the realisation of the fundamental values of democracy, rule of law, human rights and social justice by all governmental or non-governmental authorities whose legal acts or activities affect the position of citizens in the process of the formulation, the creation and the implementation of binding and non-binding legal norms (Downer, 2000). In this study good school governance refers to competent management of a school's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to all school stakeholders needs.

1.8 Organisation of the study

This study is organised into five chapters.

Chapter one

In this chapter I briefly outline the introduction and the background of the study, rationale and purpose of the study, research problem, significance of the study, delimitation of the study, limitations, definition of concepts and summary.

Chapter two

Chapter two will provide the literature study, and the theoretical framework of the study. This section discusses the four mandated areas of the SGB and the characteristics of good school governance which form the theoretical framework. The chapter will also elaborate on the theoretical framework that will be presented in this chapter.

Chapter three

Chapter three will discuss the research methods and design that will be used in collecting data from SGB members on how they create and sustain good school governance.

Chapter four

Chapter four will present and discuss data obtained through the use of semi-structured interviews, observations and document analysis on how good school governance is created and sustained.

Chapter five

Chapter five will provide the summary; conclusions and recommendations for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to investigate how good school governance practice is created and sustained. Chapter one introduced the study. This chapter provides an in-depth review of related literature of good school governance practice. This chapter provides an examination of the key concepts; the four mandated areas of school governance. Some characteristics of effective SGBs are reviewed and the theoretical framework is discussed. Lastly, the summary for the chapter is provided.

2.2 Definition of key concepts

Governance: According to Tulloch (1993) governance refers to the act or manner of ruling or controlling with authority or conducting the policy and the affairs of an organisation. Buckland and Hofmeyr (1993) in Khuzwayo (2007) define governance as not simply the system of administration and control of education in a country, but the whole process by which education policies are formulated, adopted, implemented and monitored. Niekerk, Van der Walldt and Jonker (2001) define governance as a means of ordering a group, community or society by public authority. They further state that the purpose includes the maintenance of law and order, the defence of society against external enemies and the advancement of what is thought to be the welfare of the group, community, society or state itself. Maile (2002) refers to governance as the exercising of power on the management of resources. Gordon in Nelushi (2006) defines governance as a process of overseeing and guiding the mission and vision of an institution. In a school situation it means guiding and giving direction to the curricular and conducts of schools.

In this study, governance refers to formal authority and influence which serve as guiding principles to give direction towards effective functioning of an organisation. Governance, within the school contexts for the purpose of this study can be defined, as the power of the SGBs to establish school policies and the school development programmes that will assist SGB's to co-ordinate their activities for proper

administration and management of the school. The SGB has the responsibility of establishing policies according the Constitution, education laws and regulations and must see to it that the school is functioning effectively.

School Governance: According to Sithole (1995), school governance refers to the institutionalised structure that is entrusted with the responsibility and authority to formulate and adopt school policies on a range of issues, such as mission and ethos of the school, budgetary and development priorities. School governance is also an act of determining the policy and rules by which the school is to be controlled, organised and effectively carried out (Potgieter, Visser, van der Bank, Mothata & Squelch, 1997). School governance serves largely as a State decentralisation mechanism for wider community participation. Bush and Heystek (2003) define school governance as the means of the schooling system that is inclusive of various stakeholders such as parents, learners, educators and other community members who must participate in the affairs of the school.

Thus, I adopt these definitions because they are relevant to this study. The emphases are basically about the key stakeholders who can create good school governance practice. School governance also refers to the effective power of SGBs to govern the school's resources effectively by formulating school policies on a range of issues including school development, school administration and school finances. To enhance the school's image and its character, and to provide learners with a quality education and to support all school activities.

Good school governance practice: 'Good' refers to someone's operations on a highest standard, wonderful, excellent, outstanding, able to do something well, suitable or convenient (The Concise Oxford Dictionary, 1991, p.508). Good also refers to having the right or desired qualities and being efficient and competent. Good governance refers to the realisation of the fundamental values of democracy, rule of law, human rights and social justice by all governmental or non-governmental authorities whose legal acts or activities affect the position of citizens in the process of the formulation, the creation and the implementation of binding and non-binding legal norms (Downer, 2000). Good school governance: Potgieter, Visser, Van der Bank, Mothata and Squelch, (1997) refer good school governance to governing

bodies' effectiveness where they provide effective, transparent and accountable governance of the school. Potgieter *et al.* (1997) further affirm that the functions of SGB should preserve peace, harmony and stability of the school. Practice: according to Encyclopaedia Britannica (1998), practice is to do something customarily, actual performance or application ready to carry out, what they advocated in principle, the form, manner, and order of conducting legal suits and prosecutions, systematic exercise for proficiency makes perfect, the condition of being proficient through systematic exercise. According to Merriam-Webster's Dictionary and Thesaurus (1999), practice means procedure, proceeding, process; method, mode, system.

Thus in this study, good school governance practice refers to competent management of a school's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to all school stakeholders needs. The SGB members are the representation of all school stakeholders, therefore they need to be accountable to people who have elected them.

2.3 Understanding school governance in South Africa

Because governance is largely about policy formulation and overseeing the implementation, it is important to understand what policy is, why it is important and how policies are formulated.

Policy is a key concept when thinking about educational change. Dudley and Vidovich (1995, p.15) define policy as a collective social decision-making. It is collective and social because the decisions made concern the whole of society rather than individuals alone, and secondly because participants in the decision making process are considered to be the legitimate decision makers for society. It is also useful in providing systematic perspectives on education, and in highlighting steps that government takes in the sphere of education. Vandeyar (2002) found that the biggest problem that SGBs face, is the enormous baggage of policies they are required to familiarise themselves with. Maluleka (2008) adds that it is important to note that policies set the tone for the standards which have to be achieved by schools. Policies are important because they undo apartheid laws and practices in order to establish non-racial, right oriented laws and practices (Christie, 2008, p.128).

Policy is one way by which the South African Government envisage what they would like for current education, and how they intend to ‘make things happen’ (Christie, 2008, p.117). Education policies come in the form of legislation, regulations, rules, directives and circulars issued by the Department of Education, as well as those formulated by the school itself. However, this study’s emphasis will be more on the SASA because when the new government took over in 1994, it set out to introduce, promote and protect democratic principles in schools through the Constitution and ensuring that issues of governance are attended to in line with democratic principles.

2.3.1 Policy matters

To understand the complexity of policy, Christie (2008, p.117) mentions the following main features of policy namely; policy is a form of decision making that has goals and purposes. It is values-driven activity based on what people would like a society to look like. It involves a vision of some ideal state of affairs and it involves attempts to make ‘things better’ or prevent ‘something bad’ from happening. It typically involves decisions about allocating resources on the basis of interests. It is the outcome of compromises, and may take time to play out and it may be difficult to implement as intended. In regard of this study, the abovementioned aspects make up what good school governance practice should comprise of.

In education, policies are important because they serve as a guide or directive to set the goals and principles underpinning the school. The regulations for admission to school, payment of fees, curriculum, qualifications for teachers and their condition of work are set out in policy. Duties and responsibilities of the professionals and the SGBs are set out in policy regulations. These aspects indicate that all these matters relate to school governance and are basically policy matters.

The aspects discussed above indicate that effective SGBs must not only receive and implement department policies but that they must also formulate, monitor and evaluate the implementation of policies. Furthermore, SGBs by virtue of the SASA, have been assigned considerable power and responsibility and, among other things, can capture the school’s character and identity in the wording of the school policy, as

well as determine the way in which the school should achieve its purpose “systematically and consistently” (Gallagher, 1992, p.28). SGBs should also ensure that the formulated policy is clear, consistent and reasonable, that it can be implemented and that all staff members comply with it in the performance of their duties (Marishane, 2000). In this regard, good school governance practice entails that the effective SGBs ensure that decisions are discussed with all relevant school stakeholders. In addition to this, effective SGBs ensure that all school policies, goals, programmes and activities are aimed toward achieving and maintaining a disciplined and purposeful environment dedicated to the improvement of quality education.

Manganyi (2001, p28) views policy development and implementation of legislation as the vehicle of reforming the social services arena and adding sufficient value in establishing ways of running the national agenda. Manganyi elaborates that effective legislation and policies should facilitate the enactment of sound government action. Parallel to Manganyi’s views, Sayed and Carrim (1997) define policy development as a process geared to enhance the participation of all stakeholders and citizens in the policy formulation. This means that, in schools the SGBs should ensure that the formulated policy reflects all stakeholders’ aspirations and values and may also bring order so that everyone can comply with it.

From the above discussion, it is apparent that good school governance practice entails that SGBs should ensure that the formulated policies are relevant and reasonable so that all the school stakeholders can comply with them in the performance of their duties effectively. This is consistent with Moate (1996) who maintains that SGBs should not only set broad policy, but they should build a chain of accountability and responsibility within. These aspects highlight that effective SGBs should create an image of what the stakeholders would like to see in the school and should try to enhance the school character for good school governance practice.

Maluleka (2008) clarifies that the governance structure is aimed at creating conducive conditions for developing a coherent, integrated, flexible national education system, advancing equitable use of public resources, improving the education quality across the education system, and establishing democratic governance catering for school-based decision-making within the borders of provincial guidelines. In the same vein,

Oosthuizen (1992) sharpens this view by stating that school policy gives clear measures which are applied to create order within an educational climate, thereby ensuring security for all the educational participants so that accelerated, harmonious effective teaching and learning takes place.

2.3.2 School policy

The South African government links SGBs with democracy because it is believed that stakeholder's participation in formulation of school policy is likely to be beneficial for the school and its pupils, as well as the community it serves (Bush & Gamage, 2001; Bush & Heystek, 2003). According to Ahrens (2002), an SGB structure is effective if it ensures that school policies and projects conducted by government are properly implemented and enforced. Therefore, the context of this study is based on the school policy which constitutes a particular form of subordinate legislation namely; drawing up a constitution, determining policies such as language, religious, admission, finance, adopt code of conduct for learners, pregnancy, HIV/Aids, code of rights and responsibilities, school rules, mission statement of the school and establishing committees and school funds (Gauteng Department of Education, 1997, p.12).

To illuminate the above view, Lamola (1996,p 27) explains that SGBs are established “to further the educational aims of the school within the community, inculcate a democratic approach to decision making, problem solving, fund-raising and monitoring the usage of school funds”. In this manner, in order for the SGB to succeed in its policy formation and implementation it has to monitor the activities and ensure that the school functions in line with the laws and policies of government.

Furthermore, Karlson (1996) states that SGBs should operate on the principles of inclusivity and representivity to ensure that different stakeholders and role players are afforded an opportunity to effectively participate in the development of educational and school policies. Zarfar (1999) in Zondi (2005, p.4) adds that “...the policy process should provide for differential participation to facilitate maximum participation of a cross-section of stakeholders in policy formulation, while a more closely accountable group of officials would take responsibility for adoption and

implementation”. This report proposes a system that would ensure that decisions are taken at a level as close to those who are directly affected by them as is compatible with efficient and effective administration.

In the context of this study, good school governance practice refers that SGBs must ensure that there is participation of all school stakeholders in the policy formulation. This suggests that effective SGBs must always strive to satisfy the needs and the expectations of schools by stating clearly what they want concerning school matters, for example, formulation of the vision and mission statement of the school. In addition, good school governance entails that SGBs should make and review policy statements by considering the aspects of effective SGBs.

Effective SGBs should ensure that in drawing up the school policies they consider the importance of relationships among all school stakeholders. This means that the SGBs should apply aspects of collaboration, partnership, teamwork, effective communication, capacity building processes and effective use of time.

It is also important to note that the active involvement of all school stakeholders can create school policies that help to set the foundation for change in managing all school resources effectively for good school governance practice.

2.4 School development

Hopkins (1996) defines school development as a process through which a school adapts external changes to internal purposes. Hopkins adds that school development ensures that the school’s culture supports and sustains change which is a key to any school improvement. Parallel to Hopkins idea, Caldwell and Spinks (1992) add that school development is the specification of the priorities to be addressed and strategies to be employed as the school seeks to achieve its multiple objectives over the forthcoming period. According to Concise Oxford Dictionary (1991, p.319) development is an act or instance of developing, the process of being developed or a stage of growth or advancement. Therefore, the main purpose of school development is to create conditions conducive to children’s learning and success at school (Dimmock, 1995).

Furthermore, Anderson, Briggs and Burton (2001) identify major features of school development. These comprise the imparting of increased authority to principals as managers of resource, the creation of collegial relationships among staff members and harmonious work relationship with the parents, with an emphasis on the importance of learning and ongoing professional development. This framework provides a general direction for school improvement efforts, which could be modified according to differing individual school contexts and needs (MacGilchrist, Mortimore, Savage, & Beresford, 1997).

In South Africa, the Department of Education requires every school to submit an annual School Development Plan (SDP), setting out the long-term and short term goals and priority development areas, annual target and the actions needed to achieve them (Davies & Allison, 1991). School development includes all aspects of the school, such as teaching and learning in the classroom, extra-curricular activities, physical maintenance, administration and financial management. Davies and Allison suggest that schools need to prioritise the needs and undertake a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis. Strength and Weaknesses are usually seen as internal, coming from within the school, whereas opportunities and threats are interpreted as being external aspects .

The above aspects suggest that schools should have a development plan that provides a framework for strategic planning in which long and short term objectives can be identified and that relates its actions to its vision and mission (Thurlow, Bush, & Coleman, 2003). Hargreaves and Hopkins (1991) explain that the purpose of development planning is to improve the quality of teaching and learning in a school through the successful management of innovation and change. According to Creese (1995), the development plan is about raising standards, enhancing quality and in creating efficiency in terms of the school and in the interest of parents, learners and staff. Attaining improvement in a school depends on the determination of the school's stakeholders and the conviction that the school cannot remain where it is, but can improve its performance through a development plan. Godden (1996, p.21) explains that school development requires the reclaiming of education by all communities in the country.

Based on the above views, school development entails that the SGBs should have a clear understanding regarding school goals, and that school development is about changing for the better and improving the performance of the school. Effective SGBs ensure that the school achieves its vision by drawing up short-term and long-term goals in order to develop in areas of its needs to improve, procure, allocate and manage resources effectively.

To understand how to plan effectively, Thurlow *et al* (2003) give a list of possible elements of constructing a development plan, that is: determining the priorities for development. Constructing and agreeing upon a plan, publicising the plan. Drawing up the action plans and linking the development plan with other aspects of planning, such as budget. School development plans and policy also allow parents to be actively involved in school activities. The above view on school development explicitly illustrates what good school governance practice should comprise. It is imperative that effective SGBs create and sustain good school governance practice by ensuring that development takes place in all school aspects such as human resources, physical resources and the curriculum activities. Professionals need to network with other schools, form relations and also attend different workshops in order to be up-to-date with the new developments in education system involving curriculum and other professional activities.

SGBs need to be capacitated. In this regard professionals can conduct in-school training workshops to assist the parent members in the SGB to develop in all areas of school governance. In addition to this, for the community to play a significant role in school effectiveness, parents and community members need to be informed about school development plans that they can assist in, such as building or renovating the classrooms, repair wrecked furniture and offer constructive information from their expertise.

Based on these premises, it becomes imperative that the SGBs promote the aspects of partnership, collaboration and effective communication to all stakeholders to create and sustain good school governance. In the same way for SGBs it is important for SGBs to communicate continuously with parents using all forms of communication. The participation of parents in school development creates the opportunity for parents and

teachers to get involved in a more formal and structured partnership (Wolfendale, 1992). In this way, the partnership between parents and schools must also be an instrument to improve and develop the school (Heystek, 1999). Moreover, parents are also expected to monitor their children at home to ensure that they do their homework, study and go to school regularly. It extends from support and upholding the school ethos to supervising children at home.

To sharpen the above view, Khan (1996) explains that parental involvement encompasses a broad spectrum of activities that have a common theme for seeking to bring together in some way the separate domains of school and community. Concurring with the above view, Squelch and Lemmer (1994) define parent involvement as the active and willing participation of parents in a wide range of school-based and home-based activities, which may be educational and non-educational. Parent involvement implies mutual co-operation, sharing and support of the school activities. Khan further mentions features of parental involvement where parents visit the school to enquire about academic problems, take part in organised school activities. In this way they become available for assisting teachers and their children and as members of governance structures. Squelch and Lemmer (1994) suggest that parental involvement is essential as it improves learner school performance, reduces dropout rates and decreases delinquency.

In highlighting the discussed aspects, Heystek (2004) suggests three levels of parent involvement in school activities for school development. All parents can be involved as supporters, skilled parents as assistants and supporters and highly skilled parents as managers. At the first level, parents monitor children's homework and general academic progress. At the second level continuum parents voluntary assist teachers in activities such as field trips, and may even serve as aides to teachers in the classroom. At the third level parents are part of official governing structures in schools and are initiating and implementing change in schools (Wolfendale 1992).

In examining the above aspects, it becomes apparent that the crucial benefit gained from parental involvement improves teaching and learning. In addition, SASA provides SGBs with a responsibility to encourage parents, learners, educators and other staff members to render voluntary service to the school. This means that the

school stakeholders should make sure that they appoint well- qualified staff as well as an effective and capacitated SGB since good school governance practice is about managing and governing all school resources effectively including the management of funds. Furthermore, good governance entails that there is an involvement of an empowered parent community and an effective SGB that assist the school to reach desired school development goals. Successful school development is one of the most important aspects of good school governance practice because the best use of all human resources and physical resources ensures high levels of performance in teaching and learning, commitment of all stakeholders and best results from learners.

2.5 School Administration

Administration entails the management or supervision of a business, the management of public affairs of government (The Concise Dictionary, 1991, p16). Van der Westhuizen (1991) defines administration as the structure or organizational framework within which an organization (school) or system (education) functions, and which has work support. School administration is very important as a support system to the teaching staff that allows them to carry out their teaching responsibilities as effectively as possible (Davidoff & Lazarus, 1997).

School administration is also defined as the process of integrating the efforts of the school personnel, the members of the staff, the students and their parents and of utilising appropriate materials such as the school property in such a way as to promote effectively the development of human qualities as envisaged by educational philosophy based on the ideas of socialism, secularism and democracy (OFSTED, 2000). It is concerned with the growth of the pupils and the school personnel (OFSTED, 2000). In addition, Davidoff and Lazarus (1997) maintain that SGBs and the administration personnel need to discuss the administrative duties in a number of areas namely; external and internal communication, correspondence such as newsletter, agendas and circulars.

The SGBs are also responsible for the management and administration of all property (moveable and immovable) of the school. Movable property belonging to the school only be used as permitted by the SASA and other applicable laws. The SGBs may, for example, decide on the reasonable use of the school facilities for community and

social purposes or to collect revenue. Concurring with the above view, Potgieter, *et al.* (1997, p.23) maintain that the SGBs must take care of, control and protect school assets with the help of applicable legal principles regarding the use of school's assets or property. In addition, effective SGB's should decide on how much money can be used for improvement of property and pay whoever is involved in the additions or alterations (Kruger, 2003).

This suggest that, effective SGBs can also encourage school stakeholders to assist in maintaining school property effectively by doing alterations and repairs to the existing property of the school and building additional classrooms because it is expensive to maintain school property using external companies to render services to schools. It then becomes clear that the effectiveness of school administration is highly dependent on the SGBs capabilities, as the school needs to operate in a positive and pleasant school environment.

The school forms a part of the educational system and exists in conjunction with all other components of the system, as well as the surrounding environment in which the school functions. School governors, parents and educators need to form a relation ship of mutual trust and understanding so that they can work as partners for the benefit of school and the pupils (Squelch and Lemmer, 1994). This implies that for good school governance practice SGBs will conduct general meetings of parents where they report to the school community about the school. There must be regular and open communication between all the stakeholders as the community need to be informed about the school's achievements and failures.

It is a function of the SGB to make parents aware of their role in supporting their children's education pertaining to facilities and opportunities (Conradie in De Groof, Bray, Mothata, & Malherbe, 1998). Integrating the school and the community and making the former accountable to its community, and having representation of legitimate interest in the school system, were seen as politically and socially correct in the new South Africa (Duku, 2006). SGBs ensure that there is effective usage of school administration to create an environment where a sound culture of learning and teaching and successful execution of the instructional programme can occur.

Good school governance practice entails that the SGBs allow the reasonable use of the facilities of the school community for social and school fundraising purposes, subject to such reasonable and fair conditions where the SGB should require payment that will assist the school. Furthermore, successful SGBs encourage all stakeholders to perform their duties to their best to ensure that teaching and learning take place accordingly. In addition, democratisation of schools requires collaboration and capacitated SGBs that will facilitate a tradition of accountability, transparency and working as a team. Good school governance practice therefore, entails that schools need effective SGBs that strive to develop a strong and effective administration core with effective staff that is committed and understands the schools' goals.

2.6 Financial management

According to Bischoff and Mestry (2003), school financial management is the process of ensuring that the SGB and all school stakeholders plan, organise, delegate and control the funds of the school in such a way that it achieves its goal. Levacic (1995) also defines financial management as an integral aspect of resource management which ensures that the expenditure is well directed towards achieving good value for money involving the appropriate acquisition and allocation of physical resources.

One of the most important responsibilities of the SGBs in South Africa is to set a budget and to recommend school fees to those schools that are still paying school fees as part of the budgetary process. SASA section 37 stipulates that the SGBs must set up and administer a school fund, and must also open and maintain a bank account in the name of the school at any registered bank. Van Wyk and Lemmer (2002) state that the main thrust of SASA is that as the state has inadequate financial and organisational capacity to do everything for schools, all stakeholders, parents, educators, learners and local community members should be actively involved in the organisation, governance and funding of schools. This calls for effective relationships among all school stakeholders. An effective SGB will encourage parents to be active participants in all school activities.

Based on these views it becomes important that the SGBs formulate finance policy in order to manage all financial matters effectively, namely- preparing a budget for the

school, determining the school fees, raising funds, opening the bank account, keeping records of income and expenditure and drawing up financial statements (Gauteng Department of Education, 1997).

In addition, effective SGBs develop a financial policy to be adopted by all stakeholders and implement it accordingly. The policy must comply with SASA. Mestry (2004) states that a good policy should inform the administrator what is required and set broad objectives that should be reached in managing the school's finances. The principal as the manager is expected to implement the SGB decisions; therefore the policy should set clear directives (Mestry, 2004).

Financial matters are so complex that the SGB members may find them difficult to understand. It is generally advisable that SGBs make use of well skilled and knowledgeable school stakeholders about finance and budget. Ngubane (2002) states that an effective SGB is expected to establish sub-committees namely- finance committee; fundraising committee; tuck-shop committee; resource committee and so on.

In this regard, an accurate system for recording financial transactions is necessary for sound financial control (Khuzwayo, 2009). This implies that effective SGBs should be accountable and transparent about all financial aspects of the school namely- planning school finances; budgeting, organising school finances; financial administration; fundraising projects; financial accounting, financial control; financial reporting and auditing. It is therefore the SGBs duty to plan, organise and control school finances in accordance with their school policy and SASA.

Another important aspect in financial management is financial planning. The aim of financial planning is that it provides a school with a clear view of how it intends to use its resources (McAlister & Cotlnolly, 1990). There are two financial planning elements that are interrelated namely; the School Development Plan (SDP) and the School Budget. The SDP forms a major building block for constructing the budget. It identifies the school's educational priorities and usually has a strong focus on raising or maintaining standards (OFSTED, 2000). Blanford (1997, p.84) suggests that the school should start out with a full school plan and that on going planning should be a

continuous process so that the evaluation of one year's progress informs the next year's plan. Moreover, SGBs must also be prepared and equipped with financial skills and competences that will enable them to be accountable for funds that have been placed in their care, for the achievement of the overall productivity of the school (Bisschoff & Mestry, 2003, p16).

Applied to a school, this means that the SGBs should devise a budget in the form of a scheduled plan which can balance estimated future income and expenditure. Bisschoff (1997, pp.90-94) defines a budget as the mission statement of the school expressed in monetary terms and the SGBs need to develop a whole-school approach to the drafting of a budget. It is also imperative that when the budget is drafted or drawn it should not be for a year but the SGBs should opt for multiyear financial planning so that if the following year begins and the budget has not yet been drafted, the school can start working on the remaining budget (Makhubela, 2008). This involves spreading the expenditure over a long time-period (Levacic, 1995).

Coleman (1996) classifies three types of budget processes which are judged to be most likely to maximize achievement of objectives. 1) *Incremental budgeting process*- this approach builds the yearly budget on the previous year's budget. 2) *Zero-based budget*- this is a comprehensive form of budgeting, where each of the expenses in a school is re-evaluated and re-considered each year. 3) *Activity budget*- this approach generates for school activities such as excursions, concerts and raffle.

The organisation of school finances includes aspects such as drawing up a school financial policy; setting up a school structure to handle administrative and financial matters; delegating certain functions to clerical staff and co-coordinating activities (Bisschoff, 1997).

In the light of the above, it follows that financial management concerned with the manner in which SGBs in South Africa plan for generating sufficient income to provide the school with adequate teaching and learning equipment. Moreover, schools also use a number of resources namely; money, time, material resources and human skills. When drawing up the budget, SGBs ensure that all school stakeholders are involved to make decisions on what need to be purchased or repaired and how much

to be paid to different companies rendering services to the school. It therefore becomes imperative for good school governance practice that the SGBs perform their financial tasks with circumspection and thoroughness (Van Deventer & Kruger, 2003).

Effective SGBs may make this possible through thorough financial planning and financial administration to ensure that school funds are utilised effectively. According to McAlister and Connolly (1990) planning in financial terms involves expressing the school plan in budget forms. The aim of planning the financial activities is to ensure that the expected income and expenditure meet the needs of the school. Furthermore, Van der Westhuizen (1997) defines school financial administration as the execution of financial activities by a person in a position of authority for purposes of achieving effective education.

Generally, funds provided by the state are not sufficient to provide for South Africa's education needs. Consequently, SGBs are required to use their talents to devise plans and carry out projects to generate further funds for their schools. Strong financial management skills are necessary for resources to be purchased. SGBs become the means by which the process of education may be 'operationalised' (Foskett & Lumby, 2003, p.129). Effective SGB's will make plans to generate funds by approaching people in business to sponsor the school or conduct a fundraising activity. According to Foskett and Lumby (2003, p.129) fundraising is a normal part of school routine practice where school stakeholders conduct a fundraising project to generate additional income. The task of fundraising can be allocated to a fundraising committee which would then be responsible for coordinating all the school's fundraising efforts such as donations, concerts, fun run, dance evenings, fireworks, sport days, fetes, spelling competitions, sales, market day, beauty pageants, staff and learner concerts (Potterton, Winkler & McKay, 2000). The school that engages in fundraising activities will not only supplement school income but find that such effort also 'draws the school closer to its community' (Anderson *et al.*, 2000, p.17).

Sound financial management involves important fundamental accounting, which is regarded as an important aspect of managing the school funds. Without empowerment in financial management, "the school's clients will be without books, equipments and

the funds for the daily running the school, will be exhausted before the end of the year” (Sokana, 2006, p.4). Effective SGBs will require financial skills and have competent, transparent and accountable officer in order to able to prioritise school needs accordingly.

Moate (1996) cautions that a systematic control of school funds is important as all the instructional practices that are carried out within the school’s financial framework as school vision is successfully driven by its financial strength. This implies that the school’s bookkeeping may be delegated to a capable member of the staff who has knowledge of accountancy. The school’s accounting system should make provision for the following; identifying, allocating, analysing, and interpreting financial information, implementing and executing the school’s financial policy and communicating the school’s financial information to all stakeholders (Bisschoff, 1997, pp. 90-94).

The abovementioned issues call for an effective SGB with a sound knowledge of financial management able to develop a financial programme which identifies the time for budgeting, presenting the budget for approval, presenting the audited financial statements to parents as well as prescriptions on reviewing the budget and/or financial position of the school at specific times (Maluleka, 2008). Bisschoff and Mestry (2003) add that effective SGBs should facilitate, support and assist each other in the execution of their statutory functions related to the assets, liabilities, property and financial management of the school.

Another important aspect in financial management is financial control. Niemand, Meyer, Botes and Van Vuuren (2004, p.480) define financial control as the examination of financial records by a person registered as an accountant. Niemand et al. further state that the auditor must carry out the audit in terms of The Public Accountant and Auditors Act of 1991. Van Schalkwyk (1992, p.42) points out that in order for finances to be controlled there should be procedures of regular reporting, regular balancing of books, regular and punctual maintenance of all records, documentation and books, stocktaking and prescribed audit inspections. Van Schalkwyk adds that control measures should be implemented in respect of budgeting,

expenditure, receipts, petty cash, bank-reconciliation, investments, school funds, suppliers, movable and fixed property.

Kruger (2003) maintains that financial reporting is an important characteristic of effective financial management, emphasising transparency and information-sharing among stakeholders. In order to be able to give a clear picture of the state of the school's finances, SGBs should see to it that monthly and quarterly statements are procured. A financial report on the income and expenditure for the financial year including a balance sheet must be submitted to the governing body for approval (Bisschoff, 1997, pp 90-94). This allows for parents to comment on, and acknowledge, these annual reports. It is also stipulated in the SASA that SGBs should appoint an independent, qualified person who is not a member of the school staff or a governing body to audit the books annually. According to Flynn, Koornhof, Kleynhans, Meyer and Posthumus (2005) financial auditing is a method used to ensure that income and expenditures are managed according to the financial policy of the school.

However, Heystek (2004) is of the opinion that the limited training of the main role players in the financial management, coupled with their uncertainty regarding their functions and duties, sometimes makes it difficult for principals and parent governors to work together harmoniously. Tshifura (2002) also reports mistrust between certain SGB members and school principal following a decision by the principal and the treasurer of the SGB (an educator) on how they use funds which the SGB did not budget for. In addition, Maluleka (2008) found that five hundred and seventeen schools in KwaZulu Natal did not submit their audited financial statement for the previous year. As a result, their allocations from Department of Education could not be transferred, thus learners are punished because of negligence or incompetence of their SGB members.

Mazibuko (2004) on her study found that SGBs lack skills in finance management, which involves budgeting, fundraising and monitoring the schools' income and expenditures. Law and Glover (2000) mention that active SGBs input is essential for a healthy educational management and development. Law and Glover (2000) further advise that SGBs training can assist in facilitating improved understanding of their

responsibilities. In this regard, Xaba (2004) advises that capacity building has to be done in a way that addresses SGBs real gaps in functional knowledge and expertise as well as needs of governance of school in a rapidly changing educational milieu.

Concomitant with Xaba's idea, it is clear that without effective SGBs, financial issues may place considerable challenges on many schools. Therefore, it becomes imperative for an effective SGB to have a sound knowledge of financial management that will have a financial programme which identifies the time of budgeting, presenting the budget for approval, presenting the audited financial statement to parents as well as prescriptions on reviewing the budget and/or financial position of the school at specific time. All school stakeholders need to make financial decisions democratically to establish transparency among all stakeholders.

Good school governance practice cannot be accomplished simply by issuing an invitation and holding an open meeting. It requires all school stakeholders to participate, feel comfortable and empowered to feel competent and capable. Issues of transparency, accountability, partnership, collaboration and capacity building can play a vital role in eliminating conflicts resulting from mismanagement of funds and a host of other shortcomings. Moreover, the school needs to ensure that the SGB and the school work as partners, communicate effectively. It should support the SGBs by conducting in-school training when needed for good school governance practice.

The four mandated areas discussed above are the core aspects of this study. There are however, some characteristic of effective SGBs that I believe can strengthen good school governance practice. Furthermore, the four mandated areas together with the following characteristics of effective SGBs will form the foundation of my observations, interview questions and document analysis as I will be investigating these aspects to find out how they are utilised and applied to effective school governance. In the next section I address the characteristics of effective SGBs for good school governance practice.

2.7 Some characteristics of effective SGBs

In addition to four mandated areas of school governance there are other aspects that characterise effective SGBs. Hall (2003); Govindasamy, 2009 & Van Wyk (2007) list the following characteristics of effective SGBs that can form the basis for good school governance practice.

2.7.1 Partnerships

Macbeth, McCreath and Aitchison (1995, p.17) define ‘partnership’ as a working relationship that is characterised by the school’s sense of purpose, mutual respect and willingness to negotiate. Beckmann (2000, p.556) defines partnership as an association of people and partners who agree voluntarily to work together on an equal basis to achieve specific goals. Bergquist, Betwee & Meuel (1995) refer to as a relationship that depends on mutual trust where all stakeholders benefit from the clear clarification of roles and responsibilities. A partnership is generally based on some form of legislation contract as part of the agreement. SASA section 16 identifies parents as official partners in the governance of schools with the Act providing the legal framework for partnership between parents and school.

In addition, De Wet and Yeats (1994) in Beckmann (2000, p.556) refer to the following features of partnership at the common law. 1. A partnership is an association of people. 2. Its success depends partially on the relationship between the partners and on their commitment to such relationship. 3. The aim of a partnership is to make profit. In the partnership contemplated in SASA, the aim is to provide good quality education and to share it equitably among all the people in the country (Visser, 1997). The means used to achieve the aims of a partnership are capital and labour. Parents can be said to provide the capital in the form of their children while learners and educators jointly provide labour (Visser, 1997). Partners have a right to manage the affairs of the partnership. Partners duties include the following- to deliver ones’ promises and undertakings; to manage joint interest as if they were their own; to report to one another and to maintain the confidentiality of the business (school) vis-à-vis strangers (Beckmann, 2000, p.82).

Partnership is a very important aspect of good school governance practice, because parents can play an important role in schools as partners in education of their children. They have important decisions to make with regard to the provision of quality education. Stoll and Fink (1996) argue that parents who feel like partners in education system listen to school people and act as critical friends. Stoll and Fink further suggest that schools ought to create parent user-friendly programmes to enhance high quality of parent's participation to fulfil democratic principles. This suggests the need to allow full participation of all interest groups who wish to enhance good school governance practice. Beckmann (2000, p.82) further states that it through partnerships that different roles are clarified in consultation with one another, and communicated to all stakeholders, and where adherence to the roles could be rigorously monitored.

Ngcobo and Chetty (1999) argue that SGBs have acquired legitimate powers to be co-partners in determining policies in which the democratic participation of the school stakeholders is essential. Bush (2004) emphasises that power should be shared among some or all members of the organisation who are thought to have mutual understanding about the objectives of the institution. Reid (1986, p107) believes that education nowadays places emphasis on partnerships between the school and the parents, who are expected to monitor their children at home to ensure that they do their homework, study and go to school regularly. This goes to the extent of support and upholding the school ethos to supervising children at home. The best partnerships in education are characterised by mutual trust and respect, common vision, open communication and shared goals and values (Van Schalkwyk, 1992).

However, studies highlight that SGBs and principals spend most of their time in arguments and power struggle. Mestry (2006) found that there is a lack of collaboration among partners in many instances. Principals are not prepared to share the responsibility of school governance lest they lose power, and regard withholding of information regarding school finances as an intentional act on their part (Khuzwayo, 2007). For a partnership to succeed there is a need for a shared sense of purpose, mutual respect, sharing of information, responsibility and accountability (Wolfendale, 1992). Participation and involvement in school activities are ways that individuals can be actively engaged and share a sense of responsibility for the school (Dean, 1993).

Therefore, it is important for the SGB members to note that they are at the forefront of the school, and it is through them that good school governance takes place. A strong organisation is more effective when there is concern over meeting human needs. Partnerships involve working together as teams to develop, monitor and modify the school's long term strategic plan and to ensure that the school's financial and infrastructure planning reflects the overall plan. Partnership indicates that there are effective SGBs that encourage all school stakeholders to systematically monitor their school's progress towards meeting agreed development targets. Setting strategic direction is an example of an area where the SGBs should work closely together with all school stakeholders as partners. In addition, strong partnerships are highly needed in schools as they include empowerment and enhancement of all stakeholders for good school governance practice.

2.7.2 Collaboration

Epstein (1997) defines collaboration in an educational context as a tool that involves identifying and integrating appropriate resources and services from the community to support the family, the learner, and the learning process. Govindasamy (2009) describes collaboration as a tool that enables principals to interact confidently with the SGBs, thus enhancing political assertiveness. Slater (2004) gives examples to illustrate that collaboration is the ability to work harmoniously with others, an essential component of school reform. Fullan and Hargreaves (1994) state that collaboration exhibits relationships and behaviours that support quality work and effective instruction and it encourages more complex problem solving and extensive craft knowledge.

According to Davidoff and Lazarus (1997, p.190), collaboration is about different people working together in an attempt to find solutions that satisfy the concern of those working together. Furthermore, Taylor, Muller and Vinjevoold (2003) in Khuzwayo (2008) stress that all school stakeholders are responsible for creating an environment that is conducive to a culture of teaching and learning. A collaborative culture is needed to establish increasingly positive interpersonal working relationships through mutual support, mutual understanding and shared purpose. A culture of

collaboration amongst all the stakeholders is deemed relevant in this study because it can strengthen and encourages a sense of common purpose and enable all involved to interact assertively with external pressures for change leading to the adoption of changes that they value (Hargreaves, 1994).

According to Hall (2003, pp.62-63), leading and managing collaborative efforts means managing people for collective ends, managing collaboration and managing processes. Moreover, collaboration is democracy's mandate and it strengthens stakeholders' interactions. Therefore, successful SGBs encourage collaboration in schools so that all stakeholders work together for good school governance practice.

2.7.3 Working as a team

Zinn (2004) defines a team as a small number of people, with complimentary, skills who are committed to a common purpose, a set of performance goals and approach for which they hold themselves mutually accountable. Everard and Morris (1996) define team as a group of people with common objectives that can effectively tackle any task, which it has been set up to do. Harris *et al.* (1997) indicate that teamwork reflects a commitment to collaboration.

Teamwork represents a set of values that encourage listening and responding constructively to views expressed by others, providing support and recognizing their interests and achievements for the benefit of the team. Looyen (2000) suggests that education reform should be aligned to bring parents back into the ambit of educational governance, because participatory parental involvement is designed to unlock traditionally centralised, bureaucratic structures that insulated have policy and decision makers who often were unable to share the aspirations of school communities. This means that educators in the SGB should work as part of the team and help the parents in the SGB because they have knowledge and expertise about carrying out their responsibilities. Joubert & Bray (2007) posit that although principals and the parents on SGBs may come from different backgrounds, have different academic qualifications, and have different skills and interests, it is essential for good governance that they work as a team.

SGBs consist of people drawn from the ranks of the unemployed, employers, religious ministers, politicians, lawyers, traditional healers, traditional leaders and many other groups. All these people come with a diversity of interests and experiences (Creese, 1995). Furthermore, people involved in the governance of the school can be divided into groups consisting of teachers, non-teaching staff, parents and learners (in secondary schools). In addition, Wragg and Partington (1990) state that if a governing body is to be effective, a group of individuals, some of whom may never have met the others before, must become a team and set out to work for the good of the school and its community. Moreover, competition among team members may also enhance maximum performance.

Teams do not just develop automatically; there should be a common factor, which binds the members together. The binding factor encourages listening and constructive responses to team-mate's views and the provision of support to fellow members. In a school context, SGB's members are bonded together because they share a common aim that can be broken down further into precise objectives. In order for a school to achieve its aim, each of the groups working with particular objectives, must contribute towards the achievement of the broad aim of the school (Creese, 1995).

This study shows that working as a team is important as school stakeholders can effectively tackle any task and may easily achieve the common goal of the school. As a result, SGB members who work as a team may achieve excellent performance. Therefore, effective SGBs ensure that all the stakeholders in the school work as a team in order to achieve the common goal of school. Working in teams benefits both individuals and the school as a whole. The greatest benefit of teamwork is a better quality teaching and learning through co-operation where all stakeholders wish for their school to prosper.

2.7.4 Communication

Communication is referred to as the way in which the various subsystems of organisation link with one another (Davidoff & Lazarus, 2002). Govindasamy (2009) defines communication as a social force that facilitates co-operation and organisation among individuals toward the pursuit of mutual goals. Anderson *et al* (2001) add that communication among groups is essential to ensure stakeholders share the same

vision and interact to the benefit of students. The ultimate aim of communication is to elicit a certain behavioural response from the recipient and it aims at informing, convincing and reminding (Smit & Cronje, 1992). Van Niekerk (1987) mentions the following features of effective communication- there must be face-to-face communication so that the feedback is immediately available; the use of language that is easily understood; the message to be repeated to ensure understanding; developing the habit of listening; choice the correct medium and channel for communication; honesty in communication and adopting the principles of good and effective communication.

Effective SGBs ensure that communication channels between school and the school community are always active. This implies keeping up-to-date about what is going on in the school by using different methods of communication. However, Mashile (2000) and Shilote (2001) refer to an issue of language incompetence amongst parents where their lack of communication ability in language makes them dependent on the principal. Furthermore, Shilote (2001) reports that there are conflict among SGB members where there is a lack of communication or where the role players often do not know their rights and responsibilities.

Therefore, it becomes imperative that where good governance is practiced, that lines of continuous communication amongst the different systems in the school must be as open as possible to facilitate maximum participation of all school stakeholders. Communication is relevant to this study because successful SGBs should ensure that all stakeholders are kept up-to-date about all the school matters as they are ‘part and parcel’ of the school. It is important that SGBs disseminate information back to the bodies they represent. This aspect implies that, communication is vital. SGBs need to use all communication channels that are possible for good school governance practice.

2.7.5 Capacity building

Beckmann and Visser (1999) define capacity building as it applies to school governance as the introductory or continuing training provided to governors of public schools in term of section 19 of the SASA. It also refers to the assistance provided to those governors who govern the schools. According to section 19 of SASA, the provincial department must offer a programme of introductory and sustained training

for newly elected governing bodies. Adams and Waghid (2003) endorse the view that SGB members need to be educated and empowered, for them to become practical agents of the democratic school governance. It is in this regard I have included the capacity building aspect in characteristics of effective SGBs because it is very important that SGB's training is carefully prepared so as to achieve good school governance practice.

The SASA (1996) obliges provincial departments to provide training programmes for governing bodies. McPherson and Dlamini (1998) suggest that the following areas need to be provided by the Department an understanding of:

- 1) the objectives and functions of governing body
- 2) the curriculum
- 3) the SASA and the organizational structure
- 4) meeting procedures, drafting code of conduct,
- 5) drafting constitution
- 6) forming relationships between various stakeholders.

Guskey and Peterson (1998) stress that schools must make sure that meetings and training sessions should be scheduled at times that are convenient to parents and should value their involvement. Moreover, it is important for the department to invest time and resources in capacity building activities of the SGBs to ensure that they are well prepared to accept and successfully discharge the delegated powers in governance of the school.

The abovementioned suggest that there is a great deal of work to be done in order for schools to benefit from effective SGBs. Karlson (1996) states that capacity building programmes for governing bodies are needed to ensure the sustainability of governing bodies so that they will also develop the governance and financial skills to govern the schools effectively. Van Wyk and Lemmer (2002) caution that frequently SGBs exercise their powers in areas affecting the discipline, grievances, disputes and dismissal of educators, therefore the SGBs need to be familiar with legislation and government notices affecting learners, personnel and labour relations. It then becomes important to note that training and development of human resources involves change; change in skills, knowledge, attitudes, and/or social behaviour (Ivancevich,

1994). Training has to be seen as an integral part of managing change to achieve quality, continuous improvement and development (West-Burnham, 1992).

The issues documented above indicate the amount of work and training that is required to bring SGB members to pertain where they can confidently act in terms of what the law requires them to do (Mthiyane, 2006). In order to create and sustain good school governance practice, the professionals and other department official's should ensure that capacity training is launched and that all reasonable assistance is available for SGBs. Furthermore, capacity building is believed to be an important matter in this study because capacity building programmes could play an important role in the process of democratising school governance and ensuring that all SGB members are well trained, also that they could perform their duties effectively.

2.7.6 Good time management

Kruger (2003) refers to time is the most valuable and scarce resource available to schools and it requires effective management, together with all other resources. Kruger gives examples of where effective time management would be important, namely- organising and managing the day; the classroom; school time; paperwork; establishing routines and time-tabling; co-curricular and extra –curricular activities need special and effective time management.

In this regard, time is an important in the current school system because schools are structured, roles are defined and the time is allocated according to the structural dimension of schools (Kruger, 2003). Furthermore, Kruger mentions some of the important features in time management that may lead to more effective utilisation of time and that is- establishing priorities; planning and preparation; determining outcomes, applying self-management; delegating where possible and communicating effectively.

Good time management is believed to be relevant to this study. Effective SGBs need to discuss with the professional educators how time should be maximized and positively devoted to educational activities. This implies that the successful SGBs must plan the time carefully for effective teaching and learning, the annual education activities and annual school programme before the year ends by means of time tabling

for good school governance practice. The six abovementioned aspects of characteristics of effective SGBs explicitly illustrate the importance of good relationships needed for good school governance practice. Earlier in this chapter I discussed the key mandated areas which are the core of this study therefore, the combination of these characteristics are likely to facilitate effective management of school policy, school development, school administration and financial issues in any school.

The next section addresses the theoretical framework. I have put different aspects together as a framework because I believe that they can also create and sustain good school governance.

2.8 Theoretical framework

On the basis of the literature review above, I seek to frame this study in the identified characteristics of effective SGBs.

This study is framed within six theoretical frameworks of effective SGBs for good school governance. The framework is illustrated below in figure1.

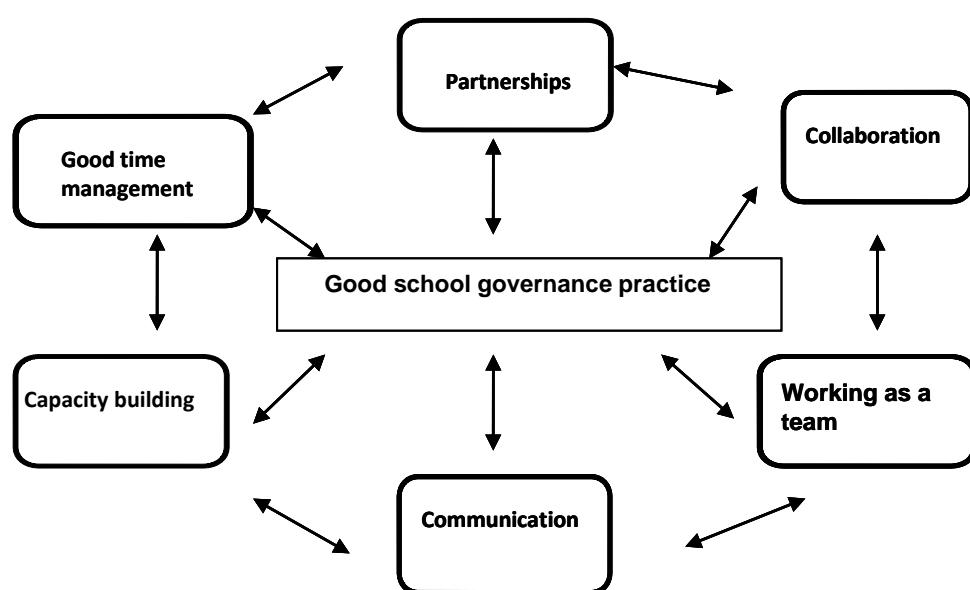


Figure 1: Characteristics of effective SGBs created for this study

I have crafted this framework in the belief that effective SGBs will display these characteristics in their governance duties. I believe that the four mandated areas of school governance can be more effective if the SGBs possess these characteristics which can ensure that all the policies and activities that are taking place in school are carried out effectively, in line with principles of democracy. The combination of all these six characteristics may create and sustain good school governance practice. The next section discusses the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study sought to investigate how good school governance practice can be created and sustained in South African schools. In chapter two I discuss four mandated areas of school governance, characteristics of effective SGBs and the theoretical framework of the study. In this chapter I address and justify the research design and methodology. To achieve this, first I describe and explain the paradigm in which the study is located. Secondly, I describe and explain the research design and approach. Thirdly, I describe the methodology of the study.

3.2 Paradigmatic perspective

I adopted the qualitative approach. The study is located within the interpretivist paradigm. A paradigm is defined as a view about the world and the universe. It comprises a disciplinary matrix of ideas, practices and beliefs in which researchers and evaluators function (Mugenda & Mugenda, 1999, p199). The interpretivist paradigm strives to comprehend how individuals in everyday settings construct meaning and explain the events of their world (Creswell, 2005).

This paradigm allowed me to interact closely with the participants to gain insight and form a clear understanding as to how good school governance practice can be created. The study attempted to make sense of participants' life-worlds by interacting with them in order to understand their experiences as members of the SGB. Throughout the research process, I sought to form a holistic view of the participants within their contexts by exploring their experiences, views and feelings regarding the effectiveness of school governance in their schools (Terre Blanche & Kelly, 2002, p.123).

3.3 Research Design

Bless and Higson-Smith (1995, p. 46) define a research design as “the plan of how to proceed in determining the nature of the relationship between variables”. I adopted a multi-site case study research design. Yin (1994) defines case study research design

as an empirical inquiry that investigates a contemporary phenomenon and context when the boundaries between the phenomenon and context are not clearly evident and in which multiple sources of evidence are used. According to Henning and Van Rensburg (2004) case studies provide opportunities for delving into things in more detail to discover things that might not have become apparent through more superficial research. Case study design has been appropriate for this study because it helped me to obtain first hand information and the gaining of in-depth understanding from the SGBs on how good school governance can be created and sustained in South African schools.

A qualitative approach provided me with first-hand knowledge of the “social life unfiltered through concepts, operational demotions and rating scales” (White 2005, p.87). I decided to follow this approach in an attempt to uncover and understand the experiences of the members of the SGBs when working together to create good school governance practice. The qualitative approach was perceived as the best and most suitable type of investigation for this study because it gave me an opportunity to observe participants in their everyday experiences, listen to them, and hear what was on their minds.

Eksteen in White (2001, p.11) state that one of the major distinguishing characteristics of qualitative research is the fact that the researcher attempts to understand people in terms of their own definition of their worlds. This study therefore intends to describe and explain how SGBs can go about creating and sustaining good school governance in selected primary schools in Pinetown District.

Furthermore, the qualitative approach allowed me to collect data from written, spoken and observed sources reaching beyond information by analysing the school documents. It also helped me in observing the richness and complexity of behaviour from the perspective of the participants. The information collected in this study was used to do in-depth analysis of how SGB members related to one another when performing their governance responsibilities in order to create and sustain good school governance.

3.4 Participants

I purposely selected the schools on the basis of their apparent good school governance commonalities that are known for their effectiveness and they were also accessible to me. Through informal discussions with different principals, teachers and SGB members I realised that these schools were characterised by effective team work, collaboration, capacitated SGBs and that they portrayed strong partnership skills.

From each of the purposely selected schools, I initially planned to interview seven SGB members comprised of the school principal, the SGB chairperson, treasurer, secretary, co-opted member, educator and non- educator member per school. However, in each of the three schools that I interviewed, there were less than four focus group members. I am aware that the focus group generally has four to twelve members but in my case I had fewer members because I found that often one member was holding two or three positions. McMillan and Schumacher (1997) point out that in purposive sampling, samples are chosen because participants are likely to be knowledgeable and informative about the phenomenon under investigation. These participants were appropriate for this study because they were the ones who met regularly to discuss strategies in different areas of school governance and they were the most active members for effective school governance.

3.5 Data collection instruments

In this study I planned to use three data collection instruments namely; interviews, observations and document review. However, the school principals were reluctant to allow me access to the documents and so I ended up using two data collection tools interviews and observations. Mouton (2001) mentions that, the use of a variety of methods and techniques of data collection in a single study have the advantage of methods complementing each other, and that their respective shortcomings can be balanced.

3.5.1 Interviews

An interview is a two way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views opinions and behaviours of the participant (Nieuwenhuis, 2008). An interview is a direct method of

obtaining information in usually face-to-face situations. Merriam (1998, p.23) points out that the purpose of interviewing is to find out what is in someone else's mind, and to question in such a way as to obtain meaningful information. Interviews can be a valuable source of information where the researcher obtains rich data that will help to understand the participant's construction of knowledge and social reality (Nieuwenhuis, 2008).

I used individual interviews where principals and SGB chairpersons were individually interviewed. I also conducted focus group interviews with other remaining SGB members such as educators in the SGB, treasurer, secretary, co-opted member and non- educator member.

Initially, I planned to conduct individual interviews with each school principal and SGB chairperson separately in order to obtain complete and meaningful data from their personal experiences. However, that did not happen as I planned in two schools because the school principal and the SGB chairperson of Mfundenhle and Nhlosenhle requested to be interviewed together.

I also planned to conduct focus group interview which comprised secretary, treasurer, educator, non- educator member and co-opted member in the SGB because these participants could build on each other's ideas and comments to provide an in-depth views that were not likely to be attainable from individual interviews. However, I had fewer members in the focus groups because one member was holding two or three positions as described above.

According to De Vos (2002) in-depth interviews with individuals is defined as one or more face-to-face interactions between an interviewer and interviewee, where the purpose is to understand the interviewee's life experiences as expressed in his/ her own words. The individual interviews were appropriate for this study because they allowed me to receive unique information from each of the principals and chairpersons in their understanding of how good school governance practice can be created and sustained.

A focus group interview is described as an organised informal group discussion among selected individuals about a specific topic relevant to the situation at hand (Vaughn, Schumm & Sinagub, 1996, p.4). The aim of focus group interviews is to create a candid, normal conversation that addresses a selected topic in depth (Vaughn, Schumm & Sinagub, 1996, p.4). One of the major advantages of focus group interviews is openness- the participants automatically concentrate and deeply engage without fear in conversation as they can agree or disagree with each other. Therefore, interviews were appropriate for this study because they gave me an opportunity for probing and clarification of answers.

Another reason was that, in a relaxed setting where participants sense that their opinions and experience are valued; participants are more likely to express their opinions and perceptions openly. Thus, the combination of individual and focus group interview was appropriate in this study because it enabled the participants to discuss their interpretations of the world in which they lived, and to express how they regard situations from their own point of view. The interviews were done once with these participants because there were three targeted schools and they provided me with adequate rich data on understanding how good school governance practice can be created and sustained in the sampled schools.

I provided the participants with a set of prepared questions in a predetermined order comprising open -ended questions to guide their responses. Open-ended questions encourage the interviewee to provide more information and also lead to the other questions (Henning, Van Rensburg & Smith, 2004, p.33). All interviews were informed by the interview schedule but allowed for the interview to be semi-structured. Spinks (1998) explains that semi-structured interviews are useful for understanding how participants view their worlds; and that deeper understandings are often developed through dialogue.

Henning *et al.*, (2004, p33) concur with this viewpoint when they argue that, “semi-structured interviews are used because lived experiences cannot truly be traced through survey questionnaires”. This linked to the nature of the participants who were adult and were able to respond and clarify where needed. Some of the SGB members were interviewed in their mother-tongue for better understanding. The interviews

helped me to get specific responses based on the core issues of this study. They also gave me an opportunity to have an in-depth discussion with participants on their perceptions regarding effective school governance.

3.5.2 Observation

Observation is a systematic process of recording the behavioural pattern of participants, objects and occurrences without necessarily questioning or communicating with them (Nieuwenhuis, 2008). Observation is an active process which includes reading from facial expressions, gestures, tone of voice and other non-verbalised social interaction. According to Cohen, Manion and Morrison (2000) observation allows the investigator to see things that might otherwise be unconsciously missed or discover things that the participant may not freely talk about in an interview situation. Therefore, I sought to use the observation method because it helped me to receive first-hand information and obtain deeper understanding of their relations in performing their governance responsibilities. Merriam (1988, p.108) warns that a tape recording misses the sights, the smells, the behaviour, the gestures, the impression and the extra-remarks said before and after the interview. I used observation as a supplementary data collection tool, thus, observation was appropriate because I was better able to understand the assumptions, values, beliefs, their relationships and interaction before, during and after each meeting .

In this regard, I requested permission to attend some of the SGBs meetings and other school activities at least twice before actual interviews, to observe the school governance processes such as partnership, collaboration and communication. However, I only observed two SGB meetings in two schools because it was not always possible to observe as many meetings as I wanted to, and they did not invite me as promised. From the two schools that I visited, I observed how SGBs understood their roles when conducting meetings, their level of knowledge, how they utilise time that does not disturb teaching and learning for effective school governance.

3.5.3 Document analysis

In addition to interviews and observations, I planned to analyse documents such as school policy, financial policy, school development programme, minutes of SGBs meetings with different school stakeholders because the analysis of selected documents provides an internal perspective of the organisation. However, the principals were reluctant to allow me to view the documents. The apparent refusal to disclose documents might have been an indication that they were thinking that they did not want to be known by public and this may also mean that while the school governance was generally good there are things that still need to be improved. The objective behind analysing these documents was to investigate the evidence of good school governance practices by the SGB members and how they create and sustain such activities.

3.6 Data Analysis

Qualitative data analysis refers to a systematic way of selecting, categorising, comparing, synthesising and interpreting data to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 1997). Mugenda and Mugenda (1999) clarify that data analysis is the process of bringing order, structure and meaning to the mass of information collected. The information collected was used to formulate categories to be assigned to appropriate sections (Raikane, 1996). The aim of data analysis is to integrate themes and concepts into a theory that offers an accurate, detailed interpretation of the research arena (Rubin & Rubin, 1995, p.226).

I analysed data according to Tech's method of open coding to identify themes and categories and it involved several steps (Creswell, 1994). In stage one I gathered all data obtained by reading and writing notes. In stage two, I began to discover additional themes and concepts. I made lists to group them in categories. In stage three, I identified themes, categories and patterns, I then evaluated and analysed the data to determine the adequacy of information and the credibility, usefulness, consistency and validation of hypothesis.

3.7 Ethical issues

Ethics are generally considered to refer to beliefs about what is right or wrong, proper or improper, good or bad (McMillan & Schumacher, 1997).

Firstly, I obtained ethical clearance from the University of KwaZulu Natal to conduct research. I also obtained permission to the conduct research from the KwaZulu Natal Department of Education and from school authorities including; principals and SGB members and yet principals refused to release some documents.

In line with the ethical principles of informed consent and voluntary participation, I informed the participants that they could withdraw from the study at any stage of the research without suffering any disadvantage. I assured the participants that their privacy and sensitivity were protected. I also assured them that the information was going to be used solely for research purposes and would be destroyed after use. I also assured the participants that information would be treated in privacy. Pseudonyms were used for each school to ensure confidentiality.

3.8 Trustworthiness

The term ‘trustworthiness’ refers to the way in which the enquirer is able to persuade the audience that the findings in the study are worth paying attention to and that the research is of high quality (Johnson & Turner, 2003, p.89). Trustworthiness is a very important aspect in qualitative research because it minimises bias and errors. Therefore, I adopted the member checking approach to ensure trustworthiness by giving the participants an opportunity to review the data collected to confirm the accuracy and completeness of their perceptions. Furthermore, I triangulated all data collected during the research process in order to search for common themes to provide reliable findings. I also strived to eliminate any bias that might be brought to the study by constantly reflecting on the process.

3.9 Summary

This chapter described and justified the research design and methodology that was used in this study. In addition, the chapter presented methods of data collection and the strategies used in data analysis. It further discussed the ethical issues, limitations and trustworthiness. The following chapter will present and discuss the results.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

Moving on with my pursuit of how good school governance practice can be created and sustained, in this chapter I present and discuss the findings from my research in three different primary schools in Pinetown District, which are Mfundenhle, Qhakazile and Nhloshle primary schools (pseudonyms). I also labelled the participants with titles. These are indicated in Table 1.

Table 1: Schools and participants pseudonyms

Number	Schools and Participants	Pseudonyms
1.	Mfundenhle School	MS
	Mfundenhle Principal	MP
	Mfundenhle Chairperson	MC
	Mfundenhle Focus Group	MFG
	Mfundenhle Treasurer	MT
	Mfundenhle Secretary /Teacher Representative	MS/TR
2.	Qhakazile School	QS
	Qhakazile Principal	QP
	Qhakazile Chairperson	QC
	Qhakazile Focus Group	QFG
	Qhakazile Secretary	QSE
	Qhakazile Teacher Representative 1	QTR 1
	Qhakazile Teacher Representative 2	QTR 2
3.	Nhloshle School	NS
	Nhloshle Principal	NP
	Nhloshle Chairperson	NC
	Nhloshle Focus Group	NFG
	Nhloshle Secretary/ Teacher Representative	NS/TR
	Nhloshle Parent Member	NPM
	Nhloshle Non Teaching Member	NNT

Initially, I planned to use three data collection tools namely- interviews, observations and document review. However, the school principals were reluctant to allow me access to the documents and so I ended up using two data collection tools. The findings I present in this chapter were analysed using a school- by- school format and they were derived from individual interviews with school principals, SGB chairpersons and focus group interviews with teacher representatives and other SGB parent members. I also planned to conduct individual interviews with principals and school chairpersons separately, but that did not happen as I planned in two schools because they chose to be together. Therefore, the school principal and the SGB chairperson of Mfundenhle and Nhlosenhle were interviewed together. In each of the three schools I interviewed there were less than four focus group members. While I am aware that the focus group generally has four to twelve members but in my case I had fewer members because I found that one member was holding two or three positions.

I was able to do only two observations as a supplementary data collection tool because it was not always possible to observe as many meetings as I wanted to. Therefore, data from the observations will not be always available to all data presentations and discussions.

The findings will be presented in accordance with themes that emerged from data analysis. Some also featured in the literature review. The following five themes were identified through data analysis and will characterise the unfolding of this chapter. I will however begin with a presentation on the background information of the participants.

- SGB's roles in formulation and implementation of school policy
- School development
- School administration
- Managing school finances
- The importance of workshops as a training approach

Lastly, the chapter will highlight the emerging issues and the conclusion.

4.2 Background information of the participants

In this section I present background information of different schools' SGB members. Table 2 illustrates their positions, gender and experience. I believed that this information might contribute to how they went about to create and sustain good school governance practice.

Table 2: Participants gender and experience in the SGB

School number	School	Participant and position	Gender	Experience in the SGB
1	Mfundenhle	Principal	male	9 years
	Mfundenhle	Chairperson	male	6 years
	Mfundenhle	Teacher Representative / Secretary	female	6 years
		Treasurer	female	3 years
2	Qhakazile	Principal	male	5 years
	Qhakazile	Chairperson	male	3 years
	Qhakazile	Teacher Representative 1	male	8 months
		Teacher Representative 2	male	8 months
		Secretary/ Treasurer	female	8 months
3	Nhlozenhle	Principal	male	12 years
	Nhlozenhle	Chairperson	male	8 months
	Nhlozenhle	Teacher Representative/ Secretary	female	4 years
	Nhlozenhle	Treasurer	female	8 months
	Nhlozenhle	Parent member	female	8 months

Table 2 indicates that in all three schools the principals were males and that they had more than 4 years experience as ex officio SGB members in their schools. Therefore, the principals' experiences in the SGB could be considered sufficient to create and sustain good school governance practice.

Table 2 also indicates that all three schools' SGB chairpersons were males and two of the three had over three years experience in the SGB. Two of three teacher representatives had SGB experience ranging from four to six years and other SGB members had only few months as they were nominated to their roles in this current year (2012). There were two males and five females. This indicates that there was a gender imbalance in senior positions in the SGB. Most of the participants had experience in school governance duties and it was likely that their combined experiences may create and sustain good governance practice.

4.3 SGB's roles in formulation and implementation of school policy

This section focuses on the SGB's roles in formulation and implementation of school policy to create good school governance practice. The aim was to learn how the SGBs went about creating and implementing school policy. The main question I asked to each and every school principal was how they went about school policy formulation and implementation. The Mfundenhle Principal (MP) had this to say:

I represent the Department which means I am an accountable officer. So I make sure that all the policies are there for the Department. I also give guidance to the SGB on how to formulate school policy, and also monitor that they are implemented accordingly. I also empower and assist them to ensure that all policies created by the SGB are in line with the Departmental rules and are formulated in the presence of all stakeholders.

As I indicated earlier on, at Mfundenhle School (MS) I interviewed both the principal and the chairperson together. The Mfundenhle Chairperson (MC) corroborated the Principal and said:

The role that I am playing is to conduct parents' meetings and make sure that we create school policies in the presence of all school stakeholders, and make sure that they are based on the Constitution of the country and also on the SASA. Then the professional staff needs to see to it that the school policy is implemented accordingly, as we also monitor and give support when needed.

Similarly I asked the same question to Mfundenhle Focus Group (MFG). The Mfundenhle Teacher Representative (MTR) responded:

We invite parents to the SGB meetings or parents meetings, we tell them that as school stakeholders we did this and this for school policy. So, it is up to them that they approve it or disapprove it. Thereafter, we discuss about it intensively before we implement it in the school. So it is normally approved and sometimes they add something that they think is important. We also request the staff to assist in emphasising the school policy rules and regulations to learners.

On the same question the Mfundenhle Treasurer (MT) concurred with the MTR and had the following to say:

We call the parents and make sure that they know and understand what is contained by the policy. It becomes easier when parents are available because they respond to that particular issue urgently. They also help us a lot. We work as partners and collaboratively to ensure that the school policy contains rules and regulations that are in line with SASA. We need to see it in action.

The responses from MS participants demonstrate an agreement that the majority of the participants were clear about their significant roles in formulation and implementation of school policy. Their responses suggest that the participants understood that it was imperative to have sound working relationships and effective communication when formulating school policy with all relevant stakeholders. Thus, with these complementing responses they indicated that the SGB was likely to create and sustain good school governance practice.

Moving on to Qhakazile School (QS), I asked the Qhakazile Principal (QP) the same main question and he said:

Immediately after the new SGB has been elected and set into place, in our first meeting in the beginning of the year we try to build up a framework on how we are going to work. Then we discuss about existing school policies and thereafter we call parent's meetings to see if they [parents] can delete and

amend something that will drive the school to its best position, but I ensure that they are in line with the SASA.

I also asked the Qhakazile Chairperson (QC) and he responded that:

We start by meeting at the beginning of the year and analyse existing school policy and the constitution so that we will be aware of what is happening within the school. We also make sure that the constitution follows the rules of the South African constitution, and if everything is in order we leave it to the professionals to implement it accordingly to learners.

Regarding the same matter, the Qhakazile Secretary (QSE) in Qhakazile Focus Group (QFG) had the following to say:

The SGB first discusses the previous year's minutes to see what to start with, for example last year we had a problem with learners who plaited their hair and that is not allowed in our school policy. So we normally call a parents meeting to remind them about important issues that will assist the school to reach its goals.

The other two participants concurred with the secretary on the same main question, as the Qhakazile Teacher Representative 1 (QTR 1) responded:

At the beginning of every year, it is important to amend the school policy because of the problems we had before. Learners used to come to school with weapons. So, we cannot just expel a learner because she or he is carrying a weapon if that is not in a school policy. So it is important to ensure that what is written in the school policy is also practiced like doing the search and seizure programme.

I observed one of the SGB meetings at Qhakazile on the 12th September 2012 because I was given an opportunity to observe, unlike the other schools they kept me waiting for their invitation till to date. The main aspect of the meeting was about reviewing

the learner's code of conduct. I observed a high level of collaboration among stakeholders. One of the SGB parent members said:

It is important to all of us as parents to be strict and adhere to school policies. We should not allow our children to go to school with plaited hair, carrying weapons, and bringing drugs to school because we know that it is not allowed and we mentioned this when creating school policy. So we need to invite parents and remind them about what is contained in the school policy as we all agreed about it.

These findings from QS seem to suggest that the SGB members were conscious about what they agreed upon when creating school policies. This means that they understood that school policy is a form of decision making based on what the stakeholders would like to see in school and ensure that the implementation process takes place effectively. The findings suggest that the participants gave parents an opportunity to participate in decision making regarding the formulation and implementation of school policy. The findings revealed that school policy can be based on shared views and goals of the school by all stakeholders. From the responses it looks as if all the participants of QS were in agreement to involve parents and other relevant stakeholders and also ensure that the policy is implemented.

Moving on to Nhloenhle School (NS), I also asked the Nhloenhle Principal (NP) the same main question. In this school the principal and the SGB chairperson were interviewed together. The NP responded that:

We know that to run a school or to make school policy is not a one man's show; we have to invite and come together with all stakeholders to form policies. We sit down and discuss together as partners because we are all concerned about our school. We also look at the environment where the school is situated. Then, we develop those policies from looking on all the angles.

On the same main question, concurring with the principal the Nhloenhle Chairperson (NC) said:

As a chairperson, I invite parents to come to school, and in the SGB meeting we discuss all aspects pertaining the school governance so that everything that

we plan is in line with the law or rules of the country. We also look at the previous year's challenges and rectify them to avoid the repetition of mistakes.

On the same matter, Nhloenhle Focus Group (NFG) Teacher Representative (TR) said:

We normally meet as the SGB first as we plan at the beginning of the year. So we first discuss about school policy as the SGBs, SMT and teachers. Thereafter, we call meetings and involve all school stakeholders required when creating school policy, as they are part and parcel of the school. We then do the follow up to see if they are implemented accordingly to learners by the teachers.

The findings from NS show that the participants encouraged effective parental involvement and effective communication when creating school policy. The findings revealed that the participants were in agreement that they should ensure that all school policies, goals, programmes and activities are aimed to achieving and maintaining good school governance practice.

From the three schools I note commonalities as all the participants were in agreement that their role in formulation and implementation of school policy required effective involvement of all stakeholders. The participants seem to understand that governance matters required them to work jointly because in this democratic era they realise that it is important that all school stakeholders work as partners.

The findings reveal that the participants were aware that their responsibility is not limited to formulation of various policies, but that they should also guide, monitor and evaluate their implementation within the school. The NFG TR was explicit about this when she stated that they ensured that school policies contain the community's aspirations and values; to be effectively implemented in school by relevant stakeholders for effective school governance.

Looking at the responses from all school participants, the majority of participants were clear about their significant roles on school governance as they also welcomed

active participation of parents in school policy formulation and they also highlighted that they need to see the school policy implemented effectively. Dudley and Vidovich (1995) highlight that policy is a collective and social aspect because the decisions made concern the whole of society (school in case of this study) rather than individuals. This is supported by Marishane (2000) who maintains that governors should also ensure that this policy is so clear, consistent and reasonable, that it can be implemented and that all staff members comply with it in the performance of their duties.

4.4 School Development

This section addresses how the SGBs operated regarding school development programmes. SASA section 20 (1) (a) stipulates that the SGB must promote the best interests of the school and strive to ensure its development through the provision of quality education for all. In this regard I asked each and every participant how they ensure that all school stakeholders participate effectively in creating the school development plan. The MP had this to say

Working as a team is the key to everything. We try by all means to motivate stakeholders to have great input in this school. This school is very strict, so we make sure that everybody is working to his or her best. By so doing, we are advertising ourselves because the stakeholders want to see their school and children progressing first before they contribute something. Networking helps to develop our school from all angles.

In this school the Principal and the SGB Chairperson were also interviewed together and the MC said:

We need all stakeholders to participate and contribute or participate effectively to the school development. We need people who understand that we are a team; they must be passionate about our school. So we inform the stakeholders about our plans regarding the areas that need to be developed and to be attended urgently, and they work to their best abilities in such a way that they

understand the fact that there is no financial benefit when they are helping us with something.

Regarding the same matter, the MFG TR responded:

We make sure that we involve all parents by inviting them, and we inform them about school matters that need to be attended to. We also encourage everybody to contribute with everything from teachers, parents and different sectors and we network a lot. We request different facilitators to come and conduct the in school workshops to keep our staff up to date about education developments. We try to update the parents with everything that is taking place within the school so that they will not be left behind, as we are working as a team, and that brings them much closer to us as we all have the same goal- which is success.

The MT added that:

We invite all school stakeholders to assist with relevant information that they have. So, when they come, they obviously see our problems and they offer assistance. For instance, the metro police officer came to address the learners about the road accidents. By that time, they realise that our assembly area is not in a good condition because if it rains we don't pray because it an open space. So, they decided to build us a shelter.

The responses from MS point out that all stakeholders were part of the developmental planning strategies of the schools. The findings reveal that the participants were responsible for creating a conducive environment to enhance effective teaching and learning. All the participants of Mfundenhle are in agreement that working as a team and collaboration are the keys to identifying and achieving school development plans. What emerged from the responses was that the SGBs need to set priorities to promote the ways of working together which will lead to visible and tangible developments and that create and sustain good school governance practice.

Moving on to QS, I asked the QP the same question and he had this to say:

Working as a team is very important in school development because we need to work as a team for the betterness of the school. You see left hand must know what right hand does otherwise there will be very much discord. So we invite different people from different sectors such as police, social workers and education officials to assist and teach us about different things that may help us to develop.

On the same matter the QC responded:

Everyone should be aware of what the school want in that particular year. They need to know that the school is theirs and they are always welcomed to contribute whatever; and also the school should apply an open door policy. In most cases; in previous years, when we ask them to do something for the school they become very proud and happy and that shows that there is team spirit among us.

Moving on to QFG on the same matter, they all voiced out that:

The community work together with the school; they also inform us about things that are very helpful that can develop the school. For example, there was a time when we needed extra support in music for competitions, and one of the talented gentleman from the community volunteered to train the school choir.

The findings of QS seem to suggest that the SGB is committed in their school's development programmes, as responses indicate that they are working as a team in attaining improvement of the school. There is an agreement that the SGBs and stakeholders support and encourage team work as they provide opportunities for collaboration and thus for good school governance practice.

Moving on to NS, I also asked the NP about the same matter and he responded:

We need to have all the school stakeholders together when dealing with school development programmes. We try to conduct meetings to discuss on how we

are going to work as a team. We do this with the vision and mission in our minds. We also have strategic plans that guide us with time telling what to do.

Concurring with the principal the NC responded that:

Here in this school we have a number of committees that look at all angles that everything goes according to our plans; they have one or two members of the parent body in the SGB to represent the parents in the community. So when we have meetings we work as a team as we are like u nxantathu (triangle) we need all stakeholder's input for the school to develop.

Moving on to NFG on the same matter, the TR said:

When we conduct meetings we tell the parents about our school needs and also the priorities. School development is one of the important things that we need to see in this school, so we invite all gifted people to offer their talent to assist. One of the parents is teaching our learners the traditional dance. We are in a highest standard with cultural activities as I speak.

The responses from NS seem to suggest that most of the parents serving in the SGB have input regarding school development. The responses reveal that stakeholders cherish the same objective regarding school development. The findings are consistent with Creese (1995) who maintains that school development planning is about raising standards, enhancing quality and creating efficiency in terms of the school and in the interest of parents, learners and staff.

The participants' responses indicated an agreement that in order for school to develop all stakeholders should work as a team. Working as a team is one of the characteristics of effective SGBs that featured in this study's theoretical framework.

The findings from the three schools seem to suggest that it is the SGB's responsibility to encourage stakeholders to render voluntary service to the school and give direction regarding development tasks. The stakeholders need to know the plan so that they can work together for good school governance practice. Caldwell and Spinks (1992)

maintain that school development is the specification of the priorities to be addressed, and strategies to be employed, as the school seeks to achieve multiple objectives over a forthcoming period. Most of the participants' responses indicated that when the SGBs had properly communicated with them about school development matters it becomes easy for all stakeholders to act. What emerged is that an effective school development plan entails that the SGBs and other stakeholders are clear about the goals that need to be achieved by the school. The findings are consistent with Wolfendale (1992) who affirms that the participation of parents in school development creates, the opportunity for parents and teachers to get involved in a more formal and structured partnership. This indicates that in these schools there were SGBs who ensured that there is an effective relationship and ongoing communication among all school stakeholders for good school governance practice.

4.5 School Administration

One of the SGBs' responsibilities in school administration is to maintain the school buildings and school property, as they play a major role in enhancing school character. In this regard, I asked each school participant to say what their key responsibilities were in school administration. The MP as ex-officio member in the SGB responded:

As a principal, my key responsibility is to start by taking care of school buildings because there will be no school if there are no buildings. And again, since school administration is about human resources and physical resources, I need to ensure that the school is running smoothly, the teaching staff, parents and learners need to support teaching endeavour and make sure that they have all tools that they need, like stationery. In terms of school files, we as the SGBs need to make sure that they are kept in a safe place so that they can be easily found when needed by the department officials.

In agreement with the Principal, the MC had this to say:

I think the most important thing is to take care of the school buildings. The human resources too are important, because they are the heart of the school.

They need to work in a conducive environment so that a teaching and learning can effectively take place. We need to have the school safe locker to keep our confidential records. No-one must be allowed to keep the school records at their homes because if they are absent the required information will not be available.

Regarding the same matter the MT responded:

Since we are a primary school, our learners are very young; they break things now and again. So we agreed that when the learner breaks any school property we communicate with parents so they can come and fix that broken item for us.

The responses from MS seem to suggest that there were open lines of communications among all stakeholders to facilitate maximum participation of all school stakeholders in school administration. There is an agreement that effective communication ensures that all stakeholders are kept up-to-date with the information regarding school administration so that they can provide support.

Moving on to Qhakazile School about the same matter, QP responded:

I motivate them [parents] to be involved in all school matters, as we are the triangle (parents, learners and teachers). We all need each other to run this school smoothly; we need them to contribute something even minor help is welcomed. After motivating them I delegate and give different tasks for them to do. I also encourage them to contribute with whatever they have.

Similarly, on the same question the QC had this to say:

As you can see we are adding more classrooms as we speak, so we requested parents to assist as some of them are good builders, and because we do not have enough money. That is my responsibility, I run up and down communicating with different businessmen. I also network a lot to request different people and companies for donations to build more classrooms.

Moving on to QFG, the members nodded their heads symbolising that they are in agreement with QSE who responded that:

If we need to do repairs we normally send letters to parents and invite them to come to parents' meeting where we discuss things that need special attention, such as the leaking roof and broken windows. We also emphasise in the assembly that the learners must pass the message to their parents. In most cases they come in numbers, and they really enjoy assisting the school.

The responses from QS indicate that the participants strived to develop a strong and effective administration centre involving all stakeholders. There was agreement that SGBs needed to use all forms of communication to send information to the stakeholders so that they would know and understand what needs to be done regarding school administration. There is an agreement that effective communication unifies stakeholders that are committed, and it makes them understand the school goals.

Moving to NS on the same question, the NP responded:

Firstly, school buildings must be more like home to our learners, especially the young ones. Administration staff is important as they assist and make the duty load to be easier. Looking at the teaching staff, school cannot be a school without teachers. There must be teachers. So we need to have enough teachers according to the enrolment of our learners. When it comes to school records, everything must have records because without records that school is just a dead school. There must be records for everything; that is a part of an institution. They must be kept in a safe place, and whenever we need information we can just go there and take that record.

On the same question the NC said:

As you can see we are working on school buildings at the moment, so my responsibility is to ensure that the school community and staff are aware what is going on in the school as far as school buildings are concerned. We also

make sure that the teaching staff teach learners how to maintain school buildings accordingly.

Moving on to the NFG, NPM said:

We need to have clean and well maintained school buildings that are conducive to teaching and learning. Since we have building construction in this school, we make sure that we tell them [builders] that they must be extra careful to keep all dangerous tools away from learner's eyes. We also emphasised that they must put fences between their place of work and the classrooms. We also request teachers to encourage, and emphasise to learners to take good care of school property such as doors, windows and taps.

At NS I attended one SGB meeting that was held on the 20th September 2012. During the meeting, the participants were given an opportunity to give their views regarding the building of the school. The SGB members and parents were all concerned that the construction company was very slow, and they mentioned that they [builders] were very reckless with their dangerous tools. SGB were concerned since there are young learners that can easily get hurt. The discussion was productive and effective because all the SGB members were actively involved. At the end of the meeting they agreed that the parents who had skills in building should assist to speed the process as the learners are squashed in the school hall and most importantly there will be summer rains soon. In this meeting the issue of effective communication stood out because if the parents were not informed about the school situation they would not be able to provide assistance.

To illustrate this one of the parent members said:

As we all know some of us are good builders, electricians and plumbers so let's help this school and speed up the building process because the summer rains are coming. So let's write letters and request other parents, which we know, to assist us.

The findings from NS seem to suggest that the stakeholders interact and provide information to obtain effective responses. There was an agreement that in order for

school administration to flourish the school should make use of other stakeholders' skills, expertise and external networks to complement what the Department offered the schools. From the responses it became clear that SGB representatives should disseminate information back to the bodies they represent in order to share the same vision and interact for the benefit of students. Therefore, effective communication is likely to create and sustain good school governance practice as it one of the characteristics of effective SGB featured in this study's theoretical framework.

The participant's responses from all three schools indicate that there was an agreement that the school buildings are the most important item that needs to be well maintained and effectively utilised by stakeholders. The findings revealed that the SGB needs to ensure that it plays a part in the developmental planning strategies of the school. The findings seemed to be consistent with Mahlangu (2008) who maintains that one of the fundamental aspects in any institution is to encourage all stakeholders to establish and ensure that continuous vertical and horizontal communication takes place.

There were commonalities in all these three schools that I visited. I found that they were building additional classrooms and also doing renovations. These activities were consistent with Potgieter et al., (1997) who maintain that the SGBs must take care of, control and protect the school assets with the help of applicable legal principles regarding the use of school's assets or property. The impression that I got from these findings was that the participants acknowledge the importance of maintaining school buildings more than anything thing else regarding school administration. The Principal of Nhlosenhle was more explicit about this when he said:

As a principal, my key responsibility is to start by taking care of school buildings because there will be no school if there are no buildings.

There was an agreement that school administration is highly dependent on SGBs and stakeholders capabilities, and it is their key responsibility to create conducive conditions for the coherent, integrated and advanced use of school resources for good school governance practice.

4.6 Managing School Finances

SASA sections (37) (1) and (3) stipulate that SGBs must set up and administer a school fund, and must also open and maintain a bank account in the name of the school at any registered bank. This indicates that the school's financial management lies in the hands of the school governing body. Therefore, I asked all the participants to indicate how they managed school finances effectively. There were three sub themes that stood out, namely:

- Budgeting,
- The importance of partnership and use of committees in fundraising projects,
- Transparency, accountability and auditing.

4.6.1 Budgeting

An important responsibility of SGBs in South Africa is to set a budget, and to recommend school fees as part of the budgetary process. Van der Westhuizen (1995, p.375) defines a budget as a planning instrument, which contributes in a constructive way towards preventing the disruption of the educational programmes as a result of insufficient or exhausted resources.

In this regard, I asked each and every school participant to mention how they managed school finances effectively. The MP responded:

Everything starts with budgeting, and we cannot do anything without it. When it comes to budgeting we involve all school stakeholders, and we give them an opportunity to voice out their concerns regarding budgeting. We write down our needs and submit these to the SGBs. This is the way the budget is approved.

In agreement with the principal the MC said:

Our agreement is to firstly prioritise and also differentiate between needs and wants. Then we budget according to our needs, but the challenge normally

experienced is that the Department gives us the money very late. I feel terrible that we do budget for October but money comes in December and that disturbs our budget a lot.

On the same matter, the TR from MFG responded:

Firstly, immediately as we receive the amount of money that we have from the Department. We sit down and do the budget. We make lists of things that the school needs, and then we ask the parents to assist in prioritising for the budget. When the budget comes it has already been divided according to school needs.

In agreement the MT said:

To add to that, there are statements that come from the department that gives us guidance and direction. They guide us to utilise the school funds accordingly. So we know exactly how to do budget. It is important for us to keep all the invoices.

The responses from MS seem to suggest that the participants ensure that they present the budget to stakeholders, so that it will be successfully approved. In this way the school vision is determined and achieved by effective budgeting. The findings also reveal that there was a common understanding that the budget has a direct impact on the effectiveness of the school, thus it is vital that the SGBs plan, review and control the school budget accordingly. On this aspect the MP was more explicit about this as he said:

We make sure that all things that are requested by the teachers are recorded as needs and we allow parents to make suggestions to avoid misunderstandings because if we do not prioritise we can over-budget and since we rely on the Departments' funds we might end up running short of money.

Moving on to QS, I asked the same question to the QP and he had this to say

Firstly, we conduct a budgeting meeting, and we discuss the needs. Thereafter, we take the report and together with parents we start selecting all those things that are important. We prioritise things. Then we complete the budget when all stakeholders are happy.

On the same matter the QC responded:

Firstly, we look at the funds that we have, and then ask teachers to make lists of their needs, and then we sit down and discuss where we prioritise and separate the needs and wants. So we need to know from teachers and other school stakeholders their needs in order to be able to do the budget. The budget should cover everything. We should make sure everything is in order in each and every month.

Moving on to QFG with same question, the QTR 1 said:

I cannot comment on our budget because we notice that we were excluded from that meeting. We were just told that this is a budget. Money causes a lot of problems in this school. We have a communication break down among us as SGBs. I am worried because when there is something wrong parents ask us why do we say we don't know because we are acting on their behalf.

The responses from Qhakazile participants seem to suggest that there were conflicts among the SGB members regarding financial matters. There were contradictions among Principal, Chairperson and focus group members as their responses suggest that some stakeholders were not given the opportunity to participate in financial matters, and that led them to feel sidelined. The findings reveal that the Principal and the SGB Chairperson do the budget in the absence of other SGB members. It became clear that in this school there is a possibility of financial mismanagement and mistrust among the SGB members because the responses indicate that the Principal and the Chairperson exclude other members from the budgeting meeting. Moreover, principals often tend to paint a positive picture about their schools. Teacher dissenting voices suggest that they were not always consulted and involved in school governance decision making.

Moving on to NS I asked the NP the same question and he responded:

Budgeting is the first and foremost thing to do, because if you have lump a sum of money and you don't know how you are going to use it, you can just waste it any how. So, budgeting helps us a lot because it gives direction and guidance. After intensive discussion with stakeholders we agree about the budget and we all become happy.

The NC agreed with the Principal, and he had this to say:

Normally in the beginning of the year when we know how much we have, we start writing our needs. We normally ask teachers to give us the list and then we discuss about it as the SGB and we prioritise them accordingly. Sometimes it happens that they say they need things like microwaves and fridges in their lists whereas, there are broken windows and doors that need to be attended. So, in that we look at the needs first and do the budget and then later the wants.

On the same matter in the NFG, the secretary responded:

Firstly we call a parents meeting in the beginning of the year and let them know about the available funds and then we discuss as the members of the SGB. Thereafter, we involve teachers by asking them to give us the list of their needs. The problem is that our needs are higher than the budget, and that is when we prioritise things according to their urgency.

The responses from NS seem to suggest that it was imperative to involve all stakeholders in the drawing up of a budget at the beginning of the year, and it should be the first thing to be done before using school funds.

There was an agreement that the budget need to be intensively discussed and later presented to stakeholders at a general meeting, and be adopted or approved by the majority. These findings are consistent with Moate (1996) who maintains that a

systematic control of funds is important as all the instructional practices are carried out within the school's financial framework and the school vision is successfully driven by its financial strength.

The findings from Mfundenhle and Nhlosenhle seemed to suggest that they understood that their responsibility is to prepare an annual budget with all stakeholders for the following year, which clearly indicates the income and the expenditure of that particular year. Their responses had commonalities, as they reveal that during the meeting, stakeholders are given sufficient time to question and discuss the budget as it needs to be approved by the majority of stakeholders.

On the other hand, the QS findings reveal that there was a clash of viewpoints regarding the budgeting issues, as the participants had indicated that the Principal and the Chairperson had excluded other SGB members such as teacher representatives and parent members when budgeting. Findings reveal this as a signs of conflict. If this contradiction at QS is not straightened up in time it is likely to cause some conflict among SGBs regarding the budgeting. This concurs with Mestry (2003) who points out that lack of financial management can be a source of conflict among SGB members when governance responsibilities are performed. The findings further reveal that the QFG differs in opinion from other participants as they mentioned that they were not involved in financial issues. This highlights the subject of mistrust between certain SGB members and a school Principal the budget process is completed without all members of the SGB involved. This suggests that even though there is school governance practice in these schools, but there is still an area of concern over financial matters that need to be dealt with. From the findings it can be concluded that budgeting is one of the most delicate issues in schools and this means the SGBs need to work according to Departmental guidelines in order to manage finances effectively for good school governance practice.

4.6.2 The importance of partnership and use of committees in fundraising projects

Generally, the funds provided by the state are not sufficient for the schools to purchase and pay for all necessary educational resources. Therefore SGBs should use their talents to devise plans and carry out projects to generate further funds for the school. Effective SGBs may make this possible by conducting fundraising projects. In

this regard, I asked how they went about conducting effective fundraising projects. The MP had this to say:

The money that we are given by the Department is not enough. They [The Department] make it compulsory to buy textbooks every year, because if we don't buy those books the money is forfeit. We consider that is so unfair because we can use that money to buy other things than to buy books every year. So it is important that we welcome different sectors and form partnerships. We make use of committees. Here we have a finance committee and a fundraising committee. In those committees we have a finance officer, a clerk and me to look at daily expenditure. It detects the problem before it begins. If we want to do minor things such as a grade seven farewell, we conduct fundraising projects and sometimes we sell food, and then we request the parents to come and buy it too.

In agreeing with the Principal, the MC said:

As the SGB we planned to have a number of committees and subcommittees. One of those committees is the fundraising committee, so we normally come together and discuss the financial challenges and see how we can overcome them. We normally opt for fundraising activities like selling food, learners perform for the community, competitions, play movies and lot more to supplement what we already have.

Moving on to MFG, with the same matter the MS/TR responded:

When we need money to do other school project, we discuss with the fundraising committee to help the school supplement the money received from the department. Our school is a section 21 school. We are not allowed to ask learners to pay school fees. So we fundraise when we need to purchase educational things or if we need to go for excursions and competitions.

The MT corroborated with the MTR and said:

We have lot of challenges when it comes to money. The issue of water and electricity is worrying us, the bills are too high. We network a lot and we form partnerships as we want to request for donations and sponsors to help us to be able to pay some bills. We also request hawkers to give us that opportunity to fundraise for a day or two; we ask learners to do different activities. To mention but a few we ask learners to wear casual clothes and sell vegetables to the community from the school garden and we get money for that.

The responses from MS show that the participants ensure that they share their responsibilities jointly to devise plans to supplement available school funds. There is an agreement that the use of committees and establishment of partnerships with different stakeholders and companies assists in the attainment funds to supplement the government allocation. The findings also reveal that the stakeholders assist by cooking and selling different kinds of food to the community.

Moving on to QS, the QP said:

We have a number of committees; we have a safety and security committee, disciplinary committees, subject committees, fundraising committees and a finance committee that is a master of them. In those committees I delegate and monitor because I want to see what they have done. Then with the fundraising committee we organise lunch, or organise mini concerts around the school to get money to deal with what needs special attention.

In agreement with the principal the QC responded:

When we fundraise we normally request learners to wear casual clothes, let them watch movies and sometimes we ask for donations from different companies and business people out there. By so doing we are able to do most of the things that we planned for.

Moving on to Qhakazile focus group, the following comment emerged:

At the moment we don't have new committees, and we are still using the old ones. We don't have a clear understanding of what we are supposed to do as we are new in the SGB, so we follow the experienced members by assisting

them with any fundraising activities that they are doing on that particular day. We also assist by going out to different companies to form partnership as we need companies to adopt our school and assist in many things.

The responses from QS point out that the participants had a common understanding in fundraising projects. However, there is concern that the new members of the SBG are not adequately informed about the correct procedure for conducting fundraising project. Despite the confusion that the parent members experienced, the findings revealed that work is accomplished through the use of committees with SGBs and teachers contributing as members in these committees.

I moved on to NS. On the same matter the NP had this to say:

We have different types of committees, and all these committees are formed by different stakeholders. One of the SGB members automatically becomes the chairperson in each and every committee. The reason of having these committees is that it helps to run the school smoothly. So, in these committees we emphasise the importance of partnership as we sometime need financial assistance from different sectors. So our fundraising committee is very good with that; it has very good orators and they can network to obtain funds.

In agreement the NC said:

When it comes to fundraising projects, we normally go out and visit different companies, and request them to assist us with those things that we need the most, such as classrooms, furniture and sport gear. So, we have a fundraising committee that normally contacts or visits different companies.

Discussion amongst members of the NFG highlighted that:

The allocation of school funds is not enough, and we opt for fundraising projects where we ask learners to wear casual clothes, let learners watch movies, do beauty contests, spelling competitions and the learners contribute money. But when we need to do big things we create partnerships with

businessmen and companies. Here we make use of committees, where we delegate its members to ask for donations in different companies.

The responses from NS show that the participants understand that a fundraising project is a collective responsibility by various parties. The findings revealed that the use of committees helps people work together, and be able to establish partnerships with different companies and businesses. There is agreement that in order for schools to obtain funds SGBs need to raise funds through fundraising projects by encouraging learners to be actively involved in all planned activities for fundraising projects.

On the basis of the all the participants responses I can conclude that the key aspect in fundraising project is to work as partners and delegate different committees to assist with fundraising project. The findings seem to resonate with Gultig, Ndhlovu and Bertram (1999) where they highlight that the government encourages schools to establish partnerships with other stakeholders such as private companies, as it is incapable of improving the quality of the schools' infrastructure and the general quality of education on its own. Furthermore, these findings also seem to illustrate the view of Dean (1993) who maintains that a strong partnership that includes empowerment, enablement and enhancement needs to be created with all stakeholders as it is essential for school governors to contribute positively to school effectiveness.

4.6.3 Transparency, accountability and auditing

The SASA section 43 (5) requires each and every school to submit all financial records for auditing purposes. The audited financial statements must be forwarded to the Department of Education within six months. This means that the audited financial statements must be seen by all relevant stakeholders for transparency purposes. In this regard I asked all participants how they managed school funds regarding the auditing process and the MP responded:

Concerning all financial matters, we ensure that the finance committee meet time and again to check the financial status of the school, things like expenditure and income. It is a Department rule that the school must have an auditor. So we have the finances audited and if we pass we report to the

parents so that they will know about school financial status. So we report something that has been already been audited and approved by the auditors.

The MC substantiated the Principal and said:

It is important to be transparent and inform all stakeholders about the financial status of the school because they will think that we are misusing the school funds when we are bankrupt. And when stakeholders know what we have done with school funds, we have to show them all receipts and statement so that everything will balance when the auditor comes.

On the same matter, the treasurer on the MFG responded:

The department officials told us explicitly that if we misuse the school funds we will be imprisoned. This is government money and we must use it wisely. So we make sure that we balance the books and keep the invoices safely. And we make certain that everything that we do must be visible or tangible and we must be transparent about school finance issues to all school stakeholders. Everything should be written on paper so that when the auditor comes everything will be in order.

The findings point out that the participants ensure that there is transparency and accountability by presenting the financial statements to all stakeholders so that they can be able to interrogate it if required. There is an agreement that the SGB needed to have a sound knowledge and it will have a financial programme which identifies the time of budgeting, time of presenting the budget for approval and the time presenting the audited financial statement to parents for good school governance practice.

Moving on to QS, on the same matter the QP had this to say:

We have an auditor who works our books yearly. He doesn't take books at the end of the year, he works with them in intervals throughout the year and that helps us to be transparent to the stakeholders as we are able tell them the amount of money we spent and the money that is available. So before the year ends the auditor tells us whether we are on the right track or not.

Concurring with the Principal, the QC said:

We need to report to parents about every cent spent because they are very knowledgeable and curious about school funds. So we ensure that we write everything down and give them the copies to avoid trouble. Before the year ends we do auditing where we call the professional auditor to do it for us.

Regarding the same matter, the QTR 1 in QFG had this to say:

I believe transparency is about acknowledging all stakeholders. Teachers too need to be informed about any decision taken about money but they are sometimes excluded. I heard that the school did auditing, but I don't know who is responsible for that and what criteria are used or followed in that case.

The QSE confirmed that and said:

He is right, as a parent member I know that the school collects money from fundraising activities and it is calculated and recorded by the finance committee. I don't remember the Principal or the Chairperson informing parents about the amount of money collected during fundraising activities.

The impression I get from the responses is that although the Principal claims to be transparent and have good working relationships with other SGB members regarding financial matters, it becomes clear that this is not always the case. This indicates that even though they are good governors in many aspects, but there are traces of mistrust and ambiguity in financial matters.

Moving on to NS regarding the same matter, the NP responded:

The issue of transparency is very easy, because we usually call a parent meeting and tell them about the school financial status. This is done at the end of the year. In auditing, we call a professional person to come and audit our books or records or sometimes we call the CA (Chartered Accountant) even

though they are so expensive sometimes. It depends who we get. But that helps because we don't point finger to each other because we were transparent and accountable from the beginning.

The NC confirmed that:

To ensure that we are transparent with school funds we report everything quarterly. Parents need to know about an income and expenditures as we also do fundraising activities. So it when they get the report at the end of the year they know exactly what happened about each and every cent spent. After all we ask professional people to come and audit our financial books. They tell us whether we did good or bad in that particular year.

On the same question the NS/TR in the NFG had the following to say:

We call a parents meeting and tell them about the financial status. We write everything down and distribute copies so that they will see and understand about our expenditures, incomes and balances. We also use a professional auditor to balance our books and we are lucky that every year our money is in a good situation, it balances very well. Transparency really helps in this case.

The responses from NS indicate that the participants understand that transparency is a useful strategy to disseminate information widely to address the financial status of the school. There was agreement that frequent discussions facilitate transparency and accountability. The findings also reveal that the availability of all audited financial statements ensures transparency and accountability for good school governance practice.

Transparency, accountability and auditing help all stakeholders to know and understand how were the financial resources utilised in the school. The findings are consistent with David and Lazarus (1997) who maintain that the availability of the budget and financial statement for perusal and comment by school the community entrenches democracy. Marishane (1999, p.6) also emphasise that auditing needs to be conducted regularly to ensure that school SGBs operate in accordance with the law, not only in meeting their financial obligations, but also in performing all their duties.

McAlister and Connolly (1990, p27) are of the opinion that SGBs have to develop a financial policy to be adopted by all stakeholders that can be implemented accordingly, and be in line with SASA and Public Finance Management Acts (PFMA). In the light of the above findings, it becomes clear that there is still a challenge regarding financial management as the participants should have complemented each other to facilitate good school governance practice.

4.7 The importance of workshops as a training approach

This section addresses a theme that emerged as critical. I found it imperative to present and discuss the experiences and challenges faced by SGB members in the process of governing the schools. Capacity building programmes play an important role in the process of democratising school governance by ensuring that all SGB members are well trained so that they can perform their duties effectively. In this regard, I asked participants to mention what benefit they had found in the training programmes they attended. MP had the following to say:

I benefited a lot from the training that I attended about school governance duties. Most of the information that they gave us was very important, it refreshed our memories. But I am also worried about some of the new parent members in the SGB because they are not adequately capacitated. They attended a training workshop that was not productive. They said the facilitators taught them the do's and don'ts about financial matters only. We need to be trained in different aspects of school governance so that we can effectively run this school.

Concurring with the Principal, MC said:

I attended the finance workshop. They were telling us about the correct ways of managing school finances. That was very beneficial and successful. Now we understand some of the issues pertaining to school finances. We know how to handle school finances. So, if they can continue with these training programmes we can appreciate that a lot.

Regarding the same matter, the MT in MFG had the following to say:

Knowledge is very important. But I believe that the school governance knowledge must be given to the SGB members intensively by the department officials. I benefited a lot from the two workshops I attended about financial matters. We need more training as we also need to be refreshed at least three times a year so that we govern the schools effectively.

In contrast, when the MFG asked the same question, the MS/TR stated that:

We did not attend any workshops so far this year (2012). Before, in previous years I attended the financial management workshop where they were emphasising the fact that teachers are not allowed to be involved with school financial matters. That part needs to be attended by parent bodies.

The participants' responses from MS point out that in some schools where the SGB members had attended the training workshop they benefited a lot, however, SGB members received summarised information as required. The findings reveal that at MS the MT and MS/TR were not even invited to attend training workshop this year (2012); they are managing the affairs of the school with the information gained in previous years' training. This suggests that it was only the principal and the chairperson who were invited to attend the capacity building workshops, and who benefited a lot. However, the responses from MS reveal that the facilitators hinder effective school governance as they summarise the information and they delay to invite other SGB members.

Moving on to QS, the QP responded:

Yes, we do benefit from the training programmes as they are the eye openers because that is where we learn some of the things that we never knew before. During training, facilitators help us to develop the interest even if we were thinking negatively about some other things. In this way the training programmes are very vital.

Regarding the same matter, the QC confirmed that:

I have benefited a lot from workshops especially about financial management. Now I know how to budget and how to manage school finances. Now I know my role and responsibility as a chairperson.

In contrast, when the QFG was asked the same question they all contributed with one reply:

We have not yet attended any workshops, but we heard that we are going to be invited soon. We are still waiting but we are worried that this September the year is about to end. We really need to be enlightened about our roles and duties so that we won't find ourselves interfering to other peoples' matters.

The responses from the QS participants seem to suggest that although there are SGB members who had attended productive workshop such as Principals and the Chairpersons, some were complaining that they were not given sufficient training to be able to govern the school effectively. The findings reveal that the participants needed to be more capacitated in all areas of school governance such as making decisions about policy, setting up disciplinary codes, running finances and being knowledgeable with regard to school matters. There is disagreement that some SGB members such as QTR 1 and QS did not attend training programmes as they were not invited.

Moving on to NS on the same question, the NP had this to say:

I want to emphasise the fact that training programs are very important, because they refresh us about the things that we have forgotten. I attended different workshops such as financial workshops and formation of the committees training programmes. They taught us why we should form committees and what roles need to be played by each and every committee. I also attended the workshop that enlightened us about SASA as a whole and I think that was a core issue, as we need to understand it better.

The NC corroborated with the Principal and saying:

Yes, I have attended the finance workshop. They taught us about the good ways of handling school finances and how we go about budgeting, and what rules guide the management of schools funds.

Similarly, I asked the same question to the NFG. NPM responded:

As an old member of the SGB, the information I have is from the previous year's workshops. From those trainings I benefited a lot but this year we have not yet been invited. We still need more training to refresh our memories. However, in this school we are very lucky because the Principal together with the teachers are very helpful. They train us with some other important aspects of school governance.

The NS/TR added that:

I also have learnt some other governance duties in previous years training workshops, and now we are we are thirsty for knowledge.

The responses from NS show that the NP and NC were in agreement that the use of workshops as a training approach for governance duties is important because they enlightened them with useful information regarding their duties. However, the responses from the NFG reveal that they did not attend any workshops because they were not invited and that they were governing the school without appropriate information. The findings reveal that the facilitators paid more attention to the principal and SGB chairperson who were the most experienced members in the SGB as they mentioned that they have attended a number of workshops even in previous years and benefited a lot from them. These findings were in disagreement with SASA section 19 which stipulates that the provincial department must offer a programme of introductory and sustained training for newly elected governing bodies.

The responses from the Principals and the SGB Chairpersons of the three schools reveal that training workshops helped to ensure that the new governors understand the protocols and procedures and had an opportunity to ask any questions. The responses from NFG reveal that their Principal and his staff tried to capacitate them. The findings indicate that some schools such as Nhloshle organised professional staff to

provide adequate and sustained training for their SGB members. The findings seem to suggest that the participants were willing to attend as many training workshops as possible to be able to govern the school effectively. The key issue that stood out in these findings is that the participants desired capacity-building because they are new in these positions. The training approach is a key for effective SGBs to create and sustain good school governance.

In contrast with the Principals and the Chairpersons of three schools, all of the focus group members reported that they have not yet attended any of the training workshops. I conducted these interviews in September and these findings reveal that there are some of the SGB members that are governing the school without any training. Karlson (1996) states that capacity building programmes for members of governing bodies are needed to ensure the sustainability of governing bodies so that they will develop the financial skills, and how to govern the schools effectively.

Overall, emerging from this theme is that the lack of adequate training from department officials hinders the SGBs from fulfilling their duties in the running of the schools. In this regard, the majority of participants were in need of capacity-building programmes in view of the fact that some of the SGBs involved were newly appointed members. Principals felt that, in the absence of workshops, clear and well-documented guidelines from circuit or district would be a great help. This is an indication that while the Department has made some effort in training the SGBs, more workshops focusing on all school governors still remain a huge challenge. This suggests that Department officials need to conduct the in-school training workshops to accommodate all relevant stakeholders. Moreover, the schools (Principals) are also expected to assist the new SGBs by passing on information regarding school governance so that the newly elected SGBs could effectively execute their functions. The impression I got in these findings is that there was a strong feeling that Principals and SGBs need to be given thorough training using workshops, training sessions or circulars to be able to create and sustain good school governance practice.

4.8 Emerging issues

Emerging from the findings was that all school stakeholders play significant roles in all areas of school governance as they are required by law to participate in decision-making. It also appeared that effective SGBs ensure that there is effective communication, teamwork and collaboration among stakeholders, to create and sustain good school governance practice.

Regarding the four mandated areas of school governance, it emerged that all school stakeholders work together with mutual support. There is a balance of power that provides coherent and integrated viewpoints that lead to school development and adherence in SGB duties. In the area of experiences of parents in the SGB, it emerged that the capacity building programmes played an important role to provide them with adequate knowledge regarding all school governance duties.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses three issues. Firstly, it summarises the whole study. Secondly, it draws conclusions from the findings. Thirdly, it suggests recommendations of how good school governance practice can be created and sustained.

5.2 Summary

In this study I sought to investigate how good school governance practice in South Africa can be created and sustained. In Chapter One, I introduced the background of the study, rationale and purpose of the study, research questions, significance of the study, delimitation of the study, limitations and definition of concepts. I also presented the organisation and overview of the study. In this regard, I reported that the government introduced the South African Schools Act 84 of 1996 (SASA) which gives SGBs considerable responsibilities with regard to school governance. Among those duties there are four mandated areas of school governance namely; School Policy, School Development, School Administration and School Finance.

However, a number of reasons and examples cited from literature show that many SGBs are not achieving the intended goals, and there have been challenges and questions about their efficacy. I became interested in investigating this matter further because from my personal perspective and from informal observations in some schools in Pinetown District I found that there were SGBs that do govern schools effectively.

In Chapter Two, I reviewed the literature related to the study. Firstly, I discussed the three key concepts regarding school governance namely; governance, school governance and good school governance practice. Secondly, I examined the four mandated areas of school governance namely; School Policy, School Development, School Administration and School Finance. I then discussed six characteristics of effective SGBs namely; partnership, collaboration, workings as a team,

communication, capacity building and good time management. These characteristics formed the theoretical framework of the study, where I argued that a combination of these could create and sustain good school governance practice.

In Chapter Three, I described the methodology of the study. I reported that this study adopted the qualitative research approach involving three data collection tools namely; semi-structured interviews, observation and document analysis. However, I explained why I ended up using only two data collection tools because the school principals denied access to the documents. In the chapter I also report that individual interviews were conducted with Principals and SGB Chairpersons, and Focus group interviews were conducted with teacher representatives, treasurers, secretaries, and parent members in the SGB. Observations were conducted during SGBs meetings to see how they relate to each other to create and sustain good school governance practice.

In Chapter Four, I presented and discussed the findings. This was done through key themes namely; SGB's roles in formulation and implementation of school policy, working as a team and collaboration as the key to school development, effective communication for school administration, the importance of workshops as a training approach, effective ways of managing school finances with the following sub-themes; budgeting, the importance of partnership, committees in fundraising projects, transparency, accountability and auditing. The findings suggested that most of the SGBs duties in the four mandated areas of school governance were accomplished effectively by applying the combination of characteristics of effective SGBs featured in the theoretical framework of this study. It emerged from the findings that even though the SGBs are trying their best to govern the schools effectively financial matters still remain a challenge and they need attention. The findings also revealed that there was a lack of capacity building programmes from the Department official's side to train the new SGB members in order to resume their duties accordingly. The research process discussed above led to the following conclusions.

5.3 Conclusions

This section presents conclusions in accordance with the broader research questions that guided this study.

1. How is good school governance practice created and sustained?

The findings seem to suggest the SGBs involve all relevant school stakeholders to effectively play their significant roles as they are required by law to participate in decision-making in all areas of school governance. Findings also indicate that the SGBs ensure that there is effective communication and partnership among stakeholders to enhance mutual support. It can therefore be concluded that in the schools studied, the SGBs empower and motivate school stakeholders by giving them an opportunity to be involved and participate in decision-making issues, to make stakeholders have a sense of belonging and feel that their contributions are valued as equal partners.

2. What does it entail to create good practice in school governance?

The SGBs are expected to play their roles effectively regarding the four mandated areas of school governance. The findings seem to suggest that the SGBs work together to provide coherent and integrated viewpoints that will lead to school development and adherence of their duties. In this aspect, I can conclude that the SGBs of the studied schools are in most cases effective as governors as they understand that in this democratic era schools need to create partnership with different sectors, and allow their contributions and suggestions for good school governance practice.

3. How is good practice in school governance sustained?

Findings indicate that the SGBs encourage greater collaboration and continuous communication among stakeholders in order to have complementary roles that will balance their power. Findings seem to suggest that sharing of information also leads to consensus resulting in excellent performance. The findings also reveal that working

with a team approach harmonises all the individuals' perceptions and attitudes to develop mutual support in creating conducive school conditions which may also benefit the school with a wide range of expert knowledge that exist, in the community. Findings also indicate that there is a great need for the SGB to possess adequate knowledge of financial management, so that they will be able to successfully develop financial programmes that will specify time for financial planning and be able to inform all relevant stakeholders about the status of school funds. The findings also revealed that the newly elected SGB members need to be adequately trained to improve understanding of their responsibilities. Thus, I can conclude that SGBs have sound knowledge in areas of school governance; however there is concern over financial management. There is evidence that efforts are being made to ensure that there is good school governance practice in schools.

4. What characterises good school governance practice?

Findings indicate that the combination of the characteristics of effective SGBs that are featured in this study's literature review as theoretical framework promote effective school governance. It emerged that these characteristics enhance and improve the mutual working relationship among stakeholders, because stakeholders felt that their inputs were valued as they cherish the same objectives with the school and that creates and sustains good school governance practice.

On the basis of these conclusions, I make the following recommendations.

5.4 Recommendations

1. SGBs ensure that there is a balance of power and mutual support among stakeholders as they ensure that they govern the schools within democratic principles.
2. SGBs encourage and empower all school stakeholders to actively participate in school matters in order to develop, monitor and adjust to long term school effectiveness.

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Appendices

APPENDIX ONE

ETHICAL CLEARANCE

FROM

UNIVERSITY OF KWAZULU NATAL

APPENDIX TWO

PERMISSION TO CONDUCT RESEARCH

FROM

DEPARTMENT OF EDUCATION

**APPENDIX THREE
LETTER TO SCHOOL PRINCIPALS**

(PERMISSION LETTER TO THE PRINCIPAL OF THE SCHOOL)

P.O. Box 158
Hammarisdale
3700
17 July 2012

Attention: Principal of the School

Qhakazile Primary School

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nombuso Favourite Mfeka, M Ed student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree. I therefore kindly seek permission to conduct research in your school. The title of my study is: **The ‘birth’ and growth of good school governance practice: Evidence from the selected primary schools in Pinetown District.**

This study aims to investigate how good school governance practice in South Africa can be created and sustained. This study will focus on the views and experiences of School Governing Body members. I wish to conduct semi-structured and individual interviews with the school principal and SGB chairperson separately; focus group interviews shall be held with the educators who are in the SGB, parent and non-educators SGB members. I also wish to review documents such as minute’s book, school log book and school policies and to observe proceedings such as SGB meetings.

Participants will be interviewed for approximately 30-45 minutes and each interview will be voice-recorded with the permission from the principal. In addition, I will do

observations of SGB meetings (in particular, I would like to observe at least two SGBs meetings). When doing observations I will listen to what participants say and watch what they do and take extensive notes. Further, I will observe the following: participation by each stakeholder members; representation of stakeholders in such meetings; adherence to meetings' procedures, frequency of such meetings, etc. I will also observe whether the following issues are taken into consideration: partnerships relations, collaboration to one another, teamwork, good communication skills, good time management and issues of capacity building.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Participant's identity will not be divulged under any circumstance/s, during and after the reporting process. The responses will be treated with strict confidentiality as I will use fictitious names to represent participant's names. Participation is voluntary; therefore, participants are free to withdraw at any time without incurring any negative or undesirable consequences/penalty. The interviews shall be voice-recorded to assist me in concentrating on the actual interview. The school will be contacted in time about the interviews.

For further information on this research project, please feel free to contact my supervisor, Prof. V Chikoko at 031-260 2639/ 076 376 7836; E-mail: chikokov@ukzn.ac.za

In addition, should you have any queries please feel free to contact me using the following contact details: Ms Nombuso F Mfeka; Cell: 074 888 4465/ 084 3000 831; Email: nfmthembu74@gmail.com

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Ms Nombuso F Mfeka

.....

APPENDIX FOUR
LETTER TO SGB CHAIRPERSONS

(PERMISSION LETTER TO THE SGB CHAIRPERSON OF THE SCHOOL)

P.O. Box 158
Hammarisdale
3700
17 July 2012

Attention: SGB Chairperson of the School
Qhakazile Primary School

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nombuso Favourite Mfeka, M Ed student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree. I therefore kindly seek permission to conduct research in your school. The title of my study is: **The ‘birth’ and growth of good school governance practice: Evidence from the selected primary schools in Pinetown District.**

This study aims to investigate how good school governance practice in South Africa can be created and sustained. This study will focus on the views and experiences of School Governing Body members. I wish to conduct semi-structured and individual interviews with the school principal and SGB chairperson separately; focus group interviews shall be held with the educators, parent and non-educators SGB members. I also wish to review documents such as minute’s book, school log book and school policies and to observe proceedings such as SGB meetings.

Participants will be interviewed for approximately 30-45 minutes and each interview will be voice-recorded with the permission from the principal. In addition, I will do observations of SGB meetings (in particular, I would like to observe at least two

SGBs meetings). When doing observations I will listen to what participants say and watch what they do and take extensive notes. Further, I will observe the following: participation by each stakeholder member; representation of stakeholders in such meetings; adherence to meetings' procedures, frequency of such meetings, etc. I will also observe whether the following issues are taken into consideration: partnerships relations, collaboration to one another, teamwork, good communication skills, good time management and issues of capacity building.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Participant's identity will not be divulged under any circumstance/s, during and after the reporting process. The responses will be treated with strict confidentiality as I will use fictitious names to represent participant's names. Participation is voluntary; therefore, participants are free to withdraw at any time without incurring any negative or undesirable consequences/penalty. The interviews shall be voice-recorded to assist me in concentrating on the actual interview. The school will be contacted in time about the interviews.

For further information on this research project, please feel free to contact my supervisor, Prof. V Chikoko at 031-260 2639/ 076 376 7836; E-mail: chikokov@ukzn.ac.za

In addition, should you have any queries please feel free to contact me using the following contact details: Ms Nombuso F Mfeka; Cell: 074 888 4465/ 084 3000 831; Email: nfmthembu74@gmail.com

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Ms Nombuso F Mfeka

.....

APPENDIX FIVE
LETTER TO TEACHER REPRESENTATIVES AND PARENTS IN THE SGB
(LETTER OF INFORMED CONSENT FOR EDUCATORS IN THE SGB)

P.O. Box 158
Hammarsdale
3700
17 July 2012

Attention: The Parents/ Teacher Representatives in the SGB
Qhakazile Primary School

Dear Sir/Madam

REQUEST FOR YOUR PARTICIPATION IN A STUDY

My name is Nombuso Favourite Mfeka, M Ed student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree. I therefore kindly request your participation in the study. **The title of my study is: The ‘birth’ and growth of good school governance practice: Evidence from the selected primary schools in Pinetown District.**

This study aims to investigate how good school governance practice in South Africa can be created and sustained. This study will focus on the views and experiences of School Governing Body members. I wish to conduct focus interviews with parents, educators, and non-educators as SGB members. Semi-structured and individual interviews will be conducted with the school principal and SGB chairperson separately; focus group interviews shall be held with the parents, educators and non-educators SGB members. Participants will be interviewed for approximately 30-45 minutes and each interview will be voice-recorded with the permission of you, your principal and SGB chairperson.

In addition, I will do observations of SGB meetings (in particular, I would like to observe at least two SGBs meetings). When doing observations I will listen to what participants say and watch what they do and take extensive notes. Further, I will observe the following: participation by each stakeholder member; representation of stakeholders in such meetings; adherence to meetings' procedures, frequency of such meetings, etc. I will also observe whether the following issues are taken into consideration: partnerships relations, collaboration to one another, teamwork, good communication skills, good time management and issues of capacity building.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of your participation in this research project. Your identity will not be divulged under any circumstance/s, during and after the reporting process. All your responses will be treated with strict confidentiality as I will use fictitious names to represent your names. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The interviews shall be voice-recorded to assist me in concentrating on the actual interview. You and SGB members will be contacted in time about the interviews.

For further information on this research project, please feel free to contact my supervisor, Prof. V Chikoko at 031-260 2639/ 076 376 7836; E-mail: chikokov@ukzn.ac.za

In addition, should you have any queries please feel free to contact me using the following contact details: Ms Nombuso F Mfeka; Cell: 074 888 4465/ 084 3000 831; Email: nfmthembu74@gmail.com

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Ms Nombuso F Mfeka

.....

Declaration

I (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **The ‘birth’ and growth of good school governance practice: Evidence from the selected primary schools in Pinetown District.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I am at liberty to withdraw from the research project any time should I so desire.

Kindly indicate your response.

Agree	
Disagree	

Signature of Participant: ----- Date-----

Signature of Witness/ Research Assistant: -----Date: -----

Thanking you in advance

Ms Nombuso F Mfeka

APPENDIX SIX

INTERVIEW AND OBSERVATION SCHEDULES

OBSERVATION SCHEDULE OF MEETINGS FOR SGB IN SCHOOLS

TITLE: The ‘birth’ and growth of good school governance: Evidence from selected primary schools in Pinetown District

This observation schedule is aimed at observing the formal meetings of the school governing body meetings at all three participating schools. During meetings I will observe the following:

- Facial expressions, gestures, body language, conversations, discussions and communication skills.

I will take extensive notes, and what will be included in the note-taking will be:

- What was said?
- The details of who was speaking;
- How long the discussion took;
- The seating plan of the members in the meeting;
- The speaking turns;
- Contribution by each member of the SGB.

Further, I will observe the following:

Adherence to the characteristics of good school governance practice such as:

- Partnership
- Collaboration
- Communication
- Working as a team
- Good time management
- Capacity building
- Representation of stakeholders in such meetings;

I will record the notes of what was observed during the actual observations as quickly as possible.



19 June 2012

Ms Nombuso F Mfeka (203519422)
School of Education and Development

Dear Ms Mfeka

PROTOCOL REFERENCE NUMBER: HSS/0401/012M

PROJECT TITLE: The 'birth' and growth of good school governance practice: Evidence from selected primary schools in Pinetown district

PROVISIONAL APPROVAL

This letter serves to notify you that your application in connection with the above has been approved, subject to the following:

1. Necessary gatekeeper permissions from School Principles and Department of Education.

This approval is granted provisionally and the final approval for this project will be given once the above condition has been met. In case you have further queries/correspondence, please quote the above reference number.

Kindly submit your response to the Chair: Prof S Collings, Research Office as soon as possible

Yours faithfully


.....
Professor Steven Collings (Chair)
/ms

cc Supervisor: Professor V Chikoko
cc Academic Leader: Dr MN Davids
cc Mr N Memela / Mrs S Naicker

Professor S Collings (Chair)
Humanities & Social SC Research Ethics Committee
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 3587/8350 **Facsimile:** +27 (0)31 260 4609 **Email:** ximbap@ukzn.ac.za / snymanm@ukzn.ac.za
Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



ATTENTION :- NOMBUSO



kzn education

Department
Education
KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref: 2/4/6/239


Ms. Nombuso Favourite Mfeka
P.O. Box 188
Riamarsdale
3700

Dear Ms. Mfeka

PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS

Your application to conduct research entitled: **The 'Birth' and Growth of Good School Governance Practice: Evidence from Selected Primary Schools in Pinetown District, in the KwaZulu-Natal Department of Education Institutions** has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 July 2012 to 31 December 2013.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
 - 10.1 Bhelokuhle Primary School
 - 10.2 Delani Primary School
 - 10.3 Chief Lokothe Wayo Primary School
 - 10.4 KwaManzini Primary School
 - 10.5 Botate Primary School
 - 10.6 Jubilee Primary School
 - 10.7 Kwa Cutshwayo Primary School


Nkosinathi S.P. Sishi, PhD
Head of Department: Education

2012/07/20
Date

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: Office G 25, 186 Pietermaritzburg Street, Metropolitan Building, Pietermaritzburg 3201

TELEPHONE: Tel: +27 33 341 8610 | Fax: +27 33 3311 8612 | E-mail: sibusiso.alwar@kzneduc.gov.za

TOPIC: The 'birth and growth of good school governance.

Individual interview schedule for principal

1. The researcher will briefly explain about the research project.
2. The researcher will ask the participant to introduce himself/herself.
3. Introduction of the interview by the researcher.
4. What is your role and responsibility as an *ex-officio* in the SGB?
5. What is role your in the development of school policy?
 - i) Partnership
 - ii) Communication
 - iii) Frequency of the meetings
6. Which committees do you have and how are they structured?
7. How do you ensure that all school stakeholders participate effectively in school development plan?
 - i) Collaboration
 - ii) Working as a team
 - iii) Good time management
8. What capacities do you think are important to SGB's work?
9. Do you benefit to training programmes? Please tell me about the training you have.
10. What do you see as your key responsibility in school administration?
 - i) School buildings
 - ii) Administration staff
 - iii) Teaching staff
 - iv) School records
11. What plans do you have maintain and improve school buildings?
12. How do you inform or involve school stakeholders to contribute effectively in school administration matters? Please explain.
13. How do you manage your school finances to make your school successful?
 - i) Budgeting
 - ii) Fundraising projects
 - iii) Financial control
 - iv) Financial reporting
 - v) Auditing
14. What do you see as challenges in school finances? Why?
15. How do you address those issues to be successful?
16. What do you think can be done to govern this school to become more effective?
17. Please tell any other things that you do as SGBs to become more successful?

TOPIC: The 'birth and growth of good school governance.

TOPIC: The 'birth and growth of good school governance.

Individual interview schedule for SGB chairperson

1. The researcher will briefly explain about the research project.
2. The researcher will ask the participant to introduce himself/herself.
3. Introduction of the interview by the researcher.
4. What is your role and responsibility as the SGB chairperson?
5. What is role your in development of school policy?
 - i) Partnership
 - ii) Communication
 - iii) Frequency of the meetings
6. Which committees do you have and how are they structured?
7. How do you ensure that all school stakeholders participate effectively in school development plan?
 - i) Collaboration
 - ii) Working as a team
 - iii) Good time management
8. What capacities do you think are important to SGB's work?
9. Do you benefit to training programmes? Tell me about training you have.
10. What do you see as your key responsibility in school administration?
 - i) School buildings
 - ii) Administration staff
 - iii) Teaching staff
 - iv) School records
11. What plans do you have to maintain and improve school buildings?
12. How do you inform or involve school stakeholders to contribute effectively in school administration matters? Please explain.
13. How do you manage your school finances to make your school successful?
 - i) Budgeting
 - ii) Fundraising projects
 - iii) Financial control
 - iv) Financial Reporting
 - v) Auditing
14. What do you see as challenges in school finances? Why?
15. How do you address those issues to be successful?
16. What do you think can be done to govern this school to become more effective?
17. Please tell any other things that you do as the SGB chairperson to become successful?

INGXOXO NOSIHLALO WESIGUNGU SESIKOLE

1. Umncwaningi uzochaza kabanzi mayelana nocwaningo.
2. Umncwaningi uzocela amalunga esigungu esikole bazichaze kabanzi.
3. Ukuthulwa kwesizathu sokukwenza ucwaningo.
4. Iliphi iqhaza olibambile emsebenzini wakho njengosihlalo wesigungu sesikole?
5. Iliphi iqhaza olibambile ekwakheni inqubomgomo yesikole (school policy)?
 - Ukubambisana kwawowonke umphakathi wesikole
 - Izindlela zokuxhumana ngokumpumelelo
 - Nihlangana kangaki ngonyaka?
6. Yimaphi amakomiti eninawo njengesigungu esengamele isikole? Nizakhe kanjani izinhloko zawo?
7. Uqiniseka kanjani ukuthi wonke umphakathi wesikole uyazimbandakanya ngokuzimisela ezinhlelweni zentuthuko yesikole?
8. Yimaphi amakhono noma ulwazi olunzulu ocabanga ukuthi lubaluleke kakhulu emsebenzini wesigungu sesikole?
9. Zikuhlomulise kangakanani izinhlelo zoqeqesho olutholile mayelana nokwengamela isikole? Ngicela ungazise ngezinhlobo zoqeqesho oke wazethamela.
10. Yikuphi okubona kusemqoka kakhulu ekuphatheni nasekunakekeleni isikole kahle sonke?
 - Izakhiwo zesikole
 - Abasebenzi nezikhulu esisebenza emahovisi
 - Othisha nabafundi
 - Amabhuku nemiqulu yesikole
11. Iziphi izinhlelo onazo ekunakekeleni nasekwenzekeni ngcono izakhiwo zesikole?
12. Ubazisa noma ubambandakanya kanjani abazali nomphakathi wesikole ukuba babambe iqhaza ngokuzimisela ezidingweni zesikole sonkana?
13. Uziphatha noma uzihlela kanjani izimali zesikole ngokuyimpumelelo? Chaza kabanzi.
 - Ukuhlela ukusetshenziswa kwezimali
 - Izinhlelo zokuqokelela izimali
 - Ukuqondiswa kahle kokusebenzisa izimali
 - Ukwethula kombiko wokwethula izimali
 - Ucwano olunzulu lwamabhuku ezimali
14. Yikuphi okubona njengenselelo noma ingqinamba mayelana nokuphathwa kwezimali kulesisikole? Kungani usho njalo, chaza kabanzi?
15. Uzethula kanjani izinhlelo zezingqinamba ukuze kube nenqubekela phambili nempumelelo?
16. Yikuphi okucabangayo ukuthi kungenziwa ukwengamela kahle isikole ukuze impumelelo iqhubekela phambili?
17. Ngicela ungazise ezinye izinto ozenzayo njengosihlalo wesikole okwenza lesisikole siphumelele ngokwedlulele?

TOPIC: The 'birth and growth of good school governance.

Focus group interview schedule for parents, non-educators and educators in the SGB

1. The researcher will briefly explain about the research project.
2. The researcher will ask the participants to introduce themselves.
3. Introduction of the interview by the researcher.
4. What is your role and responsibility in the SGB?
5. How do you relate with one another as far as school policy is concerned?
6. What is role your in development of school policy?
 - i) Partnership
 - ii) Communication
 - iii) Frequency of the meetings
7. Which committees do you have and how do you structure yourselves into them?
8. How do you ensure that all school stakeholders participate effectively in school development plan?
 - i) Collaboration
 - ii) Working as a team
 - iii) Good time management
9. What capacities do you think are important to SGB's work?
10. Do you benefit to training programmes? Tell me about training you have.
11. What do you see as your key responsibilities in school administration?
 - i) School buildings
 - ii) Administration staff
 - iii) Teaching staff
 - iv) School records
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13. How do you inform or involve school stakeholders to contribute effectively in school administration matters? Please explain.
14. How do you manage your school finances to make your school successful?
 - i) Budgeting
 - ii) Fundraising projects
 - iii) Financial control
 - iv) Financial Reporting
 - v) Auditing
15. What do you see as challenges in school finance? Why?
16. How do you address those issues to be successful?
17. What do you think can be done to govern this school to become more effective?
18. Please tell any other things that you do as SGBs to become successful?

TOPIC: The 'birth and growth of good school governance.

INGXOXO NAMALUNGU ESIGUNGU SESIKOLE

1. Umncwaningi uzochaza kabanzi mayelana nocwaningo.
2. Umncwaningi uzocela amalunga esigungu esikole bazichaze kabanzi.
3. Ukuthulwa kwesizathu sokukwenza ucwaningo.
4. Iliphi iqhaza olibambile emsebenzini wakho njengelungu lesigungu sesikole?
5. Nibambisana kanjani mayelana nokwakha inqubomgomo yesikole?
6. Iliphi iqhaza olibambile ekwakheni inqubomgomo yesikole (school policy)?
 - Ukubambisana kwawowonke umphakathi wesikole
 - Izindlela zokuxhumana ngokumpumelelo
 - Nihlangana kangaki ngonyaka?
7. Yimaphi amakomiti eninawo njengesigungu esengamele isikole? Nizakhe kanjani izinhloko zawo?
8. Niqiniseka kanjani ukuthi wonke umphakathi wesikole uyazimbandakanya ngokuzimisela ezinhlelweni zentuthuko yesikole?
9. Yimaphi amakhono noma ulwazi olunzulu ocabanga ukuthi lubaluleke kakhulu emsebenzini wesigungu sesikole?
10. Zikuhlomulise kangakanani izinhlelo zoqeqesho olutholile mayelana nokwengamela isikole? Ngicela ungazise ngezinhlobo zoqeqesho oke wazethamela.
11. Yikuphi okubona kusemqoka kakhulu ekuphatheni nasekunakekeleni isikole kahle sonke?
 - Izakhiwo zesikole
 - Abasebenzi nezikhulu esisebenza emahovisi
 - Othisha nabafundi
 - Amabhuku nemiqulu yesikole
12. Iziphi izinhlelo eninazo ekunakekeleni nasekwenzekeni ngcono izakhiwo zesikole?
13. Nibazisa noma nibabandakanya kanjani abazali nomphakathi wesikole ukuba babambe iqhaza ngokuzimisela ezidingweni zesikole sonkana?
14. Niziphatha noma nizihlela kanjani izimali zesikole ngokuyimpumelelo? Chaza kabanzi.
 - Ukuhlela ukusetshenziswa kwezimali
 - Izinhlelo zokuqokelela izimali
 - Ukuqondiswa kahle kokusebenzisa izimali
 - Ukwethula kombiko wokwethula izimali
 - Ucwano olunzulu lwamabhuku ezimali
15. Yikuphi enikubona njengenselelo noma ingqinamba mayelana nokuphathwa kwezimali kulesisikole? Kungani usho njalo, chaza kabanzi?
16. Uzethula kanjani izinhlelo zezingqinamba ukuze kube nenqubekela phambili nempumelelo?
17. Yikuphi enikucabangayo ukuthi kungenziwa ukwengamela kahle isikole ukuze impumelelo iqhubekele phambili?
18. Ngicela ningazise ezinye izinto enizenzayo njengesigungu sesikole okwenza lesisikole siphumelele ngokwedlulele?