

**ROLE RELATIONSHIPS OF SCHOOL GOVERNING BODY CHAIRPERSONS
AND PRINCIPALS IN SCHOOL GOVERNANCE IN SELECTED PRIMARY AND
SECONDARY SCHOOLS IN THE KWAMASHU AREA.**

BY


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DECLARATION OF ORIGINALITY

I declare that the study “**Role relationships of school governing body chairpersons and principals in school governance in selected primary and secondary schools in the KwaMashu area**” is my own work. All sources consulted and quoted have been indicated and acknowledged by means of complete references. I further declare that this thesis has never been submitted at any other university or institution for any purpose.

Signed.....

Senzo Khuzwayo

Statement by supervisor

This thesis is submitted with/ ~~without~~ my approval.

Signed.....

Dr V. Chikoko

DEDICATION

This piece of work is dedicated to my late brother **Mbuso Osborne Khuzwayo**. He may not be here around with us but he has always been there for me; especially during the difficult moments I went through in my life.

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LIST OF ACRONYMS

ABET:	Adult Basic Education and Training
DoE:	Department of Education
HoD:	Head of Department
MEC:	Member of Executive Council
PAM:	Personnel Administrative Measures
SASA:	South African Schools Act
SBM:	School Board Member
SGB:	School Governing Body
SMT:	School Management Team

ABSTRACT

The study investigated role relationships of School Governing Body (SGB) chairpersons and principals in school governance in selected primary and secondary schools in the KwaMashu area. Through the provision of the South African Schools Act, 84 of 1996; the chairperson and the principal are leaders in the governing body and school management team respectively. Moreover the principal is an ex-officio member of the governing body. Literature and my experience as an educator suggested that, there existed conflict between the parent governors and principals in general; and SGB chairpersons and principals in particular. The purpose of the study therefore was to investigate whether or not SGB chairpersons and principals understand their roles in school governance. This was a multi-site case study of four schools in the same locality. The study was conducted through semi-structured interviews; observation and document analysis. The findings suggest that SGB chairpersons and principals appeared to have an understanding of one's and each other's roles. However, a deeper examination of the situation suggests that this apparent clarity was superficial. It was so in that from the principals' perspective, it was fine if chairpersons permanently needed their assistance in performing their governance duties. It also emerged that the inexperienced governing body chairpersons and principals lacked adequate understanding of their governance roles and those of each other. There was apparent harmonious working between principals and chairpersons which was arising because of inequality between chairpersons and principals in terms of educational levels. However, there were areas of conflict between the two parties especially regarding the control of finances, and the selection and appointment of educators. The study recommends that schools should design their own training programmes where they could invite departmental officials or other consultants to train their own people. Schools should also be adequately linked to centres such as Adult Basic Education and Training to develop their own people. This will help in equipping parent governors with sufficient knowledge and skills regarding their governance responsibilities. The study also recommends that further studies be conducted around induction programmes to make them more useful.

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CHAPTER 1

INTRODUCTION

1.1 Background to study

This study sought to investigate role relationships of school governing body chairpersons and principals in school governance in selected primary and secondary schools in the KwaMashu area. The coming to power of the ANC-led government after the 1994 general election resulted in changes introduced to establish a democratic society. Since education is one of the key areas in the transformation of the society, the new democratic government focused on bringing to an end the past system of education based on racial inequalities and segregation as one of its priorities (Department of Education, 1997; Shaba, 1998). Educational reforms to democratise schooling were enacted through a series of legislations, among which was the South African Schools Act (SASA), 84 of 1996.

SASA mandated that every public school must establish a governing body consisting of parents, educators at the school, non-educator staff, learners (in case of secondary schools), co-opted members of the community and the principal as an ex-officio member (Department of Education, 1997). Through this Act, the new government accommodated the participation of the school community into the decisions affecting the education of its children. SASA therefore places the governance of every public school in the hands of the governing body (Section 16(1)). This is based on the notion that the community knows the needs of the school and is in the best position to solve its problems (Vandeyar (2000) cited in Calitz, 2002). The school governing body members elect the chairperson from among the parents. This means therefore that chairpersons like principals are legitimate leaders within schools with certain duties to perform.

Section (20) (1) of the SASA stipulates the duties of the School Governing Bodies (SGBs). SGBs are endowed with the decision making authority to determine the policies and rules by which schools are organised and controlled. Section (16) (3) of the SASA stipulates that, 'professional management of a public school must be undertaken by the principal under the authority of the Head of Department'. There

seems to be some overlap of governance and management duties. For instance the control of finance is the responsibility of both the SGBs and principals (Mestry, 2003). Through this overlap there are possibilities that conflict may occur between the chairpersons and principals when such duties are performed.

Informal discussions with some principals suggest that principals find it difficult to perform their duties as required by the SASA because of the 'interference' of the chairpersons. Section (16) (1) (a) of SASA states that, the governing body of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. Some principals report that, the quality of education has not improved and they blame chairpersons of the SGBs, whom they accuse of not willing to co-operate, while others are saying that school development is not their responsibility but that of chairpersons and school governing bodies. Some principals report that chairpersons do not understand their roles, thus at times perform duties which are outside their areas of jurisdiction. For instance some principals accuse chairpersons of coming to check whether educators are in or not in schools and also in classrooms. Some principals report that at times chairpersons would come to schools and monitor the arrival of educators. Other principals report that SGBs are dysfunctional. These sentiments suggest that there exists conflict between the parent governors and principals in general, and SGB chairpersons and principals in particular.

It is observed that some schools in the KwaMashu area have not progressed in terms of physical development up to the present moment, despite the advent of the South African Schools Act in 1997. This suggests that, school governing bodies may not be as functional as they should be; particularly the leadership. This necessitates the study on the role relationships of SGB chairpersons and principals in the performance of their governance responsibilities. The chairpersons and principals are at the forefront of the school governing bodies and school management teams respectively, and it is through them that conflict between the two structures is likely to manifest itself. The role relationships of the chairpersons and principals determine the conditions under which schools operate. If role relationships of the two leaders are not conducive to positive functioning of the school, the culture of learning and teaching is likely to be negatively affected.

1.2 Purpose of the study

It is generally assumed that principals are clear about their roles because they are professionals. My experience with principals is that they are saying SGB chairpersons are not clear about their governance roles. However, practical realities at some schools suggest that both stakeholders (SGB chairpersons and principals) may not be clear about their governance roles. The study therefore attempts to find out the perceptions of chairpersons and of principals regarding their roles because if there is no understanding of roles then there is a problem in the performance of such roles. The purpose of the study therefore is to investigate whether or not SGB chairpersons and principals understand their roles and those of each other in school governance.

1.3 Statement of the problem

The SASA mandated both school governing bodies and principals to perform their school governance responsibilities (Section 16(1) and 16(2)). Chairpersons and principals are to take the lead in the implementation of the SASA provisions. The study therefore investigates the role relationships of the chairpersons and principals in the performance of their duties.

1.4 Research questions

This study revolved around the following research questions:

1. What are principals' understandings of their roles and those of the chairpersons regarding school governance?
2. What are chairpersons' understandings of their roles and those of principals on school governance?
3. To what extent are the two stakeholders' perceptions of each other's roles compatible? If not,
4. How can the perceptions of principals and chairpersons be made more compatible?

The last critical question was addressed on the recommendation section on the last chapter because it depended on what transpired through the research findings.

1.5 Significance of the study

This investigation hopes to shed light on the nature and possibilities of conflict that may exist between chairpersons and principals in the process of the execution of their school governance responsibilities. It is hoped that information obtained will help in mapping out solutions towards reducing negative conflict to ensure school effectiveness and improvement.

1.6 Assumptions

The study was conducted under the following assumptions. Firstly it was assumed that school governance was a topical issue among the management circles both at national, provincial and even at local level, which is the school level. Attempts therefore directed at addressing issues around school governance were likely to be welcomed within any of these departmental levels. Secondly the problem of role relationships of chairpersons of SGBs and principals was at the heart of school governance. This was despite numerous trainings provided for both chairpersons of SGBs and principals to prepare them for the responsibilities they were expected to perform. Thirdly most of the schools were suffering from this problem; therefore one expected to get information since schools felt it was an important issue warranting urgent attention. Finally since both chairpersons and principals were directly involved in school governance, it was possible that they would be willing to co-operate well and released information as respondents.

1.7 Delimitation of the study

The study was restricted to chairpersons of SGBs and principals in four selected schools in KwaMashu area. These schools comprised of two senior primary schools and two senior secondary schools. The study did not exceed the stated number of schools because the intention was to conduct an in-depth investigation on the role relationships of SGB chairpersons and principals as they performed their governance responsibilities. The number chosen was, therefore, appropriate for such a purpose,

especially because of the limited amount of time at the disposal of the researcher. Schools chosen were information rich with regard to the problem under investigation.

1.8 Limitations of the study

The study was conducted in the four selected schools in the KwaMashu area hence the results would be limited to these schools. The researcher was a full time worker thus it could not be possible to have a broader sample. Moreover the participants were also busy with their own work so that at times it was not even possible to honour the set appointments. The problem was further complicated by the fact that, participants had a right to withdraw at any time and at any stage, thus causing a delay on the part of that researcher who was to start all over again looking for a replacement. Another issue was that of financial constraints since the researcher did not have any funding except paying from his own pocket. Furthermore people were cautious when giving information to outsiders. In other words principals and chairpersons were not willing to give information especially if such information portrayed bad images about their institutions. There was also a problem of biasness when the participants gave the researcher the information they thought he wanted, especially when he was known to them.

1.9 Definition of Terms

This section defines terms as they are used in the current study.

School Governance refers to determining the policies and rules by which the school is to be organised and controlled and ensuring that such rules and policies are carried out in terms of the law and the budget of the school.

Professional Management refers to the day-to-day administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities as prescribed by the law.

School Governing Body refers to the body composed of parents, educators, non-educators, co-opted members of the community, learners (in case the school has grade 8 and above) and principal as an ex officio member, elected by the school community to govern the school.

Principal refers to an educator appointed or acting as the head of the school.

Role Relationships refer to the engagements between persons as they perform their responsibilities.

School Community refers to the learners, educators and the parents of the learners in the school.

South African Schools Act refers to the law that provides for a uniform system for the organisation, governance and funding of schools.

School refers to a public school or an independent school which enrolls learners in one or more grades from grade R (reception) to grade twelve.

1.10 Organisation of the Report

Chapter one consists of an introduction to the study, which forms a theoretical framework for the study.

Chapter two focuses on the legislation pertaining to the roles of the SGB and principals in school governance. Existing literature as well as researches on the role relationships of chairpersons of (SGBs) and principals were also reviewed.

Chapter three deals with the research methodology used in collecting data on the role relationships of chairpersons and principals as they perform their responsibilities.

Chapter four revolves around presentation and discussion of data obtained through the use of semi-structured interviews, observations and document examination on the role relationships of chairpersons and principals as they perform their duties.

Chapter five provides the summary; conclusions and recommendations for the meaningful role relationships of chairpersons and principals in the performance of their governance responsibilities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this study was to investigate role relationships of principals and SGB chairpersons as they perform their governance responsibilities in order to identify possible conflict between them. The study sought to understand the nature and causes of such conflict, so that if conflict was negative, strategies and plans could be devised to minimise it. This chapter therefore attempts to provide a review of related literature.

At first, the researcher examines the concepts of governance and management. The idea is to give a broad picture of what both governance and management entail. The chapter then proceeds to providing the relationship between governance and management because in practice these concepts are used interchangeably to mean the same thing, yet they are not synonymous. Conflict in organisations is examined because it is natural that where there are people working together, there is a possibility that they disagree. The legal framework regarding the governance and management of schools in South Africa is discussed. It provides the basis on which each stakeholder performs its responsibilities. The importance of partnership between the principal and others in the running of the school, as well as the challenges faced by the SGB is discussed. The chapter is concluded by providing some research studies on school governance responsibilities and a summary of the emerging issues.

2.2 The concepts of governance and management

2.2.1 Governance

Buckland and Hofmeyr (1993) in Maile (2002) 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.

Smith and Lombard (1995) in Calitz et al. (2002) define governance as referring to a formal system established by the law to control education through the exercise of authority and influence.

Beckmann, Foster and Smith (1997) in Calitz et al. (2002) define governance as implying the overall control and authority of the school and its policies and directions.

Maile (2002) refers to governance as the exercising of power of the management of resources. It involves the nature and extent of authority, as well as the control and incentives applied to deploy human and economic resources for the well-being of an organisation.

From the definitions above, governance can be construed to mean, ‘formal authority and influence which serve as guiding principle to give direction towards effective functioning of the organisation’.

2.2.2 Management

Paisey (1981) regards management as concern with ensuring the optimum use of resources, determining the direction and adaptability of an organisation in a changing environment and relating aims and impact to society. Management is the universal and unavoidable personal and organisational process of relating resources to objectives. She further regards management as the organisational process of formulating objectives, acquiring and committing the resources required to reach them and ensuring that the objectives are actually reached.

Griffin (1987) regards management as the process of planning, organising, leading and controlling, organisation’s human, financial, physical and information resources to achieve organisational goals in an efficient and effective manner.

Sapre (2002) in Bush (2003) states that management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals.

Torkildsen (2005) defines management as the act of managing. It is both an active human occupation and a process by people and organisations to achieve results.

From the above definitions management can be construed to mean a social process whereby human resources and organisational processes are co-ordinated to achieve the desired goals of the institution. Put differently management can be construed to mean getting things done with and through people to achieve the organisational goals.

2.3 The relationship between governance and management

From the above definitions of both governance and management, it becomes clear that the two concepts are dependent on each other to ensure the success of an organisation. Similarly in schools, like in any other organisations, there are governance, SGB and management, principal and his SMT, structures involved in the control and organisation of all activities of the school. School governance is entrusted with the responsibility and authority to formulate and adopt school policy on a range of issues; as the mission and ethos of the school, code of conduct of learners, school community relations and curriculum programme development (Sithole, 1998 and Maile, 2002). Governance responsibilities therefore are the areas of influence of the SGBs and chairpersons who oversee its functions, while principals have to assist the SGBs in the performance of their responsibilities.

Professional management on the other hand is responsible for the management of the day-to-day administrative and instructional functions of the school by ensuring effective teaching and learning, and efficient use of the school's human and material resources (Sithole, 1998; Shaba, 2002; Van Deventer and Kruger, 2003). The SGB members are not suppose to be involved in professional management activities such as decisions about learning materials, teaching methods or class assessment and these should be left to the professional staff because they are trained for such activities (Heystek and Louw, 1999). However, SGB members must assist the principal and his management team in performing their responsibilities. Though the two concepts, school governance and education management are used interchangeably; but in no way are synonymous (Karlsson, 2002). It becomes clear that chairpersons are expected to render support to the principals in the implementation of decisions taken.

There seems to be a neat separation of governance and management activities. However, Karlsson (2002) argues that, despite this separation, real practice indicates that there is conflict between chairpersons and principals when the roles are performed. Heystek (2004) attributes this to the fact that previously principals of schools were the only figures where authority was vested. He further points out that, most principals were used to a situation in the school where they were in charge and virtually had all powers and that democratic governance was new to them. The question that arises is what could be the possible causes of such conflict? In an attempt to answer this question, it becomes essential therefore, to investigate the role relationships of SGB chairpersons and principals when performing their responsibilities. The purpose among other things is to understand the nature of conflict between them. This will help to strategically plan for solutions in dealing with this problem, especially because both chairpersons and principals have roles to play in governance activities of schools.

2.4 Conflict in organisations

2.4.1 The concept of conflict

It is a common cause that when people are working together, conflict may arise among them, due to the divergent views they may have. Similarly within schools SGBs and principals are engaged in school governance thus could have different views regarding their governance responsibilities. Van der Westhuizen (1991) argues that conflict is unavoidable when people working together have different views. On the basis of this notion, the current study is located in the theories of conflict. Conflict refers to disagreements between two or more people or groups within an organisation (Graffin, 1987). Caldwell and Spinks define conflict as:

The active striving of one's own preferred outcome which;
if attained precludes the attainment by others of their preferred
outcome; thereby producing hostility (1988, p. 185).

According to Steyn and Van Niekerk (2002) conflict refers to the divergent views and incompatibility of these views.

2.4.2 The role of conflict

From the viewpoints presented regarding conflict, it therefore emerges that; in any organisation where there are people working together there will always be conflict. Conflict can either have positive or negative implications for the functioning of the school. Squelch and Lemmer (1994) argue that conflict is part and parcel of school life and further maintain that it is impossible to avoid and that it should be managed constructively. Positive conflict implies that through conflict, parties begin to realise alternative approaches that may be valuable in the process of discussing the existing alternatives. For instance, in a school situation both SGB chairperson and principal may have different views on how funds could be raised for the school. They both have the common aim but different means of achieving it. This means that they will be engaged into discussion, consider and explore other possibilities. What ever the outcome of the conflict may be, the important thing is that funds will be raised for the school, thus the school will be able to operate appropriately.

Everard and Morris (1988) in Van der Westhuizen (1991) contend that the ability to handle conflict is a key factor in managerial success. Van der Westhuizen maintains that:

It is important that a leader as well as an educational manager be thoroughly trained in the effective resolution of conflict to do justice to the key role which he fills (1991, p. 302).

In this case both chairpersons and principals regard conflict as insuring that all the possibilities to conflict resolution are carefully considered and that future planning is done on the basis of the advantages and disadvantages which the alternatives offer (Caldwell and Spinks, 1988). I agree with this positive outlook to conflict, in that problems will be identified in the early stages thereby minimising the chances of failure, at the same time encouraging the effective functioning of the school. Van der Westhuizen (1991) maintains that SGB chairpersons and principals must regard conflict as offering them an opportunity to willingly think critically and constructively, for the effective functioning of the school. Van Deventer and Kruger emphasised the need for positive conflict as they state that:

The absence of conflict may indicate a lack of interest or lazy thinking which confirms that when everybody thinks alike nobody really thinks (2003, p. 27).

Negative conflict refers to any confrontation or interaction between groups that harm the organisational aims (ibid, p. 28). It might happen in a school that, the SGB chairperson may insist on the school to fund the farewell function which is not budgeted for. The principal on the other hand wants the money to be used to buy educational materials for teachers to do their duties ably. Subsequently the chairperson refuses to sign the cheque. A situation of this nature is dangerous and disruptive in that conflict will assume increasingly unhealthy proportions, at the same time meaningful and effective solutions will become increasingly difficult to achieve. Van der Westhuizen (1991, p. 309) states that parties involved in negative conflict adopt an attitude 'of playing the man not the ball' and thus a variety of counter-productive elements emerge which can eventually paralyse the whole organisation. For this reason Looock, et al. (2003, p. 23) describe the situation as 'a no-win situation' as both parties tend to do things which are neither in their own best interest or that of the school.

Since conflict characterises any organisation, it is important that opportunities be created to build an agreement on the ends and means of learning and teaching, both in a general school-wide sense and for particular programmes (Caldwell and Spinks, 1988). This suggests the need for some form of collaboration between parties involved, in this case, SGB chairpersons and principals in the goal-setting process. Collaboration must be characterised by clear lines of communication, equal access and understanding of the same information (Steyn and Van Niekerk, 2002). It is important that both parties involved must have an understanding of how the situation develops, so that intervention will stimulate and encourage beneficial and helpful conflict and to resolve, suppress or prevent harmful conflict (Johnson, 1994 in Steyn and Van Niekerk, 2002).

2.5 The legal framework regarding the governance and management of schools in South Africa

The South African Schools Act (SASA), 84 of 1996, mandated all public schools to form democratically elected School Governing Bodies (Department of Education, 1997). With the establishment of democratically elected governing bodies, the political structure and the nature of decision-making changed (Squelch, 1999). The following are the key areas of governance which school governors have to tackle namely, financial matters; human resource management; policies and curriculum matters. There seems to be an overlap of responsibilities since principals and their management teams are responsible for such responsibilities (Mestry, 2003). According to the SASA, 84 of 1996, the governance of every public school is vested in its governing body (Section 16 (1)). This indicates that school communities have important roles to play as equal partners in the education of their children. They have important decisions to make with regard to the provision of quality education. Policies on how schools are organised and controlled are the responsibilities of the SGBs. The Act further confers the right to manage professional matters of the school on the principal under the authority of the Head of Department (HOD) (Section 16 (3)).

On the basis of Section 16 of the SASA it means that both SGB chairpersons, who oversee the functions of the SGBs and the principals who oversee the functions of the SMTs have legitimate roles to perform in the activities of schools. However both Section 16 (1) and 16 (3) show clear distinction between management and governance roles, but in practice, most schools experience problems of interference in each others responsibilities (Karlsson, 2002). According to Dean (2001) where roles are not clear, there will always be problems between parent governors and principals when responsibilities are performed. For these leaders to perform their roles successfully, it is important that they are clear about the duties they are expected to perform.

According to the SASA, the SGB must promote the best interests of the school and strive to ensure its development through the provision of quality education to all learners in the school (Section 20 (1) (a)). This provision could open up the way for a chairperson, particularly because of his leadership position in the SGB, to claim that nothing in a public school is put beyond his/her reach. It may also create the

impression that it is within their responsibilities to take unilateral decisions on what is good for the school. We may find a situation where the chairperson decides on what is to be bought for the school, while it is not what the principal and his School Management Team (SMT) regard as a primary priority. This state of affairs demands that role clarifications and clear lines of demarcation of roles are a must and further necessitates that both governance and management structures in general and in particular chairpersons and principals, as leaders in these structures, work jointly in the governance of schools. If roles are not clarified it could lead for instance to the chairperson of the SGB feeling free to interfere in the professional management of the school. It is not surprising that in some schools chairpersons question educators about their absenteeism and why they are not honouring their teaching responsibilities. This could also be prompted by the fact that Section 20 (1) (e) of the SASA states that the SGB must support the principal and other staff in the execution of their personal duties. However this support activity must be performed within the parameters of the law to ensure that it is beneficial to the functioning of the school. Due to misinterpretation of the Act, many schools experience problems of parental interferences into professional management responsibilities (Davidoff and Lazarus, 2002). Such interferences, could give rise to disagreements between chairpersons and principals thus creating conditions not conducive to positive functioning of schools.

In terms Section 23 (1) (b) of the SASA, the principal is an ex-officio member of the SGB. This suggests that:

In so far as the principal is a member of the SGB and has to provide it with the necessary support and assistance; he/she could be regarded as the representative or executive officer at the school (Conradie, 2000 cited in Calitz et al. 2002, p. 85).

The Act is explicit on how the principal is to perform his/her dual responsibilities. The principal being an ex-officio member, it does not take away the fact that he/she is a government employee and is delegated by the provincial head of education to perform certain functions. The principal is expected to stick to the instructions of the government because the department pays his/her salary. On the other hand school

governors expect the principal to respect or act according to the expectations of the school community. Though the Act is explicit, but in practice, some principals do not play supportive roles in the SGBs, but monopolise powers thus dominate the SGBs. A power struggle can ensue on the basis of domination between the leaders, especially on the knowledge that governance is an area of responsibility of SGBs. While the South African Schools Act, 84 of 1996 sets out the functions of the SGBs (Section 20 (1)) and allocated functions of the SGB (Section 21 (1)), it remains silent on how both the SGBs and the principals of schools should manage their roles and moreover does not provide any solution in the events of conflict between them. This grey area provides a fertile ground for possible conflict which might occur between the principals and the chairpersons when duties are performed (Mestry, 2003).

2.6 The importance of partnership between the principal and others in the running of the school

A strong organisation is more effective when there is a concern of meeting human needs. Participation and involvement in shared-decision making are ways that individuals can be actively engaged and shared a sense of responsibility for the school (Dean, 1993). The author further argues that a strong partnership that includes empowerment, enablement and enhancement therefore needs to be created with parents and educators. Effective partnership between the principal and chairperson is essential if the staff and governors are to contribute positively to school effectiveness.

I believe that working relationships between the principal and the chairperson set the tone for working relationships between the staff and governors in the school. According to Caldwell and Spinks (1998) both the chairperson and the principal need to have an understanding of problems, understanding the pressures and having shared values, indicating the belief that the relationship is to do with more than good, collaborative working practices. If the principal and chairperson are at loggerheads the school cannot function. The need for a close working relationship has become rougher and higher (Esp. and Saran, 1995). I agree with the viewpoint because each an every day both SGB; of which principal is an ex-officio member and SMT; by virtue of being the head of the school is part thereof are confronted by new challenges. These challenges are caused by departmental changes through policies

geared towards achieving quality education for learners. The success of governance and management structures therefore depends on good partnership between principals and chairpersons, particularly because they are regarded as figureheads within these structures.

The chairperson is the head of the school governing body, while the principal is the head of the school management, and therefore it is important that both chairpersons and principals should operate as partners to ensure general partnership of the SGB and SMT (Sithole, 1998). SGBs and SMTs must participate on equal footing and mutual trust without domination on either side (Middlewood and Lumby, 1998). Beckmann (2000) cited in Calitz, et al. (2002) concurs with the authors when he maintains that, SGBs and SMTs; in particular principals and chairpersons should commit themselves to co-operation, collegial relations and mutual support because of their dependence on one another. The focus of the SGBs and principals therefore should remain on the welfare of schools and their learners, and their own interests should never be of paramount importance. Beckmann (2000) in Calitz et al. (2002) further argues that, it is through partnership that different roles are clarified in consultation with one another and communicated to all role players, and adherence to the roles could be rigorously monitored.

When emphasizing the need for partnership of SGBs and SMTs, Maile (2002) states that the current transformation initiatives in the education system in general and the changes in school governance in particular, necessitate the transfer of power and sharing of responsibilities in the management and governance of schools. Taylor, Muller and Vinjevold (2003) cited in Mazibuko support the point of view of Maile when they state that:

Both members of SGBs and SMTs are responsible for creating an environment that is conducive to a culture of teaching and learning in the school (2004, p. 45).

I agree with Mestry (2003) when he states that, the performance of such a responsibility depends on the clarity of roles and agreements to be reached by both parties on the roles to be performed. This becomes important because, though both SGBs and principals have been assigned governance responsibilities, they have never

been given a layout as to how to operate without interfering on the domain of the other (Heystek, 2004). The decision is left with them to reach an agreement. Subsequently if such agreements are never reached, the school is thrown into chaos sacrificing the culture of teaching and learning. In emphasizing the clarity of roles Mazibuko maintains that:

Principals and parents must clarify their roles relationships and make sure that every member knows the boundaries for their involvement and if this is not done, involvement may become an infringement which may create relationships problem between principals and parents (2004, p. 45).

This becomes important in that the management and governance functions are often not delineated, and the resultant uncertainty about each party's exact functions often creates friction between principals and parent component of the SGB (Heystek, 2004). I believe that partnership helps in keeping the school governing body and school management team together. This would guarantee that both chairpersons and principals, as leading figures, are aware of what one thinks before disagreements could emerge and lead to serious conflict between them. The role relationships of SGB chairpersons and principals should be regarded as an area of concern that should be properly managed. Both SGB and SMT structures should purposely and expressly approach their tasks and relationships as a partnership which exists for the benefit of the school and the learners (ibid, p. 312). Heystek (2004) further argues that power should be viewed as specific functions to be exercised within the parameters of the authority of the state rather than as comprehensive powers to be exercised over others.

2.7 The challenges faced by the school governing body in school governance

It is important to note that decentralisation of school governance resulted into the formation of integrated structures, viz SGBs and SMTs (Squelch, 1999). These structures are legitimate and have equal participation in the governance and management of schools (Davidoff and Lazarus, 2002). Chairpersons and principals, as leaders of SGBs and SMTs respectively, have influential roles to play within these structures. Their role relationships therefore, determine the tone that exists between the two structures. Chairpersons have to motivate governing body members, learners

and members of the community to render voluntary services to schools. Whilst principals on the other hand, have to render assistance to the SGBs to help them to perform their functions as per provisions of the SASA. This has been compounded by the fact that, previously parent component acted on an advisory role, while principals had all decision-making powers (Heystek, 2004). Mutual assistance between SGB and principal in general, chairpersons and principals in particular poses a serious challenge to both structures in that such responsibilities require clear understanding of responsibilities and duties to be performed. The fact that there seems to exist conflict between the parent governors and educators as they perform their responsibilities in some schools are an indication that both SGBs and principals have not managed to handle their joint responsibilities. Beckmann (2000) cited in Calitz et al. (2002) contends that, in terms of the Personnel Administrative Measures, principals have duties regarding financial record keeping at the school. The SASA, 84 of 1996 states that, the governing body of a public school may, with the approval of the Member of the Executive Council (MEC), invest money in another account (Section 37 (3)). In the light of these statements, both chairpersons and principals, through their respective constituencies (SGB and SMT) have financial responsibilities at the school. Again this remains a serious challenge to both leaders as to how best they could perform their financial obligations without conflict between them, taking into account that they lack expertise with regard to financial control background (Mesrty, 2003). What complicates matters is that, the SASA is not explicit on how well the principals and the school governing bodies are to handle this financial responsibility. It leaves the decision on both the SGB and principal with regard to reaching an agreement on the extent of performing financial duties. However if such agreements are never reached, negative conflict occurs, thus sacrificing the culture of teaching and learning (Loock, et al. 2003 and Mestry, 2003).

Shaba (1998) contends that, Section 36 (1) of the SASA states that, a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school. This provision could perhaps prompt chairpersons to take decisions on the finances of the school under the impression that, they also have financial responsibilities in the governance of the school.

Conradie (2000) cited in Calitz (2002) believes that both SGBs and principals have financial obligations. This places a serious challenge to both chairpersons and principals as leaders of SGBs and SMTs respectively, in handling jointly this responsibility because it could lead to serious conflict if it is not purposely and properly managed. This corroborated Dean (2001) who pointed out that, roles of the chairpersons and principals are complementary, therefore it is essential that both SGB chairpersons and principals in particular as leaders expected to provide guidance to SGBs and SMTs respectively, work hand in hand when performing their roles.

One of the serious challenges of the school governing body and the principal concerns the employment of educators. According to the SASA an SGB recommends the employment of an educator and also appoint an SGB educator. However, Heystek (2004) points out that, parent component are not knowledgeable about the intricacies of the teaching profession and lack expertise to evaluate professional educators. Subsequently the employment of educators is characterised by a high rife of nepotism practices. In this way 'educator posts are awarded to people who have friends and family members on the SGBs' (Vandeyar (2000) cited in Calitz, 2002, p. 101). Such practices may not be in the interest of the school, thus contradicts section 20(1)(a) of the SASA, which states that, the SGB must promote the best interests of the school and strive to ensure its development through the provision of quality education to all learners in the school.

Some SGB chairpersons are under the impression that, since SGBs recommend the appointment of an educator, it makes the school governing bodies the employers. This perception is complicated by the fact that the department of education has not made any provision to guard against the misuse of such power, hence unintentionally made the chairpersons and their SGBs to wield far greater power than their principal counterparts (Heystek, 2004). The power which the chairpersons seem to be having over principals have prompted even educators who are employed by the department of education to undermine the authority of the principals by going directly to the chairperson with issues that fall within the jurisdiction of the principal's duties (ibid). For instance, Pearce reports that:

The principal of the Missionvale Primary School in Port Elizabeth left the school in February 2001 after the chairperson and the SGB refused to have him back at school, despite the department's decision to return the principal at school (2006, p. 10).

I have observed in a school where I once worked, an educator lodged a complaint to the chairperson about the heavy load, he claimed to be having. Such practices cause disagreements between chairpersons and principals, which are not conducive to promoting the interests of schools. Chairpersons and principals are confronted with a challenge of how best the SGBs could exercise their responsibility to the benefit of the learners and the school.

An overlap of governance and management duties has been regarded to be among the serious challenges which the chairpersons and principals together with their SGBs and SMTs respectively have to deal with in the actual governance of schools (Sithole, 1998, Squelch, 1999 and Mestry 2003). However, some scholars regard some SGB functions as actually management tasks. Conradie (2000) cited in Calitz et al. (2002, p. 87) cites the following examples:

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

On the basis of the above statements it is apparent that the functions of the SGB chairpersons and principals cannot be separated completely (Davidoff and Lazarus, 2002). Suffices to say that the governing body provides support to the school professional management without competing and the chairperson and the principal are depended on each other in ensuring the effective functioning of the school (Maile, 2002). Looock et al. (2003) emphasise that chairpersons and principals need to work on

a complementary basis for the benefit of the school and the learners. The viewpoint of the authors corroborated the argument of Esp. and Saran when they state that,

Chairpersons and principals are playing central roles in the implementation of many changes required by the legislation; hence they are duty bound to work hand in glove (1995, p. 25).

. For collaborative functioning of the principal and the chairperson of the governing body to occur, (Beckmann (2000) cited in Calitz et al. 2002) argues that the different roles and relationships between principals and chairpersons should be clarified in consultations with each other. They need to be communicated to all role-players and there should be adherence to the roles

2.8 Some research studies on school governance

Baginsky et al. (1991) cited in Dean (2001) studied the work of the governing bodies in 43 schools in Britain. The study was conducted through the use of questionnaires as well as interviews to the chairpersons as methods of collecting data. The findings of the study reveal that most chairpersons participating into the research regarded themselves very much useful in the leadership roles. They felt that it was their job to be available to advise, support and listen to the head and be on the spot to help and solve problems. The study of this nature is useful as it shows that, where roles and responsibilities are clear, there are harmonious working relationships between principals and chairpersons. The findings further reveal that in some cases where the head teacher and chairperson of the governing body were at odds, roles were not clear. Suffice therefore to say that in a school where the chairperson and principal work together, the outcomes of decisions taken are profitable for the school.

Gamage and Sooksomchita (2004) studied the effectiveness of the education reforms involving School Board Members (SBMs) in education. Research methodology consisted of both quantitative and qualitative dimensions with an empirical survey. The sample consisted of 1000 SBMs from 100 co-educational primary schools. A series of interviews were conducted with principals on the basis of a specially developed semi-structured interview schedule. Semi-structured interview schedules are relevant in the current study because it concerns the experiences of the

chairpersons and principals as they perform their governance responsibilities. The size of the current study is appropriate for semi-structured interviews because it involves chairpersons and principals of four schools chosen. Semi-structured interviews allow for an in-depth description of events, further probing and clarification of issues is possible when the need arise. Questionnaires were administered with School Board Members.

The findings reveal that though principals welcomed the support of the SBMs and the important role they were playing, however principals preferred the board members to have a better understanding of their roles, accountabilities and responsibilities. Most participants expressed uncertainty regarding the roles, responsibilities and accountabilities of the school board members. This seems to suggest that where roles are not clear, there is a possibility that conflict may occur between parent governors and principals, thus affect the effective functioning of the school.

Gamage and Sooksomchita (2004, p. 300) report that principals interviewed agreed that, it was important for school principals to undergo leadership and management training because ‘the ability to delegate authority was an essential skill of a principal’. Whilst the training of the principals is viewed as a necessity, the training of the SBMs is also important. It is widely accepted that school leaders need specific preparation if they are to be successful in leading and managing their self-managing and empowered schools (Esp and Saran, 1995). Moreover the SBMs are empowered to make important decisions regarding among others:-

- ❖ Developing policy articulating school vision and goals.
- ❖ Composing mission statements.
- ❖ Managing the school budget.
- ❖ Managing performance management.

Mazibuko (2004) studied the role perceptions of SGB and SMT members on school governance. Both quantitative and qualitative approaches were used to collect and

analyse data. Questionnaires were administered to educator component, SMT members and the principal of the school in order to identify the level of participation of the SGB and SMT in school management. The findings of the study reveal that members of both the school governing body and the school management team indicated a relative good understanding of their roles and responsibilities in the school. The findings further reveal that poor training hindered all members from the SGB and SMT respectively from performing their roles and responsibilities effectively. The findings seem to suggest that SGBs and SMTs needed to be trained in all areas of responsibilities because the school faced the problem of involving all stakeholders in the affairs of the school.

It should be noted that there is no sufficient training specific about principalship and chairpersonship. It therefore means insufficient clarity of roles on the part of the two leaders. This scenario might lead to conflict when both principals and chairpersons perform their governance responsibilities. Conflict between principals and chairpersons may affect the general function of the SMTs and SGBs, especially because principals and chairpersons are leaders within these structures respectively.

Bhagowat (2001) conducted an investigation on how democratic school governance has redefined the functions of a secondary school principal. Semi-structured interviews were used as a method for data collection. Semi-structured interviews are useful for understanding how participants view their world and that deeper understandings are often developed through the dialogue (Caldwell and Spinks, 1998). This method is appropriate for the current study since it involves experiences of both SGB chairpersons and principals of schools in the performance of their governance responsibilities.

Bhagowat (2001) reports that the principal did not resist the inclusion of other stakeholders but decided to gradually bring them on board and still had much to attain in this regard. The principal was used to a situation in the school where he/she was in charge and had virtually all powers. However with the introduction of democratic governance, the inputs of other stakeholders are to be considered (Heystek, 2004). It is possible that the principal may still regard him/her as the only authority figure, thus monopolising power. In view of the fact that democratic school governance entails

other stakeholder participation, we may find a situation where the SGB chairperson might not accept the principal's domination. Subsequently conflict could ensue between the principal and chairperson. The kind of conflict may be destructive towards the functioning of the school, to affecting teaching and learning activities.

Heystek (2004) studied the relationship between the principal and the parent in the school governing body. Semi-structured interviews were conducted with principals or deputy principals in 6 secondary schools, as well as focus group interviews to 12 principals. The purpose of the semi-structured interviews was to determine the nature of the working relationship between the principal and the parent component of the school governing body. Studies, conducted, of this nature are relevant to the current study because of their use of semi-structured interviews. Semi-structured interview method is appropriate for the current study because it allows for face-to-face conversation between the researcher and the respondent. In this way further probing and clarification of issues are possible when the need arises. Since the study is about the experiences of the chairpersons and principals, it is possible to obtain rich verbal information through semi-structured interviews.

Heystek (2004) reports that although many principals have long years of experience the participative and democratic management approach is new for most of them. He further mentions that not even their experience can prepare them for this changed situation. Since democratic management approach may be a new experience to some principals, it is possible that they may resist sharing power with other people. Such resistance may result to disagreements between principals and parent governors, thus throwing the school into chaos. However, where principals are willing to share power with other role players, schools experience harmonious working relationships between role players, a condition conducive to effective teaching and learning activities.

2.9 Emerging issues

Review of related literature reveals that where there is clarity of roles, things work well within the institution. Put differently, there is a harmonious work relationship between all role players where roles are clear to all. However, with the same token literature review reveals that where there is no clarity of roles; there is conflict

between stakeholders involved. Conflict may be destructive if it is negative, thus effective teaching and learning is hindered.

School Governing Bodies and School Management Team members have been trained as collective bodies regarding their governance and management duties respectively. However, there is no clarity on the specific training received by the SGB chairpersons and principals on their governance roles as leaders within school governing bodies. The current study seeks to find out if chairpersons and principals of selected schools also experience the same problem of unclear roles

The next chapter deals with the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the role relationships of SGB chairpersons and principals as they performed their governance responsibilities. This chapter addresses the research methodology of the study. Firstly, the chapter outlines the research design. Secondly it describes the respondents and the reasons for their selection. Thirdly it proceeds to examining the data collection methods. Finally it explains data collection as well as data analysis procedures.

3.2 Research design

The study examined the perceptions of the school governing body chairpersons and principals about their roles in school governance. The study was therefore located in the class of qualitative research design. The qualitative approach looks at the events in their natural setting and the meanings people attach on them (Keeves, 1988). This entails that there is no social reality, but different interpretations held by individuals and groups. The qualitative researchers therefore are concerned with the interpretive understanding of human experiences of the phenomena (Denzin and Lincoln, 1998). In agreement Ishak asserts that:

Qualitative research typically investigates behaviour as it occurs naturally in non-contrived situations, thus there is no manipulation of conditions or experiences (2004, p. 26).

In qualitative approach the researcher collects data as whole entities; which are forthcoming from the participants in a much freer and less controlled way with much of it occurring naturally (Henning, Van Rensburg, 2004). The qualitative approach was perceived as the most suitable for this type of the inquiry. It helped in capturing the richness and complexity of behaviour from the perspective of the respondents. Subsequently, the data consisted of words in the form of rich verbal description.

Within this qualitative design, this investigation was a case study of four schools in the KwaMashu area, hence a multi-site case study. According to Henning, Van Rensburg and Smit (2004) case studies are intensive descriptions and analysis of a single unit or bounded system such as an individual, a program, event, group intervention or community. A case study was employed to gain an in-depth understanding of the situation and meaning for those involved.

Yin (1994) believes that some of the best and most famous case studies have been both descriptive and exploratory. Supporting this viewpoint, Cohen, et al. (2000) believe that significant, rather than frequency is a hallmark of case studies, offering the researcher an insight into the real dynamics of situations and people. This study therefore did not intend to make generalisations, but to describe and explain the role relationships of the chairpersons and principals in the selected schools in the KwaMashu area. Henning, Van Rensburg and Smit (2004) further argue that case studies provide opportunities for delving into things in more detail and discover things that might not have become apparent through more superficial research. Case studies therefore provided the opportunity to obtain first hand information. This information was used to do in-depth analysis of how SGB chairpersons and principals related to one another when performing their governance responsibilities. Since the study was an in-depth investigation into the role relationships of SGB chairpersons and principals, the case study approach was therefore appropriate.

3.3 The Respondents

Eight participants comprising of four principals and four school governing body chairpersons of selected schools were the respondents. The four schools were selected on the basis of commonalities in them. They were characterised by vandalism and the migration of learners to other schools. They were information rich in that these were the schools whose principals the researcher conversed with and learnt of the problems. Through informal discussions principals reported to be experiencing problems in working with SGB chairpersons when performing their governance duties. Moreover schools had been selected because of convenience, since they were accessible to the researcher. Since SGB chairpersons and principals are in the forefront of SGBs and SMTs respectively means that it is through them that conflict

surfaces between the two structures. Once there is conflict, especially if it is negative the whole school suffers. Moreover both are members of the SGBs because principals are ex-officio members, whilst chairpersons are leaders of governing bodies. It was therefore interesting to investigate how chairpersons and principals related to one another when performing their governance responsibilities.

3.4 The ethical issues

Permission to conduct research was requested from the Department of Education and the school authorities i.e. the school governing bodies and principals. Permission to participate in the study was sought from each respondent. Participants were informed about the research in which interviews were used. They were assured that their privacy and sensitivity were going to be protected. They were also assured that the information was going to be used solely for the research purposes and would be destroyed after use. It was also revealed to the respondents that information used would be treated highly confidential.

3.4 Data collection methods

Data were obtained through three methods, namely semi-structured interviews, observations and document analysis. The use of different data collection methods in the same study is referred to as methodological triangulation. Cohen, et al. (2000, p. 114) maintain that, 'triangulation involves the use of more than one method in the pursuit of a given objective'. This improved the validity of the measures of the same objective by using the semi-structured interviews, observation and documentation analysis.

3.4.1 Semi-structured interviews

Semi-structured interviews were conducted with the SGB chairpersons and principals on a face-to-face seating. This afforded the researcher an opportunity to have an in-depth discussion with participants on their perceptions regarding school governance roles. The researcher was able to notice and corrected the respondent's misunderstandings; probed inadequate or vague responses; answered questions and

addressed their concerns. In this way the researcher was able to obtain complete and meaningful data. Kvale in Cohen, et al. refers to interviews as:

An exchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situatedness of research data (2000, p. 115).

Semi-structured interviews were appropriate in that they enabled participants to discuss their interpretations of the world in which they lived, and to express how they regarded situations from their own point of view. Semi-structured interviews were also appropriate in order to corroborate observation of interactions of SGB chairpersons and principals in their school governance responsibilities. Caldwell and Spinks (1998) explain that semi-structured interviews are useful for understanding how participants view their worlds; and that deeper understandings are often developed through the dialogue. Henning, Van Rensburg and Smit (2004, p. 33) concur with this viewpoint when they argue that, 'semi-structured interviews are used because lived experiences cannot truly be traced through survey questionnaires'. The interviewer and the participant construct meaning as they are engaged into the interview process.

3.4.2 Observation

School governing body meetings, in each of the selected schools, were observed. The purpose was to obtain deeper understanding of how chairpersons and principals related to one another when performing their governance responsibilities. Observation is an active process which includes facial expressions, gestures, tone of voice and other non-verbalised social interaction. According to Cohen, et al. (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. Denscombe corroborates this viewpoint when arguing that:

Observation draws on the direct evidence of the eye to witness events first hand; rather than rely on what people say they do; or what they say they think (2003, p. 192).

Ishak confirms the need for observation in obtaining first hand information when she maintains that:

Participant observation enables the researcher to obtain people's perceptions of reality expressed in their actions and expressed as feelings; thoughts and beliefs (2004, p. 29).

Similarly then, by observing school governing body meetings, the investigator obtained practical experiences which the words of mouth could not express, about how the SGB chairpersons and the principals related during the school governing body meetings.

3.4.3 Document analysis

School official documents such as the records of minutes of SGB meetings and constitutions of the school governing bodies were analysed. According to Cohen, et al. (2000) data collection from non-human sources includes documents and records. Such documents showed the official chain of command and provided clues about how people interacted with regard to matters of school governance. The objective behind analysing documents was to find out if there was evidence of conflict between the SGB chairpersons and the principals and what could be the possible sources of such conflict.

3.5 Data collection procedures

Before the actual collection of data began, the researcher secured permission to conduct research from the Department of Education, school authorities i.e. SGBs and principals as well as the participants themselves. The researcher personally conducted semi-structured interviews with principals and SGB chairpersons. Interviews were guided by the prepared semi-structured interview schedules. Schools were referred to in symbols and no names were used in reference to any responses. These interviews were arranged such that they took one hour at the most and the researcher ensured that participants were not kept very long which could have led to boredom. Through semi-structured interviews all respondents were asked the same questions and probes were used for all respondents. However, the order in which respondents were asked

changed because of the manner in which individuals responded. The researcher altered the sequence in order to probe more deeply and thus overcame the tendency for respondents to anticipate questions. In this way some kind of rapport between the interviewer and the interviewee was developed, which provided room for further negotiation, discussion and expansion of the interviewees responses.

Questions were in the preferred language of the respondents so as to secure their good understanding. The venue and time for the interviews were planned and agreed upon in advance by both the researcher and the respondent. Prior to the interview the researcher maintained constant contact with the respondents through telephone calls to ensure that they were ready for the interviews and to honour interview appointments. Before the interviews began the respondents were assured about the confidentiality of the information given and that it would solely be used for the purposes of the research. The respondents were also informed that they could withdraw at any stage should they wish to do so without any prejudice against them. Interviews were tape recorded, however this was explained before hand and the consent of the interviewee was first sought. With regard to observation and document analysis, the researcher requested the permission from the school authorities (SGBs and principals) to undertake such activities. When the permission was granted, the researcher personally drove to the sites to do observation and to analyse documents.

3.6 Data analysis procedures

The analysis of data was conducted according to the qualitative research data analysis. Data were grouped according to the views of principals and school governing body chairpersons and analysed. Data analysis was continuous from the first stage of collection and after collection. This simply means that data were grouped into themes and analysed according to such themes. The respondents were informed that the findings of the study could be made available to them on request.

The following chapter provides the presentation and discussion of data obtained through data collection methods used in this study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1. Introduction

This chapter presents and discusses the findings. Data were collected through semi-structured interviews with School Governing Body chairpersons and principals of selected primary and secondary schools, observations of SGB meetings and analysis of official school documents.

4.2. Section A: Biographical profiles of the SGB chairpersons and the principals

This section presents background information of both principals and SGB chairpersons that may have a bearing on their understanding and performance of governance roles.

Table 1: Experience as principal and gender/sex

Principal	Work Experience	Gender/Sex
A	10 years	F
B	2 and half years	M
C	15 years	M
D	7 months	M

Table 1 shows that out of four principals, two had less than 3 years of experience as principals of schools, whilst the other two had 10 or more years of experience as principals. The latter group therefore should be abreast with school governance responsibilities, thus can safely be termed 'experienced'. The former group can be called 'inexperienced' and therefore unlikely that they were adequately abreast with their governance responsibilities.

Table 2: Experience as SGB chairperson and gender/sex

Chairperson	Work Experience	Gender/Sex
A	6 years	M
B	8 years	M
C	3 years	M
D	9 months	F

Table 2 shows that two out of four respondents had 6 or more years of experience as chairpersons. One respondent had 3 years experience in the position, which is relatively a long period to have acquired sufficient experience in governance responsibilities, whilst the fourth had 9 months experience in the position, therefore had a shorter period to have gained sufficient experience regarding governance duties. Interviews with SGB chairpersons revealed that elections for office-bearers are done after every 3 years. In this regard, chairperson A reported that:

When I started serving in the SGB in 2001, I was elected the chairperson of the governing body. I was re-elected after the 2003 elections and recently I have been elected again, which marks the beginning of my third term in office. This shows that parents have confidence in me.

This is despite the provision of SASA, 84 of 1996 which stipulates that the term of office of an office-bearer of a governing body may not exceed one year (Section, 31 (3)). This indicates that though the law has not changed regarding election of office-bearers. However, the practice seems to suggest that the whole country has adopted three years as the term of office for office-bearers. The findings indicate that the practice was acceptable to both SGB chairpersons and principals because there were no indications of strained relations which might trigger conflict between the two parties.

4.3. Section B: Knowledge and understanding of school governance roles

This section focuses on what both SGB chairpersons and principals perceived as their roles and also those of each others' roles. It further addresses the extent to which these perceptions are consistent with the law.

4.3.1. Perceptions regarding governance roles

The first part addresses the viewpoints from the principals' perspective, with the second part focusing on the SGB chairpersons' perspective. In terms of Section 23 (1) of the South African Schools Act (SASA), 84 of 1996, membership of the governing body of an ordinary public school comprises of the principal in his official capacity as head of the school. It also comprises of the SGB chairperson as the head of the governing body. Principals are expected to render all necessary assistance to governing bodies to help them to perform their functions effectively (Section, 19 (2)). It is imperative therefore that there should be sound working relationship between principals and SGB chairpersons. Principals were asked what they understood of their governance roles to mean. All four respondents indicated that their roles were to act as link between the Department of Education (DoE) and SGBs and assist with the interpretation of policies to ensure effective functioning of schools. On this, principal C had this to say:

Principals act as liaison officers between the SGBs and the DoE and also see to it that SGBs function according to stipulated regulations and procedures.

From the response it seems that principals were aware that their being in the governing bodies was to provide information regarding school governance matters to parent governors. The findings seem to corroborate Heystek (2004) who maintains that the principal and the chairperson should work collaboratively because both have been assigned school governance duties. This suggests that principals understood that it was imperative for them to have sound working relationship with SGB chairpersons; hence principals were to assist chairpersons to perform their governance roles. Though the Schools Act does not compel principals to train SGB members,

however some principals felt that there was a need for them to assist in this regard. However due to their busy schedules they are unable to help. In this regard principal A reported that:

I would love to assist in training the members of the governing body about their roles, especially because some are not adequately abreast with their governance duties. However due to the huge amount of work before me as the head of the school it is not possible.

In concurrence principal C stated that:

I wish I could assist them to differentiate between the school governance and professional management because that is where the problem lies. Unfortunately the time does not allow me to do so.

These responses seem to suggest that principals understood the need for the clarity of governance roles on the part of parent governors. The findings seem to be consistent with the study of Gamage and Sooksomchita (2004, p. 300) who revealed that, 'though principals welcomed the support of the School Board Members and the important role they were playing; however they preferred members to have a better understanding of their roles, accountabilities and responsibilities'. This implies that principals realised the need to provide what Karlsson (2002, p. 330) calls 'a neat separation of governance and management responsibilities' to avoid interference into the others' area of jurisdiction which might lead to unnecessary conflict. The findings concur with Maile (2002) who maintains that it is important for everyone to be aware of his or her respective functions, and should take care not to interfere with the duties and areas of responsibilities of others to avoid conflict.

In terms of the SASA, 84 of 1996, one of the functions of the SGB chairperson is to control SGB and parents meetings. Chairpersons are also representatives of the governing body on important school activities. Interviews with principals regarding their understanding of the roles of the SGB chairpersons reflected that chairpersons' roles were to call both parents and SGB meetings and to chair such meetings. For instance principal B mentioned that:

The SGB chairperson discusses with the principal issues to be dealt with prior to the SGB and parents meetings.

In agreement principal D mentioned that:

The chairperson liaises with the principal at school; calls parents and SGB meetings; chairs such meetings and also states the agenda of such meetings.

The responses indicate that principals understood that governance matters require them to work jointly with the chairpersons. A notice of an SGB meeting of school C dated 10/08/2006 corroborated this claim, as it was signed by the chairperson with the principal countersigning. This seems to suggest that the principal and chairperson worked together on the issues to be dealt with during the meeting. However evidence emerged that though there was an understanding of roles by principals but the practice of principal B suggested otherwise. When examining the minute book of school B, it emerged that an SGB meeting dated 14/07/2005 was chaired by the principal without any reason given thereof. This finding seems to suggest that, this particular principal sometimes interfere with the chairperson's roles when school governance duties are performed. This could be indicating that somehow the principal regarded himself as the figure where authority is vested. It can be argued therefore that such actions of the principal may become a source of conflict with the SGB chairperson, especially because governance falls under his sphere of authority.

SGB chairpersons were asked what they understood of their governance duties to mean. All respondents indicated that their governance roles were to call and chair governing body meetings and discuss the agenda with principals before such meetings are held. Chairperson A mentioned that:

The chairperson works mostly with the principal because the SGB does not administer the school; it is the principal who does that. The principal is there as the head of the school.

When concurring chairperson C revealed that:

Chairperson's role is related to the principal because even if there are to be meetings, chairperson talks to the principal and they will agree to the agenda of the proposed meetings.

The responses indicate that chairpersons understood and performed their responsibilities during meetings. Moreover chairpersons were aware that as much as they are in charge of the SGBs, however they understood that principals are managers of schools, hence they need to consult with principals to be able to render effective support (Dean, 1993). In examining minutes of the SGB meeting of school A dated 14/04/2006, it is evident that the chairperson chaired the meeting whose agenda was the issue of the caretaker and the toilets problem the school was faced with. This seems to indicate that principals and SGB chairpersons were working together respecting each others' roles. The findings seem to be in agreement with Esp. and Saran (1995) when they maintain that different roles between principals and SGB chairpersons were clarified in consultation with each other and chairpersons were willing to adhere to them.

SGB chairpersons were asked what they understood to be the role of principals in the SGBs. Interview responses of three out of the four respondents revealed that principals assisted with communicating information from the DoE to the SGBs. They further mentioned that principals helped with the interpretation and understanding of school governance policies. This was what chairperson A had to say in this regard:

The principal receives information form the DoE and communicate that information to the governing body. The principal also assist the SGB with the understanding of such information so that the governing body knows and does its functions.

The response indicates that chairpersons regarded principals as occupying informed positions regarding governance matters. This suggests that chairpersons relied on the assistance of principals in understanding school governance activities. Chairpersons revealed that while principals render assistance to them; however that should happen in a manner that is free from domination. Chairperson C reported that:

The principal is the manager of the school but does not rule the governing body instead the principal must help it to do its work.

In echoing the same sentiments chairperson B mentioned that:

The SGB chairperson must have good understanding with the principal, while the principal on the other hand has to have good understanding with the SGB chairperson. There must be that mutual understanding between both because their work demands that they operate jointly.

From the responses it becomes evident that SGB chairpersons regarded principals as their partners with whom they were to operate on the basis of mutual trust and clarity of roles they both have to perform. This therefore suggest that chairpersons were aware that it was imperative that sound working relationships should exist between them and their principals counterparts for the schools to work successfully. Interview with chairperson D indicated that she regarded the principal's role as that of being the watchdog in the SGB. She mentioned that:

The principal has to monitor how governing body members perform their duties and to report all that is happening at school to the governing body.

The response seems to indicate that the chairperson did not regard the principal as part and parcel of the governing body. The response appears to indicate that the principal is aloof, thus operated in isolation from other governing body members. This particular response suggests a lack of adequate understanding of the governance responsibilities of the principal on the part of this particular respondent. It can therefore be argued that this lack of adequate understanding is likely to cause conflict between the principal and the chairperson when governance duties are performed.

4.4. Section C: Performance in key governance areas

This section addresses how SGB chairpersons and principals related to one another during the performance of duties in key governance areas. The first part of every key governance area focuses on perceptions of principals, with the second part addressing those of the SGB chairpersons.

4.4.1. The control of school finances

In terms of section 37(1) of SASA, 84 of 1996 the governing body must set up and administer a school fund, while section 37(3) of the same Act, stipulates that the SGB must open and maintain a bank account in the name of the school at any registered bank. Section 37(5) states that, the governing body must control and take care of the school's money and property and section 38 mandates the SGB to elect a finance committee and that members must be elected on the basis of their knowledge of financial matters. From the above it is apparent that the school's financial management lies with the school governing body. In terms of Personnel Administrative Measures (PAM) (Section 4.2 (e) (i)) the principal has to have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures. From the above statements there appears to be an overlap of financial responsibilities between the school governing body and principals. It means that both the governing body and the principal are legally entrusted with the financial responsibilities in terms of SASA and PAM provisions respectively. Whilst the financial responsibilities have been placed on both principals and governing bodies, however the Schools Act does not provide the guidelines as to how this responsibility can be carried out without causing conflict on the part of the role players. The Act further fails to provide any solution in the event of conflict occurring between the governing body and the principal. It becomes imperative therefore that the two reach an agreement on how this responsibility can be successfully carried out for the benefit of the learners and the school.

Principals were asked as to how they worked with SGB chairpersons in controlling school finances. Interview responses showed that all principals acknowledged the formation of finance committees, whose members are elected from among the SGB members. For instance principal C mentioned that:

The departmental procedure states that schools must have the finance committees; therefore it is these committees that are responsible for the control of school finances neither the principals nor the SGB chairpersons.

In examining minute books of all four schools under study, evidence emerged that schools have indeed managed to form finance committees. This suggests that principals and SGB chairpersons could not be isolated for the financial duties. Minutes of an SGB meeting of school A concurred with this where the principal explained the importance of budget planning. She further requested different stakeholders to prepare their needs to be presented to the finance committee for the preparation of the school budget. This seems to highlight Dean's (1993, p. 206) assertion that:

It is through participation that an individual can be actively engaged and shared a sense of responsibility for the school (1993, p. 206).

The findings indicate that sometimes work is accomplished through the use of committees with principals and SGB chairpersons contributing as members in these committees.

SGB chairpersons were asked as to how they worked with principals regarding the control of school finances. Interview responses showed that chairpersons acknowledged the establishment of finance committees as structures responsible for the control of schools' finances. In this regard chairperson B mentioned that:

We have established the finance committee as required by the Education Department. It is in this committee where the budget is sent to and finalised before it is presented to the full governing body for endorsement. In fact this is the committee that controls finances of the school.

The response of SGB chairperson seems to corroborate the principals' views that the control of school finances is a collective responsibility of all parties concerned. The use of committees seems to suggest that sometimes governing bodies can work through committees with principals and chairpersons in the forefront. The findings indicate that principals and chairpersons were able to work together within the committees.

However though finance committees have been established, principals indicated that SGB chairpersons at times did not follow the laid-down procedures regarding the utilisation of school funds. In this regard principal A reported that:

At times the chairperson would request that the school finances the educators' party since educators have requested so, something which is not part of the needs of the school.

This particular response suggests a lack of understanding of how the budget operates on the part of the respondent. It further indicates that the principal and the SGB chairperson did not see in the same way as to how funds are to be utilised. It can be concluded that this lack of seeing eye-to-eye is likely to cause conflict between the two. This concurs with Mestry (2003) who points out that lack of financial management can be a source of conflict between the SGB chairpersons and principals when governance responsibilities are performed. However some principals regarded such actions as minor disagreements which are caused by ignorance on the part of SGB chairpersons, which after discussions are ironed out. For instance principal A mentioned that:

We do not actually disagree to the point of conflict; but it is just those minor misunderstandings which are over after discussions, when issues are clear to both of us. He will say principal I did not know. He does not create problems for me.

Corroborating this viewpoint, chairperson A stated:

We explain the need for the money to be spent on particular items because it is our responsibility as well to ensure that the school is cared for. We have realised as the committee that what is going to help, is that school monies must be used for school work to continue and the principal will then agree.

This indicates that some principals and SGB chairpersons were able to discuss issues; communicated their differences and were able to reach certain agreements. With others a disagreement seemed to create tension and showed no collaborative working between principals and chairpersons of SGBs. In this regard principal B reported that:

The principal is the actual person that knows the needs of the school, so he decides on how the money is to be utilised and the chairperson is informed later.

SGB chairperson B concurred with this when he revealed that:

At times some items are bought and the SGB chairperson is not informed about such things. Even if they are minor, but there is a need for the principal to inform us because these are parents' monies.

The responses show that SGB chairpersons are different from one another. Instead of perhaps looking for audited statements and other related financial records, the chairperson expected to be informed about the daily activities of the school which is not possible under normal circumstances. The findings reveal that principals and SGBs, particularly principals and chairpersons as leaders in the SGBs have not yet managed to reach an agreement on how essential needs for daily activities of the school could be provided. The findings seem to be consistent with the study of Baginsky et al. (1991) cited in Dean (2001, p. 27) when they maintain that, 'where the head teacher and the chairperson of the governing body were at odds; roles were not clear'. The clash of viewpoints regarding the utilisation of funds did not augur well with the relationship between the principals and chairpersons regarding the carrying out of financial duties. It can be concluded that there exist some conflict between principals and SGB chairpersons regarding the control of finances at schools.

4.4.2. The selection and appointment of educators

Section 20 (1) (i) of SASA, 84 of 1996 stipulates that, subject to this Act, a governing body of a public school must recommend to the Head of Department the appointment of educators at the school, subject to the Educators Employment Act, 138 of 1994, and the Labour Relations Act, 66 of 1995. Principals were asked as to how they worked with SGB chairpersons in the selection and appointment of educators. Interview responses revealed that principals and SGB chairpersons could not solely be responsible for the selection of educators. Interview committee members are elected

from among governing body members to conduct interviews. On this principal D stated that:

The governing body convenes to elect members of the interview committee which becomes the sub-committee of the school governing body. It is this committee that deals with the selection of educators neither the principal nor the SGB chairperson.

An examination of SGB meetings of three schools, A, B and D showed that schools did form interview committees. Interview responses of SGB chairpersons regarding their working with principals showed some concurrence to those of their principals counterparts. They mentioned that selection of educators is done by interview committees. Chairperson B reported that:

The principal informs us that there is a post, and the SGB meets to form a selection committee. If the chairperson is not part of the committee, as it is not compulsory that he/she should be part, the chairperson signs all documents pertaining to the interview process.

The responses of principals and chairpersons indicate that the selection of educators cannot single-handedly be done by principals and chairpersons. The establishment of interview committees suggest that selection is done by SGB members with principals and chairpersons playing leading roles. For instance the principal acts as a resource person during the interview process; whilst the chairperson calls and chairs the meeting of the full governing body where the work of the interview committee is ratified. There seems to be differing views regarding the involvement in the interview committee. SGB chairpersons A and B acknowledged that membership of the chairperson is not compulsory in the interview process, whilst chairperson D saw otherwise. She regarded as duty bound that chairperson becomes a member of the interview committee by virtue of being the chairperson of the SGB. This is what she had to say:

There is no way in which I cannot be a member. As a person who is in charge of the SGB it becomes obvious that I cannot be left out. What kind of a committee would that be without the chairperson being part thereof?

This particular response indicates that the respondent was not willing to accept the law. The refusal to accept the law suggest a problematic behaviour on the part of the respondent which is likely to cause conflict between her and the principal. SGB chairperson C indicated that he was not conversant with the process. He had never been involved in the process because the school was faced with an exodus of educators leaving as a result of being declared in excess. He stated that:

I cannot say much about interviews because in our school we have never been involved in the process. In most cases educators leave our school because they are declared to be more than the number required by the department.

The response indicates that the chairperson lacks experience regarding the interview process. It can be concluded that without the practical experience it was impossible for the chairperson to be conversant with the interview process.

Chairpersons and principals concurred on the formation of interview committees to conduct interviews. However evidence emerged that there are problems when the process occurred. Principals' interview responses revealed that interview processes are characterised by favouritism and nepotism practiced by parent members particularly the SGB chairpersons. They believed that SGB chairpersons have their own preferred candidates and they would go to the extent of interfering with the scores to ensure the success of their candidates. Principal A mentioned that:

At times the SGB chairperson fails to follow the laid-down procedures, for instance talking about an issue related to the interviewee in his/her presence and interfering with the scores preferring a certain candidate

In agreement principal B reported that:

It happens that the SGB chairperson has his own preferred candidate because of certain motives which are not based on the needs of the school.

These responses suggest that sometimes equity and lawful practices are not practised when interview processes are conducted. In this way the selection of candidates is not done along the lines of whether a person is capable in terms of post requirements, but instead it is through favouritism. This seems to highlight Vandeyar (2000) in Calitz et al. who claims that:

Educator posts are given to people who have friends and family members on the governing bodies (2002, p. 94).

This action may become a potential source of conflict between the SGB chairpersons and the principals during the interview processes. However despite such ambitions from chairpersons, some principals mentioned that they were able to convince chairpersons into accepting that no preferential treatment would be given to any candidate, he/she would have to perform well during the interview process. For instance principal A stated that:

I intervened by stating that nobody has a right of telling others to change scores because one's score is his/her own judgement. In most cases I would say it is through ignorance because after explanation, the chairperson understands and accepts my viewpoint without any bad blood between us.

It shows that some principals and chairpersons were able to talk through their differences. This seems to concur with Dean (2001) who states that when open discussions are held on issues it helps to move nearer to a consensus. However on the other hand SGB chairpersons are not the only culprits in the malpractices during the interview process. For instance chairperson D complained that the principal infiltrated the process in order to ensure the success of his own preferred candidate.

She revealed that:

The principal told us the magnitude of scores we were to allocate for the candidate whom the principal wanted to be his deputy. He told us that the person was good to work with and we should ensure that he gets the post if we are serious about getting the school moving forward.

An examination of the minute of the SGB meeting of school D dated 28-10-2006 showed that the principal somehow influenced the selection committee in favour of his candidate. The principal indicated that it was best for the members to do in accordance with what the knowledgeable person said to ensure that the process was professionalized. My observation of the selection committee meeting of school D dated 04-11-2006 corroborated the claim when the principal introduced a co-opted member; he mentioned that for the sake of speeding up the process, members should follow what the co-opted member will have to say. The actions of the principal did not go down well with the chairperson who felt that:

There was no need for the formation of the committee when it was known that it had nothing to do during the process. It frustrates to be informed that you are going to do something at the end you find yourself rubber stamping the actions of certain people.

The response shows that the chairperson was bitter about what has transpired during the process. It becomes clear that relations were affected between the principal and the chairperson. The findings suggest that there existed some conflict between some principals and SGB chairpersons regarding the selection of educators.

4.4.3. The formulation of school policies

In terms of Section 16 (1) of SASA, 84 of 1996, the governance of every public school is vested in its governing body. This means that the governing body is entrusted with the responsibility and authority to formulate and adopt school policy on a range of issues, such as the mission and ethos of the school, code of conduct of learners, school community relations and curriculum programme development (Sithole, 1998). Policies are guidelines of action in the day-to-day running of a school and are useful in that they ensure fair methods which all stakeholders know and agree to, of dealing with issues and problems (Understanding school governance policies, undated).

Principals were asked as to how they worked with SGB chairpersons in the formulation of school policies. All principals indicated that the parent component played a minimal role. Low levels of education and unfamiliarity with educational

activities were given as reasons for the failure of parents to take an active involvement in formulating school governance related policies. This lack of capacity therefore results in the formulation of governance related policies being done by the management teams of schools, educator component of SGBs and principals. In this regard principal A stated that:

Due to low levels of education, parent members leave this responsibility with educators because they feel that they could not offer much. In fact it is the SMT, educator component of the SGB and the principal that mainly formulate governance related school policies.

Concurring with this viewpoint principal B revealed that:

In terms of the law this is the responsibility of the SGB, but parent members leave this with the educators because they feel that they are not familiar with the educational activities.

This highlights Vandeyar's (2000) in Calitz et al. assertion that:

Many SGB members do not have the capacity; as a result SGB members cannot be fruitfully engaged in the writing of policies for the school and this duty is simply delegated to the principal and the members of staff (2002, p. 104).

From the principals' perspective it was clear that they were aware that policy formulation is the responsibility of SGBs, but parent governors lack sufficient knowledge to perform this task. This seems to suggest that school governing bodies have delegated policy formulation to principals and educators because of their expertise in this regard.

Interviews with SGB chairpersons showed that not much was done by them because policy formulation was done by educators. They cited low educational levels and unfamiliarity with educational activities as hindrance to them. On this chairperson C reported that:

To be honest, there is nothing much that I can do regarding this task because I know very little about matters pertaining to the teaching profession. Moreover my standard of education is very low. This is the area of the professionals and as parents we rely on the principal and educators to lead us.

In agreement chairperson B stated that:

I am willing to help but my little knowledge of educational matters makes it impossible to perform effectively since I am not trained as an education officer. In most cases educators lead us in this regard because they are trained for their job.

From the responses it appears that SGB chairpersons were comfortable to have policy formulation done by principals and educators. This suggests that agreements have been reached between principals and governing body members that policy formulation should be done by principals and educators. The findings therefore suggest that the area of policy formulation is not an area of conflict between principals and SGB chairpersons because due to lack of expertise governing bodies have delegated this responsibility to principals and educators.

4.4.4. The administration of the school

According to Section 16 (2) of SASA, 84 of 1996 the governing body is placed in a position of trust towards a school. This means that a governing body is expected to act in good faith, to carry out its duties on behalf of a school and be accountable for its actions. For instance the SGB is to help the school to maintain and control the school's properties, buildings and grounds. Sithole (1998) maintains that in pursuit to achieving these objectives, both principals and SGBs need to develop partnership based on mutual trust and equal treatment. Principals' interview responses suggested good working relationships between them and SGB chairpersons regarding the up-keep of properties, maintaining buildings and cleaning school premises. This is what principal D had to say:

The chairperson visits the school regularly and volunteered at one of the parents meeting to organise parents that were not working to

come to school and clean the school yard and some of the untidy classrooms.

In agreement principal C reported that:

The chairperson encourages parents to come to school and assist because children are too young to clean the school yard.

From these responses it is clear that chairpersons assisted with the cleaning of schools to prepare environment conducive for effective teaching and learning activities to take place. This indicates that SGB chairpersons as one of the important stakeholders in education contributed in the provision of quality education for learners. This affirms Vandeyar's (2000) in Calitz et al. assertion that:

The local community needs to be involved in the activities of the school because they understand their problems and are in the best position to solve them (2002, p. 93).

Principals further alluded to the fact that chairpersons helped with regard to the maintenance of school buildings. For instance principal A stated that:

When there are repairs to be done, for instance plumbing problems, the chairperson helps as a local person in getting people to do such repairs and in most cases he assist us during school vacations to check if everything is in order.

In examining minutes of the SGB meeting of school A dated 17-04-2006, evidence emerged that chairperson participated in solving the problem of the school when the issue of toilets was discussed. The chairperson mentioned that the SGB would have to devise some strategies to engage the DoE to speedily attend to the problem. The findings suggest that the chairperson assisted in promoting the best interest of the school and the learners.

SGB chairpersons were asked as to how they worked with principals regarding the administration of schools. All chairpersons indicated that they worked well with their principal counterparts. They indicated that they paid regular visits to schools and

consulted with principals to know how schools operated and assisted with the provision of environments conducive for effective teaching and learning activities of schools. On this chairperson A revealed that:

The chairperson decides with his committee what is to be done. For instance if windows are broken, they should be fixed because we are looking after the interests of learners and educators in terms of preparing the environment conducive for effective functioning of the school.

An examination of minutes of the parents meeting of school B dated 23-04-2006 showed that the chairperson and the principal worked together. They took turns addressing the meeting about the need of the community involvement in protecting the school against vandalism that was occurring. From my observation of the SGB meeting of school A dated 17-04-2006, it is evident that the chairperson worked with the principal in addressing the issue of toilet problems the school faced. Both played a prominent role in coming up with strategies to help solving the problem. They even resolved at going together to the physical planning unit of the DoE to request the department to speedily assist the school with the issue of toilets. This suggests that SGB chairperson and principal were working together in promoting the best interests of schools where effective teaching and learning could take place (Section 20 (1) (a)). However, in performing their roles, chairpersons acknowledged that principals are managers and have full authorities of schools. It is expected, therefore, that chairpersons start from the principals' office and briefed by the principals of what is right and what is wrong at schools. SGB chairperson B alluded to the fact that:

The chairperson must start in the office of the principal and request to be granted a permission to do what the chairperson intends doing at school. An SGB chairperson should not be found loitering around classrooms nor found questioning educators who are not in classes. All those actions are wrong.

The response suggests that the governing body chairperson was aware that he should work well with the principal if he was to be of help at school. This seems to indicate that the chairperson was clear about the lines that separate the roles of principals and of chairpersons. As much as SGB chairperson D sounded good working relationships

between her and the principal, but her interview responses regarding the performance of certain administrative duties of the school suggested otherwise. For instance the chairperson mentioned that:

The principal is silent about the absenteeism of educators and other staff members. Some educators are not committed to their work and we as parents cannot stomach that. I called the meeting of educators to put them in their rightful place.

The response indicates that the chairperson was not happy with the conduct of the principal regarding educators' non-commitment to their work. This seems to suggest that the principal and the chairperson did not see eye-to-eye regarding the behaviour of educators. It can be concluded that this distrust would trigger conflict between the two.

With regard to principals' working with SGB chairpersons on issues of discipline maintenance at schools, interview responses of principals varied. Principals A and C indicated that SGB chairpersons were participating in the discipline structures of schools and helpful towards schools in this regard. Principal A mentioned that:

The SGB chairperson is a member of the discipline, safety and security structure of the school and he assists with the discipline of learners. He is given time to address learners about how they are expected to conduct themselves within the school premises.

In agreement principal C had this to say:

We involve the chairperson in the discipline of learners when there are cases involving learners; but not in cases pertaining to educators because the law does not require their involvement.

In examining the minutes of the SGB meeting of school C dated 20-10-2005 evidence confirmed the involvement of the chairperson when a matter regarding the fighting of two boys was dealt with. Interview responses of SGB chairpersons A and C confirmed their involvement regarding discipline issues at schools. In this regard chairperson A reported that:

I request permission from the principal to address educators about the expectations of the SGB in terms of their conduct and general behaviour. Learners as well are addressed about their conduct and moreover there are structures wherein we deal with the misconduct of learners.

This shows that chairpersons were helping in the discipline of learners and somehow with that of educators as well. This indicates that principals and chairpersons were aware that discipline issues were their joint responsibility. The findings seem to suggest that in these schools SGB chairpersons and principals were able to work together regarding discipline issues.

Interview responses of principals B and D revealed that SGB chairpersons were not actively involved in the discipline issues of schools. Low education levels and unfamiliarity with educational activities were cited as reasons for their exclusions.

In this regard principal D had this to say:

Such matters are dealt with through a series of regulations which parent governors are not familiar with, and moreover documents are written in English, a language our SGB members cannot understand.

Concurring principal B reported that:

Discipline issues actually need educators because they stay with learners at schools and parents are not familiar with educational regulations. So we deal with these issues as the SMT. Chairperson and the entire SGB are informed about deliberations once matters have been dealt with.

The responses indicate that principals did not regard chairpersons as having a role to play in discipline issues of schools. The findings seem to be in contrast with the study of Bhagawat (2001) who reported that the principal did not resist the inclusion of other stakeholders; but decided to gradually bring them on board. This seems to suggest that principals intended to have a situation where the involvement of governing body members is limited to certain areas of governance, for instance cleaning school yards, thus could not render their support on other governance areas.

This highlights the point of view of Looock, et al. (2003) when they maintain that non-involvement of other role players in school governance matters is not to the benefit of the school and the learners. It is possible therefore that the exclusion of chairpersons could be a source of conflict between them and principals. Interview responses of chairpersons B and D regarding discipline issues indicated that they were not part of the discipline structures of schools. They indicated that principals did not communicate information pertaining to discipline problems, except when there are bigger crisis. For instance chairperson B stated that:

Sometimes it is not easy to know what is happening at school if you are not being involved. At times you only become aware of things when you are at school, when you inquire the principal will tell you that it was a management matter. In most cases where I am involved I give my best.

In agreement chairperson D reported that

We often hear through learners that certain things are happening at school, the principal at times hides things especially if they involve educators. If I am not mistaken we were involved once when one of the educators had been hit with a brick by one of the school's boys.

The responses suggest that chairpersons were not involved in the discipline issues of schools. This seems to indicate that there was poor communication between SGB chairpersons and principals regarding issues of discipline. Poor communication therefore suggests poor working relationship between principals and chairpersons. One may conclude that in these schools there seem to exist some conflict between principals and SGB chairpersons because the two parties were not working together regarding discipline issues.

4.4.5. The development of the school

According to Section 20 (1) (a) of SASA, 84 of 1996, the SGB must promote the best interests of the school and strive to ensure its development through the provision of quality education for all. Principals were asked as to how they worked with chairpersons in school development. Principals' interview responses indicated that

they cherished the same ambitions with chairpersons regarding school development. They wished to have schools of higher learning standards with fully equipped centres of learning such as computer and science laboratories and fully resourced libraries. In this regard principal A reported that:

Actually we envy the school to match the standards of former model C schools. For instance we are planning to have an administration block, computer and science laboratories and we include the chairperson in the developmental planning structure of the school.

In agreement principal D mentioned that:

Theoretically and in principle we wish to take the school to greater heights. With the chairperson we have made a proposal of 1.1 million rands to develop a sports complex here at school. We are planning that after some time the school becomes a boarding school. We also wish to develop an academy at school to produce future stars.

The responses indicate that principals regarded chairpersons as partners in education provision. They further indicate that chairpersons were part of the developmental planning strategies of schools.

SGB chairpersons were asked as to how they worked with principals regarding school development. Interview responses indicated that they co-operated well with principals. They revealed that issues were discussed with principals and some strategies were formulated. Chairperson C mentioned that:

When the school was to be fenced to protect the properties of the school, we were up and down with the principal persuading the physical planning unit of the DoE to allocate tenders for the fencing of the school.

Concurring chairperson B reported that:

With the principal we have written a letter to Hullets Company requesting sponsorship for the building of the school computer centre. Once the centre is there we plan to turn it into a community

centre so that the community benefits in terms of acquiring computer skills.

In examining minutes of the parents meeting of school A dated 27-02-2006, evidence emerged that a resolution was taken that the chairperson should supervise people who were painting the school. This indicates that chairpersons took part in the development of schools. This seems to suggest that principals and SGB chairpersons were able to work together in the development of schools. The findings therefore suggest that the area of school development is not an area of conflict between principals and chairpersons because they were able to work together well.

4.5. Section D: Suggested improvement strategies for SGB chairpersons and principals on the performance of governance roles

This section addresses strategies proposed by both principals and SGB chairpersons in improving the compatibility of their role relationships. The first part of this section presents the viewpoint of principals, with the second part focusing on the views of the SGB chairpersons.

4.5.1. Principals' perspectives

Principals were asked as to what needed to be done to improve the compatibility of their role relationships with SGB chairpersons. All principals indicated that context should be considered when SGB workshops are conducted. In other words principals indicated that issues of time, venues and language should be taken into account when SGB workshops are conducted. For instance principal B mentioned that:

Most SGB workshops are conducted in English, a language foreign to most of the governing body members.

The response indicates that workshops conducted for SGBs do not adequately assist them with the sufficient understanding of their roles. It further indicates that chairpersons do not acquire necessary skills required to work collaboratively with principals. The findings seem to confirm Squelch (1999) when he maintains that

insufficient knowledge pertaining to school governance roles prohibits collaborative participation of stakeholders in the provision of quality education for all. From the principals' perspective, SGB chairpersons should have their own workshops and such workshops should be conducted according to wards. Principal C stated that:

It is a matter of having workshops according to wards because wards are smaller groups rather than circuit or district. A ward comprises of fewer schools; about 20 or 25 and to have 25 people in a room is easier to deal with rather than having 300 people.

The response suggests that principals believed that workshops should be conducted in such a way that they are helpful towards chairpersons. According to principals this could be achieved if such workshops are conducted in wards where the number is controllable and individual attention is possible to clarify issues should the need arise. The response appears to agree with Dean (2001) who maintains that improved lines of communication between principals and SGB chairpersons develop confidence and trust between them. Principals proposed the establishment of a formidable SGB structure of a ward. It was the feeling of principals that SGB chairpersons could be informed about the problems of neighbouring schools and could work as teams in addressing problems of schools. For instance principal A mentioned that:

SGB chairpersons should have an SGB ward structure where they could share experiences of their different schools, as well as sharing ideas on how to deal with problems of schools.

The response indicates that chairpersons should work as teams in addressing problems of schools. This seems to suggest that rather than working in isolation, chairpersons would benefit from the experiences of others in the team. It is possible therefore that the experience acquired from working in the team will assist principals and chairpersons to work closer to one another.

All principals indicated that there was a need for urgent induction programmes for the new governing body members to help them to quickly adapt to their new working environments. In this regard principal C had this to say:

The problem with the SGBs is that they keep on changing. It is possible to have members this year and the following year they do not have children and does not qualify as members, therefore they have to be replaced.

The response suggests a lack of continuous capacity building programmes. This lack of continuous capacity building programmes disadvantaged SGB chairpersons in that such programmes assist in clarifying governance roles of principals and SGB chairpersons. Capacity building programmes equip chairpersons with skills and knowledge which will enable them to assist principals regarding governance of schools. The need for continuous capacity building programmes corroborates Vandeyar (2000) in Calitz et al. (2002) when he contends that continuous capacity building programmes should be conducted to assist in clarifying roles of SGB chairpersons to work fruitfully with principal for the benefit of learners.

4.5.2. SGB chairpersons' perspectives

SGB chairpersons were asked what they thought needed to be done to make their role relationships with principals more compatible. They indicated that the document regarding the governance duties should be used at all times as a yardstick when both SGB chairpersons and principals perform their duties. On this, chairperson B mentioned that:

We should not use whatever we think is right, but we should rely on the document to guide us as we perform our duties.

The response indicates that sometimes role players deviated from the normal procedures when performing their responsibilities. This seems to suggest that failure to perform in accordance with laid-down procedures results to conflict between principals and SGB chairpersons when governance duties are performed. This concurs with Esp. and Saran (1995) who maintain that when lines of demarcation between the roles of principals and chairpersons are not clearly drawn up, there will always be conflict between the two parties. It was the feeling of chairpersons that principals should work with them openly and always consult them on all school issues. In this regard chairperson A reported that:

At times you could hear from the learners that certain things have occurred at school without any notification made to the chairperson. Such things are not good when people are working together.

Sometimes, poor communication between principals and governing body chairpersons occur when they perform their governance duties. It is possible that poor communication is likely to affect the work relationship between principals and chairpersons thus could be a source of conflict between them. Chairpersons indicated that there was a need for constant training of all stakeholders to ensure clear understanding of roles and that everybody is always on course when performing such roles. According to chairperson B this will help to ensure that:

Each should know his/her roles and nobody should interfere into the roles of others. Interference into the roles of others creates unnecessary conflict.

SGB chairperson's view indicates that, sometimes, there is interference into the roles of others due to lack of understanding. It can be concluded that such interference could result to conflict between the SGB chairpersons and principals when governance roles are performed. The findings highlight Davidoff and Lazarus (2002, p.177) assertion that 'where roles are not clear, there will always be problems of interference' into the roles of others.

4.6. Emerging issues

This chapter has presented data collected through semi-structured interviews; observation and document analysis methods. Data were analysed, compared and presented in an integrated form.

Section A showed that though the term of office of office-bearers may not exceed one year, however it emerged that the whole country has adopted three years.

Section B presented a relatively theoretical understanding of their roles and those of others by some SGB chairpersons and some principals, whilst some evidence showed

that the practice of others suggested otherwise. It also emerged that those who were experienced understood their roles and those of others, whilst the inexperienced encountered some problems.

Section C addressed the SGB chairpersons and principals' performance in key governance areas. Whilst both principals and SGB chairpersons pronounced good working relationships, in some cases performance in key governance areas suggested otherwise. There were some cases where chairpersons and principals worked together well. In the area of policy formulation, stakeholders agreed that this responsibility be carried out by principals and educators because of the lack of expertise on the part of the parent governors. On the other hand there were cases where performance in some key governance areas revealed that there is existence of conflict between principals and SGB chairpersons. For instance stakeholders encountered problems regarding the control of school finances. It seems there is a lack of adequate understanding of how the budget operated; thus stakeholders found themselves acting irresponsibly.

Section D identified some strategies at improving the compatibility of role relationships of SGB chairpersons and principals when performing their governance duties. It emerged that training programmes were not effective enough in helping both principals and chairpersons to adequately understand their governance roles, especially the newly elected principals and SGB chairpersons. It also came out that in some cases lines of communication were not clear enough between principals and SGB chairpersons.

The next chapter focuses on the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY; CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to investigate the role relationships of school governing body chairpersons and principals as they perform their governance responsibilities. This chapter addresses three issues. Firstly it summarises the study. Secondly it draws conclusions from the findings. Thirdly it suggests recommendations in response to the conclusions.

5.2 Summary

Chapter one set the scene of the study. In this chapter, I report that Section 16 (1) of the South African Schools Act (SASA), 84 of 1996, places the governance of every public school in its governing body, whose chairperson should be a parent. Section (16) (3) of the same Act stipulates that, “professional management of a public school must be undertaken by the principal under the authority of the Head of Department”, in this case the Director-General of the Department of Education. This study was, *inter alia*, driven by the realisation that there is a close relationship between governance and management duties. It was therefore important to study the role relationships of SGB chairpersons who are responsible for governance and principals who are to do both governance and management duties. A combination of literature and the researcher’s experience as an educator suggested that, there exists conflict between the parent governors and principals in general, and principals and SGB chairpersons in particular. The critical questions sought to investigate what both principals and chairpersons perceived as their governance roles and those of each other; as well as the extent to which these stakeholders’ perceptions are consistent with the law regarding school governance.

Chapter two reviewed related literature. This chapter examined the relationship between governance and management. It addressed the importance of the clarity of governance roles on the part of both principals and SGB chairpersons because this has

a bearing on the functioning of the school. The chapter also addressed conflict as it is part and parcel of any organisation. Literature encourages positive conflict because it generates new ideas helpful towards the achievement of the objectives of the organisation. This chapter further emphasizes the need for principals and governing bodies in general, and principals and chairpersons in particular to work in partnership so that roles could be clarified and agreements reached between them regarding their governance duties.

Chapter three described the methodology of the study. The study adopted a qualitative research design involving three data collection instruments: Semi-structured interviews, observation and document analysis. Semi-structured interviews were conducted with principals and SGB chairpersons. Governing body meetings of selected schools were observed to see how principals and chairpersons related to one another. Finally school official documents such as the records of minutes of governing body meetings were analysed to investigate role relationships between principals and chairpersons.

Chapter four presented and discussed the findings. This was done through key themes namely, stakeholders' knowledge and understanding of school governance roles; performance in key governance areas and suggested improvement strategies on the performance of governance roles. The findings show that in most cases principals and chairpersons were clear about their roles and those of each other, thus were able to work together harmoniously. However it emerged that the drawing up of governance related school policies, such as the mission and ethos of the school; curriculum programme development; code of conduct of learners etc. was delegated to educator component of the SGBs, SMTs and principals. This was as a result of the low education levels on the part of the parent component of the governing bodies. It was also established that where chairpersons and principals were experienced; there was clarity and understanding of governance roles. However, where stakeholders were inexperienced; there was a problem of lack of adequate understanding of such roles. From the research processes described above, what follows are conclusions that were reached.

5.3 Conclusions

1. The study's initial proposition was that there seemed to be a high level of conflict between the SGB chairpersons and principals. The findings show that in most cases there seemed to be clarity of roles on the part of both principals and chairpersons. A deeper examination of the situation suggests that this apparent clarity is superficial. It is so in that from the principals' perspective it was fine if SGB chairpersons permanently needed their assistance in performing their governance duties. Whilst both SGB chairpersons and principals seemed comfortable with this relationship, however there is a problem if it is to be a permanent expectation that chairpersons need assistance. This paints an unfortunate picture where there is a permanent subordinate and super ordinate relationship between the chairpersons and principals respectively. This seems to suggest that chairpersons are to wait for the assistance from principals without which they cannot perform their duties. It can therefore be concluded that in the schools studied, these two stakeholders were not equal partners in school governance. Thus the apparent harmony between them should not be construed as meaning that all is well regarding their role relationships.

2. Regarding performance in key governance areas; findings indicate that in most cases principals and chairpersons worked together collaboratively. However in other cases, because of the desire to do favours to friends and relatives these stakeholders pulled in different directions. It was established that interview processes were characterised by favouritism, nepotism and manipulation practiced by both principals and chairpersons. Whilst there was harmony in terms of working together between chairpersons and principals, however that apparent harmony was contrived. It was arising as a result of inequality between chairpersons and principals in terms of educational levels. Chairpersons who are supposed to lead are lowly educated thus on complicated issues such as formulating governance related policies, they are unable to lead. Subsequently, in the schools studied, this responsibility has been delegated to principals and educator component and the SMT. In as much as principals would like chairpersons to lead, but capacity and capability are not there to the extent that it is becoming a culture that chairpersons are to be guided to perform their governance duties. Whilst it is understandable that most chairpersons have low levels of formal education, however there is a danger when principals marginalize them in formulating

governance related school policies. SGB chairpersons are expected to assist in both their formulation and implementation of policies. Having said that, principals are in a dilemma in that, on the one hand they should help to capacitating chairpersons and the entire parent component of the SGB, but on the other there is work to be done immediately.

3. The school governance unit of the Department of Education organised programmes for developing school governing bodies. Despite such programmes, the findings suggest that the less experienced principals and chairpersons lack adequate understanding of their governance roles and those of each other. One may conclude that induction programmes are not adequately effective in capacitating both stakeholders regarding their governance roles.

4. Regarding proposed improvement strategies on the role relationships of principals and SGB chairpersons, the findings show that in terms of principals' perceptions capacitating of chairperson was done in a manner not suitable to help them. In most cases trainings of chairpersons were conducted in English, a language which most chairpersons were not comfortable with due to low levels of education. Moreover, such trainings were conducted in large groups where individual attention was impossible. This suggests that the training programmes offered were not effective in equipping chairpersons with sufficient skills and knowledge, for them to become equal partners with their principal counterparts in school governance. It can therefore be concluded that there are no sufficient mechanisms in place to cater for the appropriate capacitating of SGB chairpersons regarding their governance roles. On the other hand in terms of chairpersons' perceptions principals should always work with them openly according to stipulated procedures. For instance, there were some cases where chairpersons heard from learners of issues pertaining to schools. This seems to suggest that sometimes there was no proper consultation between principals and SGB chairpersons when governance roles were performed. It therefore concluded that in the schools studied sometimes there existed poor communication between principals and SGB chairpersons regarding the issues of schools. Given these conclusions, I suggest the following recommendations.

5.4 Recommendations

1. Schools should design their own training programmes where they could invite departmental officials or other consultants. These will assist in equipping parent governors with sufficient knowledge and skills regarding their governance responsibilities. Moreover schools should be adequately linked to centres such as Adult Basic Education and Training (ABET) to develop their own people.
2. Further studies should be conducted around how induction programmes can be made more useful.
3. There should be proper and clear lines of communication between principals and SGB chairpersons to ensure that information flows proficiently reaching the intended recipients.

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Appendix A (1)

Semi-structured interviews: Questions for school governing body chairpersons

1. How long have you served in the school governing body?
2. What in your opinion is your role as SGB chairperson?
3. What in your opinion is the role of the principal as an ex-officio member of the SGB?
4. How do you relate with the principal as far as finances are concerned?
5. To what extent do you participate in the selection and appointment of educators?
6. How do you co-operate with the principal regarding the administration and development of the school?
7. What if any, are some of the issues of disagreement between you and the principal?
8. What challenges do you face in working with the principal?

Appendix A (2)

Semi-structured interview schedule: Questions for Principals

1. How long have you been the principal in the school?
2. As an ex-officio member of the governing body, what would you say is your role?
3. As a principal yourself, what in your opinion is the role of the chairperson of the SGB?
4. As an accounting officer, how do you work with the SGB chairperson as far as finances are concerned?
5. How do you co-operate with the school governing body chairperson in the administration and development of the school?
6. How do you work with the parent component in the selection and appointment of educators?
7. What, if any, are some of the issues of disagreement between you and the chairperson of the governing body?
8. What challenges do you face in working with the SGB chairperson?

Appendix B

Observation guide: For school governing body meetings

1. How effective school governing body meetings were, regarding implementation of decisions.
2. Members' participation in the school governing body meetings.
3. Frequency of school governing body meetings.
4. How a school governing body chairperson and a principal related to each other during governing body meetings.
5. Frequency and means of communication between the school governing body chairperson and the principal.
6. Distribution of duties in the governing body.

Appendix C

Document analysis guide

For the purposes of document analysis, the following documents were studied:

- The constitution of the school governing body.
- Records of minutes of school governing body meetings.

The following were the specific issues of interest:

- Distribution of duties in the school governing body.
- Frequency and means of communication between the governing body chairperson and the principal.
- Frequency of governing body meetings.

Appendix D

C1057 Mshwathi Road
P. O. KwaMshu
4360
05 September 2006

The Circuit Manager
KwaMashu Circuit Office
Private Bag x108
KwaMashu
4360

Sir/Madam

Re: Request for permission to conduct research at selected schools: KwaMashu Circuit.

The research I am conducting is the role relationships of the School Governing Body and Principals in the selected schools in the KwaMashu area. This research is a requirement of the M. Ed. program at the Edgewood campus of the University of KwaZulu-Natal.

For the purpose of this research, semi-structured interviews; observations and document analysis will be used. I will conduct interviews with the principals and chairpersons of the School Governing bodies at the following selected senior primary and senior secondary schools:

.....Senior Primary SchoolSenior Secondary School
.....Senior Primary SchoolSenior Secondary School

The interviews should not exceed 30 minutes. All information will be dealt in the strictest of confidence and anonymity is assured. I request your permission to conduct interviews among principals and chairpersons of governing bodies in the above mentioned schools in September 2006. Since principals will be involved, the researcher will ascertain that this research does not in any way interfere with the normal functioning of the school. Should you have any concern about the project, feel free to contact my supervisor, Dr V. Chikoko at Tel. No. 031-2602639.

Thank you for giving attention to my request.

Yours Faithfully

.....
S.W. Khuzwayo
Tel: 031) 5043159
Cell: 0835979705



PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION

KWAMASHU CIRCUIT OFFICE

Address	<i>A186-7 Musa Road</i>	Private Bag	<i>X018</i>	Telephone	<i>031-5031177</i>
Ikheli	<i>KWAMASHU</i>	Isikhwama sePosi	<i>KWAMASHU</i>	Ucingo	<i>031-5031195</i>
Adres	<i>4360</i>	Privaatsak	<i>4360</i>	Telefoon	
				Toll Free No.	<i>0800 360691</i>
				Fax	<i>031-5031178</i>
Enquiries		Reference	RESEACH	Date	
Imibuzo	G.N. MSIMANGO	Inkomba	IN SCHOOLS	Usuku	2005-11-17
Navrae		Verwysing		Datum	

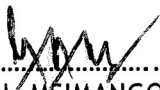
MR S.W. KHUZWAYO
University of KwaZulu-Natal

REQUEST TO CONDUCT RESEARCH

Permission to conduct research is hereby granted.

You are to liaise with the management of the school to get access.

We take this opportunity to wish you well.


.....
DR G.N. MSIMANGO
CIRCUIT MANAGER

Appendix F

C1057 Mshwathi Road
P. O. KwaMashu
4360
04 September 2006

The Chairperson / Principal
.....
.....
.....

Sir / Madam

Re: Request for permission to conduct research in your school

I am a registered M. Ed student at the Edgewood campus of the University of KwaZulu-Natal. The study is a requirement to the M. Ed program. The purpose of the study is to investigate the role relationships of the chairpersons of school governing bodies and principals of schools in the performance of their duties.

The participants will be both principals and chairpersons of the school governing bodies. You are assured that the information that you provide will remain anonymous and information will be used for research purpose only. A copy of the study will be made available to school on request. Should you have any concern about the project be free to contact my supervisor, Dr V. Chikoko at Tel. 031-260 2639.

Attached please find a letter of permission granted to me by the Department of Education.

Thank you for giving attention to my request.

Yours Faithfully
Khuzwayo S.W.

.....
Tel. 031-5043159
Cell. 083597 9705

Appendix G

C1057 Mshwathi Road
PO KwaMashu
4360
05 September 2006

Dear Participant

Interview: The role relationships of the school governing body chairpersons and principals in school governance in selected schools in the KwaMashu area.

I am currently studying for a Master of Education degree at the Edgewood Campus of the University of KwaZulu-Natal. My student number is 205523063. The study is concerned with the role relationships of the school governing body chairpersons and principals in school governance in selected primary and secondary schools in the KwaMashu area. The study is a requirement of the M.Ed program.

The study involves interviews, observations and school document analysis. As one of the selected participants, I am requesting your assistance in the study, where you will be interviewed about your experiences relating to the study. Interviews should not exceed 30 minutes and will be tape recorded but through your approval. The date, time and venue will be decided in consultation with you. You are assured that participation is voluntary. You are free to withdraw from the research at any time without any negative or undesirable consequences to you. All information will be regarded as confidential, and no personal details of any school will be used. All information collected and used during the study will be destroyed after use.

Should you have any concern about the project, be free to contact my supervisor, Dr. V. Chikoko at Tel. No. 031-2602639.

Yours Faithfully

S.W. Khuzwayo

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Tel. 031-5043159
Cell. 0835979705

Attached please find a letter of permission granted to me by the Department of Education.

I wish to thank you in advance. Please sign the consent form if you are willing to participate in the study.

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time should I so desire.

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SIGNATURE OF PARTICIPANT

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DATE