



**CHALLENGES CONFRONTING SCHOOLS GOVERNING BODIES IN  
MAKING SCHOOLS SPECIFIC POLICIES: A CASE STUDY OF  
MALAMULELE NORTH EAST CIRCUIT**

**BY**  
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**A Mini Dissertation Submitted at the School of Management  
Sciences of the University of Venda in Partial Fulfilment of the  
Requirements for the Degree Master of Public Management**

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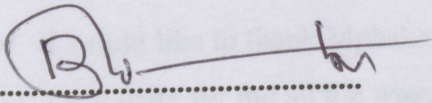


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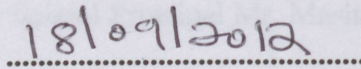
## DECLARATION

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I, SHIVAMBU PHANUEL hereby declare that the dissertation for the degree of Master in Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this university or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

  
.....

**Signature**

  
.....

**Date**

## ACKNOWLEDGMENTS

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My sincere gratitude is directed to the following persons who supported me during the enormous task of my studies towards the Masters degree and who made the completion of this research possible:

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- My Pastor Hasani Makondo, for moral and religious support.

**For all these people my thanks are due.**

## DEDICATION

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On my personal note, I dedicate this project to my parents, the late Mr. Risimati Frans Shivambu and Mrs Tsatsawani Nwa-Gezani Shivambu. You were there for me all the way.

My Wife Magrerth Gladys Magedzhe-Shivambu, thank you for your lovely support throughout my study;

## ABSTRACT

The Department of Education, through the South African Schools Act No 84 of 1996 aim to instill the principles of democracy, equity, equality and transparency in schools, as it provide for a "uniform system for the organisation, governance and funding of schools" SASA (1996). The large responsibility of managing and governing schools is in the hands of schools with the help from the Department of Education. It is for this reason that this study aims to explore the role and effectiveness of School Governing body as it carries this amount of responsibility mentioned above.

In April 1994, after South Africa's first democratic elections, a new era in education commenced. The education system was transformed to a unitary system and a programme of legislation was launched aimed at promoting democratic ideals and practices. It therefore takes a capacitated SGB to facilitate the process and procedures for the newly introduced legislations.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and problems faced by SGB during the implementation of the policies. Random and purposive samplings were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publication, research publication, and report. Primary data were obtained through questionnaires.

The findings of this study have shown that there are differences in the understanding of roles to be played in the SGB. Learners, educators and SMT members feel that they play a positive role in the SGB whilst the parent members do not understand their roles, and this impact negatively on the effectiveness of the SGB. The study also showed that the low levels of literacy amongst parents disadvantage them in terms of their understanding of educational issues and how to perform required tasks, however good cooperation and understanding amongst member supplement the weaknesses of this SGB.

The recommendations suggest the need for workshops and capacity development programmes to improve confidence amongst parents as well as to provide information to all SGB members.

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SASA

- SGBS School Governing Bodies
- SMT School Management Team
- COLT Culture of Learning and Teaching
- HoD Head of Department
- DoE Department of Education
- IPT Independent Project Trust
- LPRD Lesotho People Democratic Republic
- LRC Learners Representative Council
- LOC Local Organizing Committee
- CDPA Community Development Partners
- OECD Organization for Economic Co-operation and Development
- NASGB National Association of School Governing Bodies

## LIST OF AFB ABBREVIATIONS

- **SGBS** School Governing Bodies
- **SMT** School Management Team
- **COLT** Culture of Meaning and Teaching
- **HoD** Head of Department
- **DoE** Department of Education
- **ATT** Independent Project Trust
- **LPDR** Leo People Democratic Republic
- **LRC** Learners Representative Council
- **LOC** Local Organising Committee
- **CDFs** Community Development Forums
- **OECD** Organization for Economic Cooperation and Development
- **NASGB** National Association of School Governing Bodies

## **CHAPTER 1:           ORIENTATION OF THE STUDY**

### **1.1 Introduction**

Democracy brought many changes in South Africa. Those changes affected school management and governance as well. South Africa had a long history of apartheid and other forms of unfair discrimination in education. In the past, there were different and unequal education systems based on ethnicity, race and colour.

One of the basic aims of the South African schools Act (Act no 84 of 1996) was to change the fragmented education. It also aimed to reverse the results of unfair discrimination that may still be present in the school system. Furthermore, the South African schools Act (Act no 84 of 1996) were aimed at the of a new national school system. The schools Act foresaw that each public school should have a creation and management governing body that is representative of all the stakeholders. The South African schools Act gave meaningful functions to governing bodies. Their functions may also be increased in accordance with their growing expertise, ability and experience. This is an empirical study which investigates the challenges confronting schools governing bodies in making schools specific policies in Malamulele North East Circuit Secondary Schools. This chapter presents the problem statement, aim of the study, objectives of the study, hypothesis, research questions, and significance of the study, definition of operational concepts, scope of the study, limitation of the study and structure of the research.

### **1.2 Background of the study**

Since 1996, the Republic of South Africa had a democratic constitution. The constitution as the highest law in the country and all other laws and conduct had to be in accordance with the constitution. The constitution of the Republic of South Africa, 1996, set specific important values on which the democratic state should be based. In other words, those were values and principles which would be taken into account, particularly in the governance of schools.

The constitution recognizes that everyone has the right to basic education. The state must thus do all that is reasonable to ensure that everyone receives basic education. For example, the State must see to it that enough schools are built and maintained, teachers are trained and paid, books and other materials for the schools are purchased and that good standards of education are maintained. The state must thus provide enough money for the basic school needs. (Potgieter et al, 1997:5).

In fact the constitution of 1996 also requires that school education must be transformed and democratized. The democratization of education includes the idea that stakeholders such as parents, teachers, learners and other people (such as members of the community near your school) must participate in the activities of the school. According to Potgieter et al (1997:6), the school governing body makes decisions on behalf of the school and sees to it that the school is administered properly. Through representation on the governing body all stakeholders can share in the decisions of that body. The members of the governing body are also accountable to these stakeholders. In other words, they must report back to them on what they have done to serve the best interests of the learners at the school Potgieter et al (1997:6).

### 1.3 Problem statement

According to section 16 (1) of the South African school Act (Act 84 of 1996) a governing body is a statutory body of people who are elected to govern a school.

Based on section 23 (1) of the South African schools Act, the governing body of an ordinary public school is made up of three groups of people, namely, members who are elected, the school principal and members who are co-opted and not elected. Section 23 (2) of the schools Act says members who are elected must consist of the following people: Parents of learners at the school, excluding parents employed at that school; Educators at the school; Members of staff at the school who are not educators (such as the secretarial staff and those who work in the school garden) and Learners at the school who are in grade eight or a higher grade.

Based on the information in the preceding paragraph, to be elected in a governing body is not based on a personal skill, qualification or any form of expertise. Doctors can be elected; people who cannot read or write can be elected. According to section 16(1) of the South African Schools Act (Act 84 of 1996), the governance of every public school is vested in its governing body. School governance, as regards the governing body's functions, means determining the policy and rules by which a school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively and in terms of the law and the budget of the school. Despite the provision of SASA that gives the School Governing Body the authority to make policies, there are the following challenges: Lack of resources; Lack of proper training; Illiteracy and Poor public participation.

This study will try to investigate the impact which the above challenges have on making schools specific policies by Schools Governing Bodies and will also try to provide solutions on those challenges.

## 1.4 Research Aim and Objectives

The following are the objectives of this study:

### 1.4.1 Research Aim

The aim of the study is to investigate the challenges confronting Schools Governing Bodies in making schools specific policies.

### 1.4.2 Specific Objectives

- To investigate whether lack of resources can result in Schools Governing Bodies failing to make schools specific policies.
- To investigate whether lack of proper training can lead to Schools Governing Bodies in failing to construct schools specific policies.

- To investigate whether illiteracy can result in Schools Governing Bodies lack knowledge to make schools specific policies.
- To investigate whether poor public participation can results in Schools Governing Bodies lack information to make schools specific policies.

## 1.5 Research Hypothesis

- Lack of resources results in Schools Governing Bodies failing to make schools specific policies.
- Lack of proper training lead to Schools Governing Bodies failing to make schools specific policies.
- Illiteracy results in Schools Governing Bodies lack knowledge to make schools specific policies.
- Poor public participation results in Schools Governing Bodies lack information to make schools specific policies.

## 1.6 Research Questions

- What causes Schools Governing Bodies have challenges in making schools specific policies?
- Can lack of resources result in Schools Governing Bodies failing to make schools specific policies?
- Can lack of proper training leads to Schools Governing Bodies failing to make schools specific policies?
- Can illiteracy result in Schools Governing Bodies lacking knowledge to make schools specific policies?
- Can poor public participation result in Schools Governing Bodies lacking information to make schools specific policies?

## 1.7 Delimitation of the study

This study will be conducted at Vhembe District Department of Education focusing at Malamulele North East Circuit. All School Governing Bodies of that Circuit will form the scope of this study.

## 1.8 Limitation of study

The researcher will be threatened by long distances from where some schools have been located for example These secondary school as one of the more distance school in Malamulele North East circuit. Funds are a limiting factor as the study required a lot of funds for travelling, typing, binding and photocopying. Due to the sensitivity of the topic, some people will feel uncomfortable to answer research questions because they are not sure where the information will be taken to.

## 1.9 Significance of the study

Policy-making is explained as a process in the course of which decisions are taken with regard to what is to be done. In other words policy making is the process that entails the determination of objectives, goals or targets. This process also involves decisions on who is to take action to attain the pre-determined objectives, how to go about achieving the objectives determined and when the necessary action for achieving the objectives is to be taken.

The end result of policy-making is policy. If school governing bodies can understand the content of policy-making they can be able to produce good policies in schools. The data supplied will benefit schools because policies give direction on how to achieve the pre-determined goals. The community self-control will be able to influence the policies of schools as policy-making is participative. A good policy takes into contemplation the Acts of the country and schools determination not be sued for contravening them, and therefore the government may save money. Policy-making process improves simplicity, responsibility and accountability and through that it helps to curb corruption.

## 1.10 Summary of Literature Review

School governance, as regards the governing body's functions, means determining the policy and rules by which a school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (Potgieter et al, 1997:11). The South African Schools Act (Act 84 of 1996) stipulates that the governing body is responsible for governing the school.

### **The drafting of a constitution**

The constitution of an organization is a written document which determines its character and mission and sets out the principles which govern its internal organizational pattern. It demarcates the different departments in the organization and determines the powers and functions of each department and its office-bearers (Oosthuizen et al, 2009:284).

According to Atkinson as quoted by Oosthuizen et al (2009:284), the following serves as an example of provisions which may be found in a typical constitution of a governing body: Description and definitions of concepts; The name and objectives of the governing body; Members of the governing body; Office-bearers; Procedures for the filling of vacancies; Resignation; Committees of governing body; Expulsion; Functions; Meetings; Dissolution and Amendment of the constitution.

### **Movable and immovable property**

According to section 20 of the South African Schools Act, the governing body is responsible for the management and administration of all property (movable and immovable) of the school (including the schools hostels). The governing body may, for example, decide on the reasonable use of the school facilities for community and social purposes or to collect fees.

## **Code of conduct for learners**

Section 8 of the South African Schools Act determines that the governing body of a public school must draft a code of conduct (school rules) for learners which are aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

## **Public Policy Making**

Public policy making is often viewed as a conveyor belt in which issues are first recognized as a problem, alternative courses of action are considered, and policies are adopted, implemented by agency personnel, evaluated, changed, and finally terminated on the basis of their success or lack thereof (Stewart et al, 2008:9-10). The school, as an organ of the government, should use this process to make different policies to realize its objectives. According to Dye (1995:3) public policy is what ever governments choose to do or not to do. But Fox and Meyer (1995:107) define policy as authoritative statements made by legitimate public institution about the way in which they propose to deal with policy problems. On the other hand, Anderson (1997:9) defines policy as a proposed course of action of a person, group or government within a given environment providing obstacles and opportunities which the policy was proposed to utilize and overcome in an effort to reach a goal or realize an objective.

## **Policy Evaluation**

Policy evaluation is the assessment of the overall effectiveness of a national program in meeting its objectives, or an assessment of the relative effectiveness of two or more programs in meeting common objectives (Stewart et al, 2008:130). On the other hand, Fox and Meyer (1995:45) define policy evaluation as the use of a policy analytic research method or technique to measure performance programmes so that the continuous change in activities can be determined with a view to improve effectiveness, especially their impact on the conditions they are supposed to change, also the system measurement of performance in terms of specific policies, guidelines and procedures, passing judgments on others, assessing blame or praise, the use of research technique

to measure the past performance of a specific programme-in particular the programme impact on the conditions it seeks to modify- for the purpose of changing the operation of the programme so as to improve its effectiveness at achieving the objectives.

### **Policy Dynamic, Change, Failure and Success**

The concept of policy change refers to the replacement of one or more existing policies by one or more other policies. This includes both the adoption of new policies and the modification or repeal of existing ones (Stewart et al, 2008:145). Cloete and Wissink (2000:239-240) identified the following as reasons for policy change: changing environment; changing public opinion; changing in the demands on the government; change in the resource base; changing nature of institutions; changing in political leadership and changing in policy solutions or service delivery strategies.

### **Resources and Policy Making**

Van der Waldt and Du Toit (1997:122) are of the opinion that the ability of an institution to provide certain services and/or products is largely determined by the availability of resources. This in turn would also largely determine the internal operational policy made in the institution. Resources are all substances, primary and secondary, of value and used by humankind to sustain, first its livelihood and, second, in its quest to improve the general welfare of people and to generate wealth by means of the products and services provided to society (Du Doit et al, 2002:34).

On the other hand, Collins Dictionary and Thesaurus (1989:851) defines resources as assets, capital, funds, holdings, riches, suppliers and wealth. According to Du Doit et al (2002:33) government institutions may view resources as what is necessary to govern and to provide service. That means for government institutions to provide services they need resources. Schwella et al (1996:6) say public resources management focuses on the relationship between public management functions, skills and techniques and the scarce resources used to achieve legitimate and legal policy goals and objectives.

## **Adult education for promoting literacy**

According to United Nation Educational, Scientific and Cultural Organization (UNESCO) as quoted by Tight (2002:64-65) the term adult education denotes the entire body of organized educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities, as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop, enrich their knowledge, improve their technical or professional qualification, or turn them in a new direction and bring about changes in their attitudes and behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

### **1.11 Definition of concepts**

#### **Policy**

Dye in Cloete et al (2007: 14) defined policy as a kind of guide that delimits action. On the other hand, Ranney in Cloete and Wissink (2000:11) defines policy as a mechanism employed to realize societal goals and to allocate resources. For the purpose of this study policy will refer to anything which delimits action in a school and any mechanism employed to realize the goals of the school and to allocate resources in that particular school.

#### **Public Policy**

Public policy is whatever governments choose to do or not to do (Dye, 1998:3). Harold Lasswell in Stewart et al (2008:6) defines public policy as a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern.

#### **Policy-Making**

Policy-making can be explained as a process in the course of which decisions are taken with regard to what is to be done. In other words policy-making is the process that entails the determination of objectives, goals, or targets. This process also involves decisions on who is to take action to attain the pre-determined objectives, how to go about achieving the objectives

determined and when the necessary action for achieving the objectives is to be taken (Cloete, 1986:56).

### **Policy analysis**

Policy analysis is defined as the description and explanation of the causes and consequences of government activity (Dye, 1998:3).

### **Policy implementation**

Policy implementation is defined as a series of government decisions and actions directed towards putting an already decided mandate in to effect (Stewart et al, 2008:10).

### **Policy evaluation**

Policy evaluation is checking what happens as a result of the public policy-that is what happens after a policy is implemented. It is further concerned with the actual impacts of legislation or the extent to which the policy actually achieves its intended results (Stewart et al, 2008:11).

### **Policy formulation**

Mutaba et al in Cloete and Wissik (2000:47) defined policy formulation as an activity encompassing problem identification, data and information generation and analysis, and decision making.

### **School governing body**

A governing body is a statutory body of people who are elected to govern a school. This means that a governing is set up by an Act of parliament, in particular the Schools Act. The school governors, that are the people serving on a governing body, represent the school community. The governance of every public school is vested in its governing body (Potgieter et al, 1997:23).

## 1.12 Organisation of the Study

This research will consist of five chapters which will be as follows:

### **Chapter 1: Background of the study**

This chapter will consist of the introduction, background, followed by problem statement, aim of the study, objective of the study, hypothesis, research questions, and significance of study, definition of concepts, scope of the study and structure of the research.

### **Chapter 2: Literature review**

In this chapter, there will be the reviewing of the literature related to challenges confronting schools governing bodies in making schools specific policies in Malamulele North East Circuit Secondary Schools in Vhembe region in the Limpopo province. This chapter will be concerned with literature on school governance and policy making process in public institution.

### **Chapter 3: Research Design and Methodology**

The chapter will provide details with regard to the methodology that is used to investigate the challenges confronting school governing bodies in making schools specific policies in Malamulele North East Circuit. The reason for the choice and use of qualitative methodology will be provided in this chapter. Study area, study population, sampling, research instrument plans, data collection, data analysis and ethical consideration will be provided in this section.

### **Chapter 4: Data presentation, Analysis and Interpretation**

The chapter will consist of the analysis of the data gathered with regard to challenges confronting school governing bodies in making school specific policies in Malamulele North East Circuit Secondary Schools and interpretation of the results or findings of the research which will be

conducted. Self-explanatory tables will be invoked to display the data to answer questions raised in this study.

## Chapter 5: Findings, Recommendations and Conclusion

This chapter will present the major findings with regard to the major issues which this research is intending to investigate. This chapter will ultimately terminate with a list of recommendations in relation to key issues that the research will be investigating. Reasons for arriving at a particular decision will be furnished in this chapter.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

Wragg and Partington (1990:64) state that if a governing body is to be effective, a group of individuals, some of whom may never have met others before, must become a team and set out to work for the good of the school and its community. This implies keeping up to date about what is going on in education generally and in the school in particular. The governors must have the capacity to pool the talents and knowledge of politicians, parents, educators and others in the locality to ensure success in schools.

SASA contains provisions that govern the SGBs. The Act supports the idea of a partnership between all people who have interest in education. Schools will be improved only through the joint efforts of parents, educators, learners, members of their local communities and education departmental officials; The Act creates a framework that gives parents a far greater role in the governance and development of schools. Wragg & Partington (1990:8) maintain that educational changes hit governing bodies very suddenly in the late 1980s. Governors were by large caught unaware. The demand for governors-training grew and local education authorities were put in the inevitable position of having to provide training.

Lediga (1997:2) maintains that one of the major reasons why education is in a mess in South Africa, especially in historically black schools, is the absence of effective school governance. He goes on to argue that getting school governance right will go a long way towards educational reconstruction in Limpopo Province. This calls for SGBs to be capacitated if Limpopo Province wants to see education reconstructed and changed for the better.

## 2.2 School Governance in South Africa

School governance, as regards the governing body's functions, means determining the policy and rules by which your school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (Potgieter et al, 1997:11).

The South African Schools Act (Act 84 of 1996) stipulates that the governing body is responsible for governing the school. This does not mean that the governing body must run the school on a day-to-day basis, but that it must:

- Perform all the specific functions given to governing bodies by the Schools Act and by provincial legislation and regulations;
- Set, improve and develop the rules, direction and policy by which the school must function within the framework of the Schools Act;
- Oversee and keep overall control over the development and maintenance of the infrastructure and property of the school; and
- Bring about and develop a partnership based on trust and respect between all stakeholders, namely parents, learners, educators, other staff of the school, the local community and the education authority (Potgieter et al, 1997:11).

The general purpose of a governing body is to perform efficiently its functions in terms of the Schools Act on behalf of the school and for the benefit of the community. A governing body is therefore placed in a position of trust towards a school. In other words, a governing body is expected to act in good faith, to carry out all its duties and functions on behalf of a school and be accountable for its actions. All school governors must know what their duties and functions are and how these fit with the duties of the principal.

## 2.3 Functions and duties of the School Governing Body

The functions of the governing body of a public school which are discussed hereunder are in sections 5-9, 13, 16, 18-23, 25 and 37 of the South African Schools Act (Act 84 of 1996).

### 2.3.1 The drafting of a constitution of School Governing Body

The constitution of an organization is a written document which determines its character and mission and sets out the principles which govern its internal organizational pattern. It demarcates the different departments in the organization and determines the powers and functions of each department and its office-bearers (Oosthuizen et al, 2009:284).

According to Atkinson as quoted by Oosthuizen et al (2009:284), the following serves as an example of provisions which may be found in a typical constitution of a governing body: Description and definitions of concepts; The name and objectives of the governing body; Members of the governing body; Office-bearers; Procedures for the filling of vacancies; Resignation; Committees of governing body; Expulsion; Functions; Meetings; Dissolution and Amendment of the constitution.

### 2.3.2 The mission statement

In terms of section 20 of the South African Schools Act, a governing body must develop a mission for the school.

The mission or rationale of an organization may be described as a document in which the fundamental and unique aspirations of an organization are set out (Pearce and Robinson, 1982:81). According to Nicol in Oosthuizen et al (2009:286), a mission statement of a school must include the following:

- The rationale of the school;
- The target group of the school and the market within which it functions;

- Services that are provided by the school to achieve its mission;
- The orientation of the school with regard to survival and growth;
- Management philosophy of the school;
- How the school intends to satisfy the needs of the groups which have an interest in it and
- The orientation of the school in terms of its public business image.

### 2.3.3 Language policy

The governing body must draft a language for the school, keeping in mind compliance with the following:

- Provisions of provincial legislation within the specific province
- Provisions of the South African Schools Act
- The norms and standards which apply to language policy in schools, as published by the Minister of Education in the Government Gazette
- Provisions of the Constitution of the Republic of South Africa (Oosthuizen et al, 2009:286).

### 2.3.4 Religious policy

The governing body may, in terms of section 7 of the South African Schools Act, issue rules which regulate religious observances at school. The requirements which have to be considered by the governing body in drafting these rules include the following:

- Such requirements must be in accordance with applicable provincial legislation
- Religious observances must take place in a fair manner
- Attendance of religious observances must be free and voluntary
- All requirements must comply with the provisions of the constitution of the Republic of South Africa (Act 108 of 1996).

### 2.3.5 Code of conduct for learners

Section 8 of the South African Schools Act determines that the governing body of a public school must draft a code of conduct (school rules) for learners which are aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

### 2.3.6 Suspension of learners

In terms of section 9(1) of the South African Schools Act, subject to the provisions of the relevant provincial legislation, a governing body may suspend a learner from attending a particular school. This is, however, subject to the following:

- The learner must receive a lawful hearing before being suspended.
- The learner may, after the completion of the hearing, not be suspended for more than one week. Suspension must serve as a corrective measure.
- In terms of section 9(1) (b), the period for suspension may exceed one week where it is recommended that the learner be expelled from school and the governing body is waiting for a decision from the Director-General of the specific department in this regard (provided the waiting period does not exceed one week).
- The expulsion of a learner from a public school may only be affected by the Director-General of the provincial education department in question.

### 2.3.7 Admission policy

The governing body drafts the admission policy of the school. In terms of section 5 of the South African Schools Act, the following requirements must be adhered to:

- No admission test may be conducted for the admission (or refusal) of any learner to the school.

- The admission policy must be drafted in such a way that no unfair discrimination against a learner occurs.
- No learner may be refused admission on the basis that his parent is not able or refuses to pay school fees as determined by the governing body, does not support the mission of the school as determined by the governing body, is not prepared to sign an indemnity agreement drafted by the school indemnifying the school against any damage to the learner.
- Age requirements may be set by the authorities to establish admission requirements for learners to a school or a grade in a school.

### 2.3.8 Supporting the staff

In terms of section 20 of the South African Schools Act, a governing body must support the staff (including educators) in the performance of their professional activities.

### 2.3.9 Schools hours

The governing body in terms of section 20 of the South African Schools Act determines the school hours. This function should obviously be performed after consultation and in close conjunction with the principal.

### 2.3.10 Financial matters

In terms of section 37 of the South African Schools Act, the governing body must establish a school fund and administer it according to certain prescripts. Among other things according to section 37 of the South African Schools Act, the governing body has to

- Establish a school fund in the name of the school
- Open a school fund banking account and administer it on behalf of the school
- See to it that all money, contributions and donations are paid into the school fund account
- See to it that all assets acquired by a public school are property of the school

- See to it that the school fund is to be used for, *inter alia*, for the education purposes of such a school, the performance of the functions of the governing body, etc.

### 2.3.11 Movable and immovable property

According to section 20 of the South African Schools Act, the governing body is responsible for the management and administration of all property (movable and immovable) of the school (including the schools hostels). The governing body may, for example, decide on the reasonable use of the school facilities for community and social purposes or to collect fees.

### 2.3.12 Recommendations for the appointment of educators

The governing body makes recommendations for the appointments of educators at the school concerned. These are sent to the relevant provincial Director-General, who may approve them and make the appointment.

## 2.4 Public Policy Making

Public policy making is often viewed as a conveyor belt in which issues are first recognize as a problem, alternative courses of action are considered, and policies are adopted, implemented by agency personnel, evaluated, changed, and finally terminated on the basis of their success or lack thereof (Stewart et al, 2008:9-10). The school, as an organ of the government, should use this process to make different policies to realize its objectives. According to Dye (1995:3) public policy is what ever governments choose to do or not to do. But Fox and Meyer (1995:107) define policy as authoritative statements made by legitimate public institution about the way in which they propose to deal with policy problems. On the other hand, Anderson (1997:9) defines policy as a proposed course of action of a person, group or government within a given environment providing obstacles and opportunities which the policy was proposed to utilized and overcome in an effort to reach a goal or realizes an objective.

Cloete (1986:56) defines policy making as a process in which decisions are taken on the course of action to be taken. This means that policy making involves determining goals and objectives. It also involves determining the public officials responsibly for taking action to achieve the objectives, the procedure to be followed to achieve the objectives are to be attained. Without policy making public institutions are bound to be disorientated, disorganized and unproductive. Thus policy making gives direction and a sense of purpose to public institutions.

The objectives emanating from policy making should be clearly articulated to ensure that personnel achieve the set objectives. Thus ambiguous objectives are more likely to confuse personnel to the detriment of the productivity of public institutions (Rondinell, 1983:81). The making of a public policy is a process not an event. According to Van Der Waladt et al (2002:179) there are phases of policy making process. These phases are identification of the problem, agenda setting, formulation of policy proposals, and implementation of the policy and evaluation of the policy.

## 2.5 Identification of the Problem

Before any public policy can be formulated the problem needs to be identified or brought to the attention of the policy maker (Van Der Waladt et al, 2002:180). Sufficient information on the problem, such as the needs of the community and environmental factors, need to be made available before it is placed on the agenda of the policy maker. All actions in the public sector should be purposeful and goal directed. The goal should be known to all concerned to ensure that all activities are aimed at the goal.

Cloete and Wissink (2000:97) also argue that policy process normally starts when a policy issue is identified by one or more stakeholders in society, who feel that the actions of the government detrimentally affect them or another segment of the society. There are various ways in which the public can make their needs known to policy makers. These include voting in elections, forming or using interest or pressure groups to relay information to the government, writing letters to the government on specific issues, drawing up and signing petitions on issues that the policy maker should be aware of, communicating with the media to highlight a specific problem, taking up

issues with particular public officials, contacting the political representative directly (Van Der Waldt et al, 2002:180-181).

## 2.7 Policy Formulation

### 2.6 Agenda Setting

Policy formulation is a process where pertinent and acceptable courses of action for dealing with Cobb and Elder in Stewart et al (2008:68) define agenda setting as a set of political controversies that will be viewed as falling within of legitimate concerns meriting the attention of the polity, a set of items scheduled for active and serious attention by a decision-making body. Agenda setting is preceded by problem identification and the ability to articulate that process. According to Wissink and Cloete (2000:98) is a deliberate process of planning and action which defines and priorities policy issues and problems, mobilize support and lobbies decisions-makers to take appropriate action. Agenda issues, according to Johnson (1992:2) are selecting issues that warrant serious consideration for formulating or reformulating policy.

An analysis into agenda setting processes typically looks at how problems developed, how they were defined, the legitimizing of one course of action over another, and the appearance of policy system to act on such problem over a continuous basis (Jones, 1984:37). Policy agenda setting is necessary because of the increase in policy related issues and the problems faced by the government. According to Meyer and Cloete (2000:98-99) the problem is intensified by the fact that government has insufficient or shrinking resources to deal with these problems effectively.

Stewart et al (2008:70) and Van Der Waldt et al (2002: 182) have identified two kinds of agendas, namely, popular agenda (or systematic agenda) and institutional agenda. Popular agenda consists of problems or issues that the general public is interested in and falls within the jurisdiction of existing government authority. The institutional agendas are those issues that require the active and serious consideration of authoritative decision-makers, and thus constitute the policy process. Cloete and Wissink (2000:102) have identified the following as role players in agenda setting:

- Elected political office-bearers.
- Appointed officials.

- The media.

## 2.7 Policy Formulation

Policy formulation is a process where pertinent and acceptable courses of action for dealing with some particular problem are identified and enacted into law (Stewart et al, 2008:88). The aim of policy analysis and the policy making process is to find the best policy that addresses the problem to be resolved. The term best alternative is value based and is influenced especially by the value system of the individual or group making the decision (Brynard, 2000:153). Policy makers have to decide on which policy amongst the various alternatives to implement. Each policy alternative should be thoroughly analyzed before a choice is made (Van Der Waldt et al, 2002:184). This process involves forecasting or predicting what would happen if each alternative were implemented. Van Der Waldt et al (2009:91) states that careful planning and utilization techniques such as a scenario-building could further enhance the policy formulating process and reduce the possibility of unintended consequences.

Dunn (1994:174) describes scenarios as outlines of hypothetical future events that could change a specific problem situation. It involves productive use of the imagination to creatively describe certain aspects of future situations. According to Johnson (1992:161-162) the alternative that offers the greatest benefits with the least possible cost should ideally be chosen. Furthermore, Johnson says it is here that political factors can come into play as the policy makers could have already identified an alternative that will be chosen and followed through. Van Der Waldt (2002:184) argues that selecting the best alternative should be based on objective criteria such as:

- Mutual benefits
- Political acceptability
- Benefits of the policy to the public and government
- Costs of the policy to the public and government
- Feasibility of its implementation

Hanekom (1987:14-15) mentioned the following as the factors which influence policy formulation: Circumstances; public need; policies of political parties; political grouping; interest groups; influence of public officials; availability of resources; population increase; crises; personal views of political office bearers and Research and investigation. Hanekom et al (1990:27-32) has identified the following as participates in policy formulation: Community; Public officials; Politicians; Legislature; Groups and Opposition.

## 2.8 Policy Implementation

Policy implementation means administration of the law in which various actors, organization, procedures and techniques work together to adopted policies into effect in an effort to attain policy or program goals (Stewart et al, 2008:106). They further define implementation in terms of output, or the extent to which programmatic goals are supported, such as the level of expenditures committed to a program or the number of violations issued for failure to comply with the implementation directives.

The policy implementation process entails translating decisions into actions ( Van Der Waldt et al, 2002:185). Public officials within government institutions are responsible for actual implementation of the policy, while the political office-bearers are held responsible for the action or inaction of the departments. Incorrect interpretation may lead to deviations from the actual intentions of the policy maker. The policy implementation phase results in the formulation of administrative and operational policy, where procedures and manuals are developed to guide the actions of public officials. It is important that standards for action should be clear. For implementation to be effective, it should link to the performance management system of the institution (Van Der Waldt, 2000:96-97).

Brynard (2000:177) and Van Der Waldt (2000:96) argue that policy implementation is inherently a political process. Such implementation is concerned with who gets what, when, how, where, and from whom, and is the result of the choices made through the interaction of the different policy actors, each with their separate values, interests and goals. In addition, Brynard (2000:177-178) states further that policy implementation occurs at various levels, among the various

government levels. Cloete (1994:108) states that it is important that the most appropriate and best terminology be utilized in the implementation of a policy. This is so that policy performance is approved and the aims of the policy are achieved. Johnson (1992:446-447) argues that certain basic requirements should be met to ensure successful policy implementation. These requirements are:

- The policy to be implemented should be translated so that it is understood correctly. The translation of the policy should identify the objectives of the policy, the definition of the policy issue to be addressed or solved by the policy, and any unintended conflicts or new problem arising from the policy.
- There should be sufficient resources available to implement the policy.
- Policy should be implemented as an orchestrated effort by the policy implementers. The public officials, legislators, Courts of law, interest groups and public should act together to ensure successful policy implementation
- Political and legal support
- A conducive socio-economic environment is also essential to the successful implementation of public policy. The economic circumstances of a country directly influence the availability of resources needed to implement the policy.

According to Stewart (2008:107-111) the following are the policy implementers: Bureaucracy; The legislature; Political executives; Courts; Pressure groups and Community organizations. Van Meter and Van Horn in Cloete and Wissink (2000:166) say policy implementation encompasses those actions by public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions.

## 2.9 Policy Evaluation

Policy evaluation is the assessment of the overall effectiveness of a national program in meeting its objectives, or an assessment of the relative effectiveness of two or more programs in meeting common objectives (Stewart et al, 2008:130). On the other hand, Fox and Meyer (1995:45) define policy evaluation as the use of a policy analytic research method or technique to measure performance programmes so that the continues change in activities can be determined with a

view to improve effectiveness, especially their impact on the conditions they are supposed to change, also the system measurement of performance in terms of specific policies, guidelines and procedures, passing judgments on others, assessing blame or praise, the use of research technique to measure the past performance of a specific programme-in particular the programme impact on the conditions it seeks to modify- for the purpose of changing the operation of the programme so as to improve its effectiveness at achieving the objectives.

After a public policy has been implemented, it is necessary to determine whether the policy has indeed had the effects intended by the policy maker and also whether it has had any unintended consequences, either positive or negative in nature (Van Der Waldt et al, 2002:191). Anderson (1994:244) says evaluation attempts to determine the cause and effect relationships in the policy process, and measures the results of a specific policy. This definition is taken further by Dye (1998:338) who sees policy evaluation as the assessment of the overall effectiveness of a national programme in achieving its objectives. The results of this process is determining better policies to achieve objectives and changing the objectives themselves.

According to Stewart (2008:130) there are two distinctive tasks in policy evaluation. One task is to determine what the consequences of a policy are by describing its impact, and the other task is to judge the success or failure of a policy according to a set of standards or value criteria. Cloete (2000:212) provides reasons for policy evaluation as follows: to learn lessons from the policy, project/programme for future review, design or implementation strategies; to provide political and financial accountability and to advocate policy causes more effectively. Shafritz, Posavac and Carey in Cloete and Wissink (2000:212) provide further reasons for policy evaluation: to measure progress towards the achievement of policy objectives; to test the feasibility of an assumption, principle, model, theory, proposal or strategy; to advocate a cause better and For public relations purposes.

Policy evaluation should be of best quality. Hanekom (1987:96) and Dunn (1994:405) suggest the following requirements to improve the quality of policy evaluation:

- Relevance: ensuring that the information obtained is relevant to the policy problem
- Significance: information should make a difference to an existing policy issue

- Validity: the real outcomes and not the perceived outcomes should be determined
- Reliability: the information should be obtained scientifically and be reliable
- Objectivity: the evaluation should be undertaken impartially and without bias
- Time lines: information should be supplied in time for the decision-makers to take informed decisions about future policies or programmes
- Usability: information should be presented in a user-friendly manner and should be focused on practical problem-solving ideas
- Legitimacy: it must enjoy the support of the major stakeholders involved in the policy issue are (e.g. participants, target groups or funders)
- Originality: it must generate new information that was not available before the evaluation was undertaken.

Not every individual has the authority or capacity to do policy evaluation as the quality needs not to be compromised. According to Cloete and Wissink (2000:229-230) the following are the possible options to do evaluation: internal implementation staff special internal research, planning or evaluation units; independent evaluators; and special multidisciplinary evaluation teams.

## 2.10 Composition of the school governing body

In accordance with the South African Schools' Act, (RSA, 1996:13) the membership of the SGB is made up of elected members, the principal and co-opted members. Elected members of the SGB comprise individuals from each of the following categories: parents of learner of the school, educators at the school, and members of staff at the school who are not educators and learners in the eighth grade or higher. Parents are in the majority on the SGB and there should be one parent more than the total of all other members combined. The number of parent, educator, no-educator and learner members who are on a governing body depends upon the size of the school enrolment and whether it is a primary, secondary or comprehensive school (Limpopo Department of Education, 2002:20). A primary school of between 160 and 719 pupils has six parent members, two educator members, one no-teaching member whereas a secondary school with more than 629 learners will have ten parent members , three educator members two non-teaching members and

three learner (DoE, 2002:20). In the absence of a non-teaching staff member the number of parent governors is reduced by one.

The small member of educators is, according to Deem, Brehoney and Heath (in Van WYK:2004:49) problematic for educators as they have frequently to rely on the SGB as a whole (and not their own educator representatives) to meet their needs, as educators are often reluctant to engage in direct confrontation with school principals at SGB meetings. This small number means that their right to have a say in the affairs of the school is curtailed. The entrenchment of the position of parents is indicative of the importance attached to their input in the affairs of the school (Visser, 1999:631).

SGBs are allowed to co-opt members from the community if they feel the person can make a good contribution to their functioning. Wragg and Partington (1990:67) stress that co-opted members should bring a dimension to the governing body, which other members cannot readily give. However, such members do not have voting rights on the School Governing Body, governors normally serve for a year's except Learner Representative Council (LRC) members who serve for a year unless re-elected and provided they are still at school. During these three years, if for whatever reason any member ceases to qualify as a governor she/he automatically ceases to be a member of the governing body (DoE, 2003:78). The primary reason for members losing their status is that they cease to be members when their children leave the school (DoE, 2003:78). Office bearers serve for only a year unless re-elected.

The establishment of SGBs with the inclusion of parents, educators and learners (in secondary schools) clearly demonstrates the government's commitment to democracy. This is supported by Gultig, Ndhlovu and Bertram (1999:25) who stress that this will help involve people in making decisions that affect their lives and therefore has a role in spreading democracy. De Clecq (2002:87) adds that local institutions develop greater motivation, commitment and involvement when in control and this control is important if education is to be relevant to local needs and conditions. School governing bodies were instituted with the aim of entrenching democracy and instituting representative governance, which it is strongly believed that it will enhance the effectiveness of schools and therefore improve the quality of education (DoE, 1996: 22). Davies

(1999:101) states that representation of these stakeholders on the governing body of the school (SGB) is a positive move in the effort to achieve the aims of democratisation, which includes participation. The participation in education is meant to achieve better education for all learners. The philosophy of giving significant powers to parents in decision-making “gives primacy to the concept that decisions about managing are best taken by those people closest to the users of the service” (Green, 1993:22). By involving more people in school governance the government hopes that this will boost democracy and ensure equity amongst schools (Dieltens & Enslin, 2002:4).

## 2.11 Policy Dynamic, Change, Failure and Success

The concept of policy change refers to the replacement of one or more existing policies by one or more other policies. This includes both the adoption of new policies and the modification or repeal of existing ones (Stewart et al, 2008:145). Cloete and Wissink (2000:239-240) identified the following as reasons for policy change: changing environment; changing public opinion; changing in the demands on the government; change in the resource base; changing nature of institutions; changing in political leadership and changing in policy solutions or service delivery strategies.

## 2.12 Levels of Public Policy

It is important to understand that public policy occurs at different levels. The following are levels of public policy:

### 2.12.1 Political policy

Political policy is also referred to as party political policy and is the policy promoted or advanced by a specific political party on specific issues. Political policy is largely generalistic and idealistic in nature (Hanekom, 1987:10; Gildenhys & Knipe, 200:288).

### **2.12.2 Government policy**

Government policy is also referred to as national policy and is the policy of the political party in power. This policy is formulated by the government of the day and attempts to interpret the ideology of the political party into practical objectives. Government policy is more specific than political policy (Hanekom, 1987:10).

### **2.12.3 Executive policy**

Executive policy originates from political and government policy and is decided upon by the political office-bearers who work together with senior ranking public officials. Policy at this level is concerned with setting priorities for government departments (Gildenhys & Knipe: Hanekom, 1987:10).

### **2.12.4 Operational policy**

Operational or administrative policy is the most specific policy and is required to achieve departmental objectives and ensure the smooth running of departmental operations. This is the implementation of policy at the operational level and deals with matters such as the utilization and maintenance of personnel, determining streamlined work procedures and methods and establishing appropriate arrangements for control. Operational policies have the effective and efficient running of the department, division or directorate as their main objective (Hanekom, 1987:10).

## **2.13 Public Policy Specific Environment**

The specific environment, according to Fox et al (1991:20-21), is part of the environment that directly influences the availability of resources to an institution. In specific environment there are other institutions and role-players which act as regulators, suppliers, consumers and competitors and will influence the policy making process.

### 2.13.1 Regulators

Regulators could mediate, control or regulate the task of the policy makers. Regulators are usually empowered with some form of authority to provide enforceable rules by which the policy makers have to abide. If a policy is formulated at departmental level, it should be regulated by the political policy as well as by the executive policy. There are policies that are higher than the departmental or operational policy. However, even the political policy is regulated by the constitution (Fox et al, 1991:21).

According to Van der Walddt et al (2002:172) it should be noted that all policies in a country stem from the highest policy in the country, which is the constitution. All subsequent policies should be in line with the principles set out in the constitution.

### 2.13.2 Suppliers

According to Fox et al (1991:21-22), suppliers produce, mobilize and allocate various kinds of resources to institutions. In policy making, the allocation of financial resources to the institution responsible for implementing the policy is vital. These financial resources are mobilized by means of taxes, levies or service charges before being allocated to the institution through a public policy. These resources must, however, be available before the policy maker can allocate them to the different institutions.

### 2.13.3 Consumers

The consumer's component consists of the users of the products or services provided by the public sector (Fox et al, 1991:22). In the case of policy making, it could be argued that the consumers are the communities for whom the policies have been formulated and whose needs are intended to be satisfied.

### 2.13.4 Competitors

There is no direct competition between public institutions for public service rendering. In other words, no two departments of Education render competing services to the community. However, the different public institutions have to compete to obtain the scarce resources such as money and people. The institution receiving the best allocation could stand a better chance of achieving their objectives. However, it is the task of the policy makers to ensure that all public institutions receive a fair and equitable allocation of resources (Van der Waldt et al, 2002:173).

### 2.14 Resources and Policy Making

Van der Waldt and Du Toit (1997:122) are of the opinion that the ability of an institution to provide certain services and/or products is largely determined by the availability of resources. This in turn would also largely determine the internal operational policy made in the institution. Resources are all substances, primary and secondary, of value and used by humankind to sustain, first its livelihood and, second, in its quest to improve the general welfare of people and to generate wealth by means of the products and services provided to society (Du Toit et al, 2002:34).

On the other hand, Collins Dictionary and Thesaurus (1989:851) defines resources as assets, capital, funds, holdings, riches, suppliers and wealth. According to Du Toit et al (2002:33) government institutions may view resources as what is necessary to govern and to provide service. That means for government institutions to provide services they need resources. Schwella et al (1996:6) say public resources management focuses on the relationship between public management functions, skills and techniques and the scarce resources used to achieve legitimate and legal police goals and objectives.

According to Schwella et al (1996:4) public resources consist of, amongst others; human resources, financial resources, information resources and natural resources. All public institutions require the above resources to realize their set goals and objectives. All these resources are needed by people, private companies and public institutions as important resources for

completing daily tasks, to conduct business and to conduct the activities of government institutions. Examples of government institutions are schools, hospitals, clinics, police stations, magistrate offices, municipality offices, and etc.

The term human resources refers to people who are prepared to offer their service to employer at a particular price (Du Toit et al, 2002:43). A school as a government institution, requires educators, clerks, gardeners, securities and other support staff to function effectively. It is crucial for any public manager to assess where the institution is, where it is going, as the implications on the future demand and supply of human resources. It is imperative for government institutions to draw up a human resource plan. According to Robins in Van der Merwe et al (2002:530) human resource planning is the process by which an institution ensures that it has the right numbers and kinds of people at the right place at the right time, capable of effectively and efficiently completing those tasks that will aid the institution in achieving its overall objectives. Du Toit et al (2002:44) say that there is a need for suitable qualified people but it seems that there is shortage of the type of personnel.

The other resources needed in a public institution are financial resources. No institution can operate without the necessary capital. A public institution uses money in order to function effectively. It is a goal of government to develop plans and programmes to utilize the public revenue that has been raised and to publicly declare its intentions on how it will fund these plans and programmes, and the main instrument in this regard is the budget (Van der Waldt et al, 2002:11). Based on the preceding statement, government institutions need to draw their budgets to fund their plans and programmes. The budget serves as an operating programme on which the administrative authority can base operational plans for each function that must be carried out to deliver public services. Policies, goals and concrete objectives may be realized effectively, efficiently and responsively (Gildenhys, 1993:404). According to Schwella et al (1996:127) budgeting is a fair reflection of public policy. Without money, plans and programmes of government institutions cannot be carried out.

Information resources are also one of the most important resources in a government institution. Du Toit et al (2002:45) define information as the knowledge obtained by processing collected

data into something meaningful-something that gives a full picture of a specific event .Van der Waldt et al(2002:144)defined information as data that has a particular meaning within a specific context.

Thus interpreting pieces of data provides information within certain contexts. Information provides a basis for action. To be useful, information should be accurate, timely, complete and relevant (Haag et al, 1998:22).Accurate information provides a valid and reliable reflection of reality. Timely information ,should be available for appropriate ,managerial action, complete information gives managers all the facts and details they need .If it is less than complete, they are likely to get an inaccurate or distorted picture of reality or the phenomenon at hand (Van der Waldt el al,2002:144).

In contemporary societies, information is an important factor in the process of government, administration and management. Du Doit et al (2002:45) say it would be unwise to make a decision about a particular situation without having knowledge about what caused the situation to develop. They further say information is extremely important in the process of decision making. Relevant information at hand empower government, administrators and managers to make decisions and take action

Another resources which play an integrals part in public institutions is the natural resources, Schwella et al(1996:278) defined natural resources as all renewable biophysical resources , including soil,water,forest and fish and non renewable resources including fossils fuels and high grade minerals and fossils ground water. According to Fox et al (1991:5) natural resources are considered a part of the economic environment. Muller in Schwella et al (1996:278) included natural resources in the environment's physical dimensions with assets like infrastructure.

According to Hanekom et al (1994:41) lack of resources not only hinders policy making ,it also limits the effective implementation of policy .No matter how clear the implementation orders are, if the personnel responsible for carrying out policies lack the resources to do an effective job, policy makers will be disappointed in the results

## 2.15 Public Participation and Policy Making

According to Swanepoel (2003:97), the major task of the government is to transform South Africa by facilitating an economic and social turn around, ensuring growth, upliftment of the masses and equitable treatment and prosperity for all. This route leads to changing of policies in all spheres of public institutions. To perform such complex balancing act successfully will require that major stakeholders and role players be brought together to work out the way forward and to work actively and jointly on an appropriate way forward. According to Cloete (1995:58) the policy making process will usually start with the collection and processing of factual information about the subject matter of the envisage policy and could require the obtaining of information from public institutions and interest or pressure groups.

Based on the preceding paragraph, it becomes clear that policy making requires public participation. Public participation is meant to ensure that citizens have a direct voice in public decisions and to ensure that government institution does the right thing. According to Callahan (2007:154) advocates of direct participation believe that citizens have the knowledge and expertise necessary to meaningfully participate in public sector decisions that affect them.

Participation theories argue that direct citizen participation not only leads to better decisions making, but also facilitates stability by developing a sense of community, increasing collective decision making, and promoting acceptance and respect of the governance process (Callahan, 1997:155). According to Callahan (1997:156) there is evidence that communities rich in social connectedness and civic engagement produce better schools, lower crime, enhanced government performance, and increased accountability. Furthermore, Callahan says that communities where citizens are active and involved, where a strong degree of trust and cooperation are present, tend to perform better than communities where citizens are disengaged and lack trust in one another and in public institutions.

The reasons for public participation in government institutions are many. One reason for including citizens is to find out what the public wants, to ascertain their priorities and preferences and to ensure that these values play a part in the decision-making process. Another reason for

including citizens is to improve the quality of the decision made by incorporating local knowledge in the process, which can lead to better outcomes (Callahan, 1997:157). According to Cloete and Wissink (2000:104-105) acceptable community participation in policy process takes place in the following ways:

The first is through the involvement of legitimate, democratically elected political representatives (e.g. councilors). They usually get policy mandates in elections or wards/constituency meetings, or exercise their discretion as elected representative of the community.

Secondly, community participation can occur through the involvement of leaders of legitimate organizations in community which represent different interests of and segments in the community (e.g. civic, culture, religious, welfare, recreational, youth, business and other organization)

Thirdly, community participation can take place through the involvement of individual opinion leaders in the community .some persons can influence prevailing opinions if they are regarded highly and respected by community as individuals, irrespective of their position in the communities. Lastly, community participation can be achieved through the direct involvement of ordinary members of the public in mass activities (as attendance at public meetings)

## 2.16 Training and Policy Making

According to Tight (2002:19) the idea of training is most usually associated with preparing someone for performing a task or role, typically, but not necessary in a work setting. The term training has been defined differently by many authors. Erasmus et al (2010:2) define training as the way in which an organization uses a systematic process to modify the knowledge, skills, and behaviour of employees that will enable it to achieve its objectives. They further say training aims to improve employee performance in an organization usually when work standards are low because of lack of knowledge and (or) skills, and (or) poor attitudes among individuals employees or groups. They view training as a deliberate intervention taken or planned to address present, and (or) anticipated knowledge/attitudes/skills shortcomings. Peters in Tight (2002:20)

says the concept of training has application when there is some specific type of performance that has to be mastered, practice is required for the mastering of it, and little emphasis is placed on the underlying rationale.

Another definition says training typically involves instruction and practice aimed at reaching a particular level of competence or operative efficiency. As a result of training we are to respond adequately and appropriately to some expected and typical situation. Often training addresses itself to improving performance in direct dealing with things. Thus it is necessary to train drivers and pilots, carpenters and surgeons, electricians and computer programmers. Other sorts of training are more concerned with dealing with people, as with training in sales techniques, training for supervisory positions or assertiveness training for women. Yet other kinds of training are more indirectly concerned with changing or controlling people or things, such as training to be an architect, lawyer or administrator (Deaden, 1984:59).

Goldstein and Gessner (1988:43) defined training as the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in the work situation. Training is imperative since all employees, irrespective of their background or academic qualifications have to work and develop in an ever-changing and developing work and community environment. Personnel training and development require processes of expanding knowledge, acquiring skills and changing attitudes (Du Toit et al, 2002:179).

Good training provides public officials with information tailored to make them productive. Du Toit et al (2002:1800 say the public service staff code highlights the importance of training and development. They say it specifies that the training of public servants must be geared to achieve an efficient, effective, no-partisan, career-orientated public service, broadly representative of the South African community, and which functions on a basis of fairness. Furthermore, they say it says the training of public servants must be designed to ensure need-focused training interventions, aimed at ensuring that public servants display a spirit of commitment, dedication and efficiency in rendering services to the public.

The South African Schools Act (Act 84 of 1996) says that the Head of Department of Education must establish a programme to provide introductory training for newly elected governing bodies to enable them to perform their functions. It further says the Head of Department (Department of Education) must provide continuing training to governing bodies to promote the effective performance of their functions or to enable them to assume additional functions.

The primary aim of White Paper on Public Service Training and Education (Notice 421 of 1997) is to establish a clear vision and policy framework to guide the introduction and implementation of new policies, procedures and legislation aimed at transforming public service training and education into dynamic, needs –based and pro-active instrument. The anticipated outcome of public service training and education that will be strategically linked to broader processes of transformation, institution building and human resource development within the public service and the skills development strategy.

People are trained in organizations because it benefits both the individual and the organization. According to Erasmus et al (2010:3) individuals from training in the following important ways: They are empowered to make better decisions and solve problems more effectively motivational variables of recognition, achievement, growth and responsibility are internalized and operational. Staff members are able to handle stress, tension, and conflict more effectively job satisfaction is increased and knowledge, communication skills, and attitudes are improved.

There are different approaches to training interventions in an organization. Reid and Barrington in Erasmus et al (2010:4-8) describe various generalized approaches to training interventions which are as follow:

- The learning by exposure- This approach involves individual learning, where the learner is assumed to gather knowledge and to use it without any help than that offered by colleagues.
- Educational approach- This approach serves individual needs. The learning content of most formal educational programmes is externally developed and frequently leads to recognized qualification.

- The system approach-This approach says training and development function receives input from the internal and external environment of the organization
- The problem centered approach-This approach solves short-term problems and is ad hoc in nature. It is dominated by operational problems that determine the needs of the individual or the group
- The action learning approach-This approach focuses on managers who study real-life problems and the solving of those problems without a real-life environment
- The analytical approach-This approach has been associated with the organizational training needs assessment, followed by analysis of the knowledge, skills and attitudes required for specific job
- The competence approach-This approach describes the outcome for a specific job and does not focus on the learning method. The learner and the trainer can decide how the learner can become competent
- Knowledge management system-A knowledge management system requires well-planned structured management information is stored. This information is then made available to those wishing to retrieve it, this will help employees to find information that will assist them in personal development and work needs
- The training process or procedural approach-The procedures that accompany this approach are as follows: existence of training policy, inclusion of training responsibilities in job descriptions, the regular and periodic definition of training needs, the creation of training plans, the provision of training resources, the implementation of training plans and the assessment of training results.

Besides the approaches discussed above, there are also types of training that can be followed by public institutions which are also as follows:

- Orientation training: It is essential for any newly appointed person. A person may have the right academic qualification, but may not be familiar with the specific circumstances and skills of the new job (Flippo, 1983:187).

- Proficiency training skills: skills referring to, among other things, technical, communication, human, analytical and conceptual skills that people have. Training is needed to apply these skills correctly in practice (Andrews, 1993:152).
- Sensitivity training: This focuses on improving interpersonal relations. The presumptions are that the cause of ineffective job performance lies in emotional problems (Andrews, 1993:153).

## 2.17 Literacy and policy making

Literacy is the apprenticeship for the knowledge needed to cope with everyday needs, including the individual relationship with the surrounding world (Ballara, 1991:1). A statement made by UNESCO in 1962 defines a literate person as one who has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community's development (Street, 1984:183).

On the hand, UNESCO has defined a functional illiterate as a person who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development (Ballara, 1991:7). Ballara (1991:1) says functional illiteracy is a term used in industrialized countries to refer to those who possess basic literacy and numeracy skills which are not sufficient for proper functioning-i.e. remaining unable to read or write or to make sense of written material-continues to have negative effects at individual, familial and societal levels and is a formidable obstacle to sustainable development. Ballara (1991:8-9) further says that these people lead a normal life but are incapable of coping with routine literacy tasks. This is not due to a lack of knowledge, but does indicate the need for an increase in education to enable participation in the social, political and economic environment, as well as fuller integration into the labour force where technical progress is steadily increasing. In addition Ballara says functional illiterates often feel a sense of personal failure and shame, some tend to withdraw from

society, whereas in countries where illiteracy is a generalized phenomenon it is regarded neither as a stigma nor as a reason for social exclusion.

On the other hand, Classen and Van Wesemael (1992:56) argue that adult illiterates develop their own systems for knowledge acquisition and some of them learn to operate surprisingly well in the absence to printed information. However, Driver et al (2001:6) argue that low education levels among the poor sector participants meant they did not understand the technical aspects of decisions taken. They further say participation requires knowledge of issues so that they can make meaningful and mature contributions. Comprehension levels of people participating with low education level are largely below the level of the issues that normally require participation. Issues of development have technical elements.

According to Ballara (1991:1) in a literate society, it is necessary to know how to read, write and calculate. Furthermore, Ballara argues that those who lack this knowledge find their options limited and their way of life more difficult. Acquiring literacy allows people to find a language and express their needs, interest, and concerns. In addition Ballara says literacy activities can provide a context and a reason for gathering together to discuss problem and seek solutions. Street (1984:186) argues that various academics claim that literacy improves intellectual competence and that it is a technical means to a productive end.

### **2.17.1 Lifelong learning for all to promote literacy**

The idea of lifelong learning for all, is an affirmation of the need for a continuing generation and distribution of knowledge, skills and competences through a country's population, has become an important focus for policy makers in many countries today (Petersen, undated:32).

Lifelong learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments (Peterson, undated:36). According to Walters (1999:218) lifelong learning means that learning and education are possible

at any age-from cradle to grave. Furthermore, Walters argues that it is integrative because it refers to learning both in the formal education system and through everyday life, either in the home, through a social movement, through work or through local community activities. It includes formal, non formal and informal education.

## 2.18 Conclusion

Belanger (1994:354) argues that lifelong is not a norm to prescribe but an empirical reality to analyze and reconstruct. Therefore, lifelong learning inevitable exists in all societies in different forms as people move through life's stages. He argues that there are many lifelong educations as in each society lifelong learning refers to the totality of learning activities which can be broken down into three specific constituent elements: initial education, adult education and the diffuse learning environments.

### 2.17.2 Adult education for promoting literacy

According to United Nation Educational, Scientific and Cultural Organization (UNESCO) as quoted by Tight (2002:64-65) the term adult education denotes the entire body of organized educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities, as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their , enrich their knowledge, improve their technical or professional qualification, or turn them in a new direction and bring about changes in their attitudes and behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

The above definition may be compared with that given by another international body, the Organization for Economic Cooperation and Development (OECD) which says Adult Education refers to any learning activity or programme deliberately designed by a providing agent to satisfy any learning need or interest that may be experienced at any stage in his or her life by a person who is over the statutory school leaving age and whose principal activity is no longer in education. Its ambit, thus, spans non-vocational, vocational, general, formal and non-formal studies as well as education with a collective social purpose (OECD, 1977:11). Each of these

definitions can be seen to encompass, training and education, vocational and non-vocational provision, study for qualification and for its own sake, and educational provision outside expressly educational institutions as well as within.

## 2.18 Conclusion

The intricacies of the involvement of the school community, particularly statutory parent participation in the form of the governance functioning of the school governing body, has been highlighted as an indispensable part of public education in South Africa. The functions and duties, such as the development of school policies, a school code of conduct, financial management, movable and immovable property of the school has also been highlighted in this chapter.

The policy making processes have been highlighted. Those processes are identification of the problem, agenda setting, formulation of policy proposal, implementation of the policy and evaluation of the policy. The impact of resources, training, public participation and illiteracy on policy making has also been discussed.

## CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

### 3.1 Introduction

This chapter will describe the design of the empirical investigation and the subsequent methodology that the researcher intends following in the investigation of the challenges confronting Schools governing bodies in making schools specific policies in Malamulele North East Secondary Schools. According to Babbie and Mouton (2009:647), research design is a plan or a blue print or a structured framework of how you intend conducting the research process in order to solve the research problem.

### 3.2 Study area

This study will be conducted at Malamulele North East Circuit under Vhembe District of Education which is found in Limpopo Province. The study will cover the following secondary schools under Malamulele North East Circuit: Madadzhe secondary, Alfred Ngwedzeni secondary, Ngula secondary, Shikundu secondary, Jim Chavani secondary, Ripambeta secondary, Adolf Mhinga secondary, N'wanati secondary and Basopa secondary.

### 3.3 Research Methodology

According to Huysamen (1995:163) research methodology is the creation and development of techniques and strategies to collect data, the development of methods to investigate and improve the psychometric properties such as reliability and validity of the data obtained by means of these techniques and the analysis of such data. In this study, research methodology involves a selection of appropriate research approaches, research methods, sampling procedures, respondents and instruments for collecting and analyzing data.

In this study the researcher quantitative and qualitative methods were used, although, qualitative methodology was dominant. The use of different methodologies according to Babbie (2007:113) to test the same findings is called triangulation.

### 3.3.1 Quantitative Research Design

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to Leedy (1993:244), are a very simple matter but are a powerful tool in the hands of the researcher who is able to view their nature and interrelationships more understandably. Through statistics, therefore the researcher is able to conceptualize what otherwise might be incomprehensible (Leedy, 1993:244), hence the advantages of this study. The facts gathered from questionnaires were translated into tabular form. This was done so that the facts (statistics) would speak more clearly

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279) as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers (Storbeck, 1994:73). Creswell (1994:4) is of the opinion that because quantitative research is impersonal and experimental it is not suitable to study human phenomenon. Contrary to Creswell's view (1994:4), a quantitative questionnaire has been regarded a suitable technique to gather some of the information from respondents in this study.

However, testing instruments such as scales, psychometric testing and other detailed statistical analysis will not be applied. A limited amount of quantitative analysis will be done. The idea of using this kind of strategy even in research of human phenomenon is justified by Best and Kahn (1993:204), Kerlinger (1986:481) and De Swardt (1998:32). These writers maintain that in some qualitative research (Human phenomena) a limited quantification is included viz, counting the number of occurrences of an event. According to Kerlinger (1986:481), all materials are potentially quantifiable. Quantification will be implemented in this study. The number of occurrences in each theme or category identified will be counted. The categories with high

frequency occurrences will be regarded as fairly significant to the problem investigated and will reflect the major problem with regard to the challenges confronting Schools Governing Bodies in making schools specific policies.

### 3.4 Population

#### 3.3.2 Qualitative Research Design

Donald and Pamela (2003:78), defined population as the group upon which the researcher is Wimmer and Dominick (1988:19) state that qualitative research describes or analyses a phenomenon without specifically measuring variables. No statistical analysis is involved in qualitative research although the data might be expressed numerically. Qualitative research deals mainly with unmeasurable features of research (Barnes 1992:108). According to Rudestam & Newton (1992:31), qualitative studies imply that the data are in the form of words. This programme is useful in those categories concerning the understanding of human phenomenon and for the investigation and interpretation of the meanings people attach to different events. The implementation of this approach is relevant to this study in the sense that the focus of qualitative falls on the participants which are parents, SGB and SMT members.

### 3.5 Sampling Methods and Site

A qualitative approach was used which used interviews with the parent component of the SGB. Informal discussions with various stakeholders were also done. The interviews were conducted to ascertain the level of participation by parents in the SGB and their understanding of their role. An attempt was also made, through interviews to determine the level of control by the School Management Team (SMT) in the affairs of the SGB.

Mouton and Marais (1990:163) state that in qualitative research, the researcher tends to become involved with the phenomenon. Since in qualitative research the data is in the form of words, the interviews, which will be used as data collection techniques in this research, will be expressed in the form of words. A holistic perspective permits a broader view of the complex issues facing educational researchers. However, some qualitative research includes limited quantification e.g. counting the number of occurrences in an event. Based on the constituents of qualitative research as discussed above, it becomes apparent that the aim of this study namely, to investigate the challenges faced by parental component of School governing body in improving the quality of education service delivery in Malamulele North East Circuit, parent and principal would also be

served by a qualitative research paradigm. The techniques for data collection and data analysis therefore fell within this paradigm.

### 3.4 Population

Donald and Pamela (2003:78), defined population as the group upon which the researcher is interested in making inferences. Population is defined as a set of entities in which all the measurements of interests to the practitioner or researcher are presented. (Powers, Meenaghan & Toomey 1985:235). The population in this study was comprised of school principals, educators, parent's component of SGBs, and stakeholders (parents) of Malamulele North East Circuit. The population was composed of one racial group, two nationalities with mixed gender and different age groups. The researcher considered that those selected were directly involved in the implication of the challenges confronting Schools Governing Bodies in making schools specific policies.

### 3.5 Sampling Methods and Size

Wimmer & Domminick (1983) share similar views with Lee (1994) by referring to sampling as a subset or sub segment of the population that is taken to be representation of the population. Mouton further mentions that the aim of sampling is to produce representative's selection of population elements. With regards to presentation Wimmer & Dominick (1983) mentioned that a sample that is not representative of population, regardless of its size, is inadequate for testing purposes-the results cannot be generalised for the population.

#### 3.5.1 Sampling Method

A sample can be viewed as a subset of measurements drawn from a population in which researchers are interested. Researchers study the sample in an effort to understand the population from which it was drawn and as a means for helping a researcher to explain some facet of the population (Powers, 1985:236).

A simple random and purposive sample was used for selection of a sample population. Simple random and purposive samplings are used in different contexts for the selection of a population sample. In simple random sampling, every member of the population has an equal chance of being selected. The selection of the primary and secondary school was done randomly selected in both schools in Malamulele North East Circuit. Purposive sampling gathers data on specific descriptors. A purposive sampling technique was employed in selection study participants. Not all members of the population were studied only those who were selected by means of purposive sampling were involved

A sample is chosen on the basis of what the researcher considers to be typical units. This study employed purposive sampling taken from members of the SGBs. Without any intention to define categories of schools by formal criteria, the researcher has attempted to contrast the schools by suggesting how strongly rural in character each sampled school was. A purposive sampling is selected because the researcher, believe, that the sample is representative.

### 3.5.2 Sample Size

According to Wimmer and Domminick (1988:68), determining an adequate sample size is one of the most controversial aspects of sampling. How large a sample should be in order to be representative of the population has no simple answer (1983:68)? Best and Kahn (1993:19) stated that there is no fixed number or percentage of subjects that determine the size of an adequate sample. It may depend upon the nature and the population of interest or data gathered and analysed.

### 3.1 Sampling size of the study

TARGET	STUDY POPULATION	STUDY SAMPLE
SGB members	50	20
SMT	30	15
Stakeholders (Parents)	100	15
<b>Total</b>	<b>180</b>	<b>50</b>

### 3.6 Data collection methods

The choice of data collection method for the researcher was the questionnaires because were useful in the process of controlling or checking whether the researcher has identified all the constituent element of a concept or not.

Both primary and secondary data was used for this study. Secondary data was obtained from government publications, research publications and reports. Secondary data was collected through literature reviews aimed at identifying attributes, policies, role and, function of the School Governing Body in rural schools. Primary data was obtained through questionnaires.

#### 3.6.1 Questionnaires survey

The reason for using questionnaires in this research was further based on Schumacher and McMillan's (1993:23) assertion that a questionnaire is relatively economical, has standardised questions and can ensure anonymity. The second method used to collect data in this study was through semi - structured questionnaires (Likert-Scale) which were administered to parents. The information obtained through questionnaires was analysed and compared to the information obtained through interviews with SGB and SMT members. The information was analysed and correlated to reach generalizations about this study. The information was collated and integrated with the information gathered from the literature review.

### 3.7 Data Analysis

Miles & Huberman (1994:345) state that data analyses is the process of systematically searching and arranging the interview transcription, field note, and other materials that are accumulated to increase the researcher's own understanding of them and to enable one to present what one has discovered. Analysis of data obtained from individual interviews was done through identifying common themes from the respondent's description of their experiences. Irrelevant information was separated from relevant information in the interviews. The relevant information was broken

into phrases or sentences which reflect a single or specific thought. The phrases or sentences were grouped into categories that reflected the various aspects of meanings. The various meanings identified were used to develop an overall description as seen by the respondents (McMillan & Schumacher, 2001:464).

Statistical Package for Scientific Solutions (SPSS) was used to analyze the questionnaires which were used to interview members of community. Quantitative studies emphasize the use of numerical measures to arrive at specific findings. The obtained information from questionnaires and interviews was first coded for each and every question and then entered in the Microsoft excel spreadsheet in words and number. The data collected were sorted, categorized and coded into separate pieces of data and were finally grouped into themes. The data collected in the interviews were then analyzed; leading to critical reflection comparing the findings of actual reported practices about the implementation of policies by the SGBs in the public schools of Malamulele North East Circuit.

### **3.8 Ethical consideration**

Paul and Jeanne (2010:101) say most ethical issues in research fall into one of four categories which 'I' as the researcher will consider while conducting my research which are as follows:

#### **3.8.1 Protection from harm**

Researcher should not expose research participants to unnecessary physical or psychological harm. Participants should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem. In cases where the nature of study involves creating a small amount of psychological discomfort, participants should know this ahead of time, and any necessary debriefing or counseling should follow immediately after the participation.

### **3.8.2 Informed consent**

According to Paul and Jeanne (2010:101) they say when people are intentionally recruited for participation in a research study, they should be told the nature of the study to be conducted and given the choice of either participating or not participating. Furthermore, they should be told that, if they agree to participate, they should have the right to withdraw from the study at any time. Any participation in a study should be strictly voluntary.

### **3.8.3 Right to privacy**

Paul and Jeanne (2010:102) further say that any research study involving human beings should be respect participants' right to privacy. Under no circumstances should a researcher report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. In generally, a researcher must keep the nature and quality of participants' performance strictly confidential.

### **3.8.4 Honesty with professional colleagues**

Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others about the nature of their findings. And under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly "noble" that conclusion may be.

In this study, respondents will be assured of anonymity and the information provided by the participants will be regarded as confidential unless agreed upon by the participant and the researcher.

### 3.9 Conclusion

In this chapter the research methodology has been discussed for this study. The researcher concluded that the population and sampling procedures as well as research instruments, data collection techniques and data analysis were more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in the research and how they were selected to form a sample. Interviews were used as data collection instrument to guarantee the success of this research. In Chapter four, the research focuses on research findings, analysis and interpretation.

Moreover, depending on their different school and community contexts, it was argued that SGBs in schools from advantaged areas, which had a tradition of parental participation, demonstrated relatively well functioning SGBs, especially regarding matters related to financial management and fundraising, while in the previously disadvantaged areas the problems with SGB functioning were widespread and wide ranging. Hence the study is aimed at testing the factors/conditions that are responsible for the way in which SGBs assume their service delivery responsibilities.

The presentation of section 21 status to school is part of the democratisation procedure, which has at present engulfed South African society. Schools are confident to be independent and self-reliant. In order to do these SGBs in these schools be obliged to taken an active role in the affairs of the school and understand their new duties and responsibilities. Van Wyk (2004:50) reiterates that the government recognizes that many SGBs, for the most part in the rural and less advantaged urban areas, do not have the required skills and experience to exercise their new powers and many have difficulty fulfilling their occupation.

## CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Table 4.1: Gender of the respondents

4.1 Introduction	Frequency	Percentages
Female	28	52
Male	22	40
Divorced	1	2
Total	50	100

The underlying principle of this study is to contribute to the obtainable body of research by various researchers and institutions on whether SGBs are able to implement the powers that have been decentralised, as they were intended. Some findings (Kgobe, 2000) are that the experiences of SGBs are uneven, depending on their different school and community contexts. It was argued that SGBs in schools from advantaged areas, which had a tradition of parental participation, demonstrated relatively well functioning SGBs, especially regarding matters related to financial management and fundraising, while in the previously disadvantaged areas the problems with SGB functioning were widespread and wide ranging. Hence the study is aimed at testing the factors/conditions that are responsible for the way in which SGBs assume their service delivery responsibilities.

The presentation of section 21 status to school is part of the democratization procedure, which has at present engulfed South African society. Schools are confident to be independent and self-reliant. In order to do these SGBs in these schools be obliged to taken an active role in the affairs of the school and understand their new duties and responsibilities. Van Wyk (2004:50) reiterates that the government recognizes that may SGBs, for the most part in the rural and less advantaged urban areas, do not have the required skills and experience to exercise their new powers and many have difficulty fulfilling their occupation.

## 4.2 Biographical information of the Respondents

**Table 4.1: Gender of the respondents**

	Frequency	Percentages
Female	26	52
Male	24	48
<b>Total</b>	<b>50</b>	<b>100</b>

The reason for probing in this regard was to determine whether both males and females were equally represented in the SGBs of the rural primary schools of Malamulele North East Circuit (See table 4.1). Table 4.1; show that 52 percent of the respondents were female and 48 were male in the schools of the Malamulele North East Circuit. In all cases, the number of women respondents category, outnumbered those of male respondents. The reason for active participation of the female respondents could be that men are usually working far from home or it could be that women are more interested in the education of their children. Another reason might be that males are not readily available to attend to their children's matters.

**Table 4.2: Marital status of the respondents**

	Frequency	Percentages
Married	40	80
Unmarried	4	8
Widow	2	4
Widower	2	4
Divorced	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

The table shows that the majority of the respondents were married, i.e. 10 SMT, 20 SGB, 10 educators and 10 parents. Out of the fifty twenty respondents, two respondents were unmarried two were widows and one are divorcee. It can be argued, therefore, that people who are married tend to be responsible people than the unmarried ones. One is then tempted to say that SGBs in Malamulele North East Circuit are actually governed and managed by responsible managers and

leaders. There is also a proof that these respondents have children in the schools they serve as SGB members. In terms of South African Schools Act, Act 84 of 1996, a parent can only be elected to serve in the SGB when he or she has the child in that particular school. This table indicates that, the respondents are that the members of the School Governing Bodies have children in their respective schools they are serving.

**Table 4.3: Respondents highest qualifications**

	Frequency	Percentages
No formal education	6	12
Primary level	10	20
Secondary level	6	12
Passed std 10	8	16
Tertiary level	20	40
<b>Total</b>	<b>50</b>	<b>100</b>

Respondents were classified in five categories, i.e., those who did not go to school at all, those who received primary education, those who received secondary education but did not pass standard 10, those who passed standard 10, and those who have undergone tertiary level. The table indicates that all principals and all educators have diplomas and degrees. It also indicates that the majority of parents did not pass standard 10. This is supported by the fact that out of ten parents, only three passed standard 10 and four are qualified as educators. It, can, therefore, be argued that the educational qualifications of respondents have negative effect on the roles and responsibilities and also on school development of the SGBs of the Malamulele North East Circuit. This suggested that in some schools parents were electing literate people whom they regarded as knowledgeable and experienced and whom they expected would contribute in improving the quality of teaching and learning at the school by serving in the SGBs.

**Table 4.4: Employment status of the respondents**

	Frequency	Percentage
Employed	9	18
Unemployed	41	82
<b>Total</b>	<b>50</b>	<b>100</b>

The results in table 4.4 indicates that 82% of the members are unemployed and only 18% are employed. If occupying a position in the school governing body is accompanied by some form of remuneration a high level of participation can be achieved and it may reduce poverty in the circuit. Based on the result from the table unemployment is very high in the circuit.

**Table 4.5 SGB Experience**

	Frequency	Percentage
5 years and above	1	2
4 years	3	7
3 years	5	11
2 years	9	18
1 year	11	22
Less than a year	20	40
<b>Total</b>	<b>50</b>	<b>100</b>

The results in table 4.5 indicates that 2% of the members have 5 or more years as members of the SGB, 7% have 4 years, 11% have 3 years, 18% have 2 years, 22% have only a year experience. It is revealed that 40% of the respondents have less than a year as members of the SGB. This result indicates that school governance in Malamulele North East circuit is done by people with no experience.

### 4.3 Challenges confronting SGBs in making schools specific policies

**Table 4.6: The SGB feels free to participate in decision-making**

	Frequency	Percentage
Strongly Disagree	10	20
Disagree	0	0
uncertain	8	16
Strongly Agree	30	60
Agree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.6 shows that Sixty-four percent of respondents agreed that the SGB feels free to participate in decision-making of schools, 20% of respondents disagreed while 16% were uncertain about how free they felt to participate in decision making.

The majority of respondents indicated that SGBs feel free to involve themselves in decision-making in schools. More SMT members than SGB members perceive restrictions limitations in how free SGB members feel to participate. This may be due to discrepancies in practice. SGB members may feel free to participate in decision-making but may not avail themselves of the opportunity as often as is expected. Table 4.6 shows that SGB members at some schools do not feel free to participate in decision-making. This may be due to intimidation or authoritarian management styles.

**Table 4.7: Parent views are considered when decisions are taken.**

	Frequency	Percentage
Strongly Agree	2	4
Agree	4	9
Uncertain	6	13
Disagree	7	16
Strongly disagree	26	58
<b>Total</b>	<b>50</b>	<b>100</b>

The table indicates that 74% of the respondents do not agree that parent's views are considered when decisions are taken, whereas 13% are unsure if parent's views are taken into consideration when decisions are taken. It is also indicated that 13% agree. Consequently parents views are not considered when decisions are taken.

**Table 4.8: SGB involvement in developing school policies**

	Frequency	Percentages
Strongly Disagree	10	20
Disagree	20	40
uncertain	10	20
Strongly Agree	6	12
Agree	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.8 indicates that 60% of respondents disagreed that they involve the SGB in developing school policies. 20 percent agreed and 20 percent were uncertain. School policies govern interaction and behaviour in the school. Table 4.8 shows that parent and learners are the parties most acutely affected by these policies and must often ensure compliance and give articulation to the policies. If parents and learners do not have input into these policies they cannot be expected to take ownership of them.

**Table 4.9: SGB involvement in extra-curricular activities**

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	10	20
uncertain	6	12
Strongly Agree	10	20
Agree	18	36
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.9 shows that 56% of respondents are encouraging the SGB to be actively involved in extra-curricular activities of the school. 32% of the respondents however revealed that SGBs were not being actively engaged in this regard and a disturbing 12% of respondents were uncertain about the validity of the statement. These are very unsettling but may well be a result of a lack of understanding of the concept "extra-curricular activities". That said, there is still clear evidence to suggest that some schools are not involving SGBs in the extra-curricular activities.

**Table 4.10: All decisions taken in meetings are implemented the school principal.**

	Frequency	Percentage
Strongly Agree	1	2
Agree	2	4
Uncertain	8	17
Disagree	11	24
Strongly disagree	22	53
<b>Total</b>	<b>50</b>	<b>100</b>

This table shows 6% of the respondents agree that decisions taken at meetings are implemented by the principal, and 17% of the respondents are unsure if decisions taken in meeting are implemented. On the other hand 77% of the respondents do not agree that all decision taken in

SGB meeting was implemented by the principal. Consequently it can be deduced from this study that important decisions taken in SGB meeting are not carried out by the principal.

**Table 4.11: The school reflects SGB-SMT partnerships when addressing school matters**

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	0	0
uncertain	0	0
Strongly Agree	0	0
Agree	50	100
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.11 reflects that all respondents agreed that their schools reflected a solid SGB-SMT partnership when addressing parent meetings about school matters. It is heartening to see that SGBs and SMT put on a single, united front in communicating with various constituencies.

**Table 4.12: The school has established SGB sub-committees**

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	4	8
uncertain	6	12
Strongly Agree	24	48
Agree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.12 shows that Sixty-eight percent of respondents agreed that the school has established SGB sub-committees. 20 percent of respondent disagreed, while 12% were uncertain. Fifty-four percent of SGB respondents agreed with the statement. Table 4.12 suggests that sub-committees, as structures to assist SMT-SGB partnerships, have not been established in some schools. Sub-committees can strengthen the SGB-SMT relationship by easing the work-load and ensure task

distribution. It also allows for proxy members should principal members become unavailable or merely overburdened.

**Table 4.13: Lack of resources causes SGB failing to make school's specific policies**

	Frequency	Percentages
Strongly Disagree	5	10
Disagree	5	10
uncertain	5	10
Strongly Agree	25	50
Agree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.13 disagreed that 10 respondents constituting 20% of the total sample shows that lack of resources causes SGB to fail to make school's specific policies, the notion which is fully supported by poor policies at schools of which the SGB members very often fail to articulate. 5 respondents are uncertain due to lack of knowledge while 35 respondents constituting 70% of the total sample agree that lack of resources causes SGB to fail to make the school policies and generally this confirms the challenges at schools particularly in the formation of policies.

**Table 4.14: Illiteracy causes SGB not to produce good school policies**

	Frequency	Percentages
Strongly Disagree	7	14
Disagree	3	6
uncertain	5	10
Strongly Agree	24	48
Agree	11	22
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.14 clearly indicates that 35 respondents constituting 70% of the total sample agree that indeed illiteracy causes SGB not to formulate good school policies and this is based on the fact that all policies are written through the medium of English and it is not supporting why SGB can

not formulated good policies at school. 10 respondents constituting 20% of the total sample disagree that illiteracy causes SGB not to formulate good school policies. The fact 10 respondents constituting 20% of the total sample are uncertain reveals misconception of a certain section of the community of respondents.

**Table 4.15: Poor participation is the major challenge of the SGB**

	Frequency	Percentages
Strongly Disagree	15	30
Disagree	5	10
uncertain	1	2
Strongly Agree	23	56
Agree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.15 show that 29 respondents constituting 68% of the total sample agree that poor public participation is the major challenge of the SGB. It must be noted however that many of the parents are not educated and the possibility of parents not taking the education of their learners can not be ruled out. 20 respondents constituting 40% of the total sample disagree that poor public participation is the major challenge of the SGB, something which could have its basis on the lack of information, but the fact that 1 respondent constituting 2% of the total sample confirms that ignorance is minimal to other respondents.

**Table 4.16: Relationship between SMT and SGB is good**

	Frequency	Percentages
Strongly Disagree	10	20
Disagree	5	10
uncertain	2	4
Strongly Agree	15	30
Agree	18	36
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.16 indicates that 33 respondents constituting 66% of the total sample agree that relationship between SGB and SMT is good, while 15 respondents constituting 30% of the total sample disagree that relationship between SGB and SMT is good, the issue which could be based on the wrong perception of the SGB by on certain group of parent. 2 respondents constituting 4% of the total sample are uncertain of what is materializing, something which could be based on the ignorance of the minority of parents.

**Table 4.17: SGB understands the policies of the school**

	Frequency	Percentages
Strongly Disagree	15	30
Disagree	15	30
uncertain	7	14
Strongly Agree	8	16
Agree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.17 reveals that 30 respondents constituting 60% of the total sample disagree that the SGB understand the policies of the school the notion which has its basis on the fact that the majority of the members of the SGB are uneducated, so it is not easy to articulate the policies of the school written in English. The fact that 13 respondents constituting 26% of the total sample agree clearly reveals the misunderstanding of the members. Due to ignorance it is not surprising to note that 7 respondents constituting 14% of the total sample are uncertain of what is happening.

**Table 4.18: SGB is involved in developing the school development plan**

	Frequency	Percentages
Strongly Disagree	5	10
Disagree	2	4
uncertain	3	6
Strongly Agree	25	50
Agree	15	30
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.18 reveals that 40 respondents constituting 80% of the total sample agree that the SGB is involved in developing the school development plan, something based on the fact very often the SGB is involved in matters affecting the school. 7 respondents constituting 14% of the total sample disagree that the SGB is involved in developing the school development plan, something which could be based on misconception of the respondents concerned. Ignorance is revealed by 3 respondent constituting 6% of the total sample.

**Table 4.19: SGB needs regular training in the formation of school policies**

	Frequency	Percentages
Strongly Disagree	7	14
Disagree	5	10
uncertain	0	0
Strongly Agree	25	50
Agree	13	26
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.19 reveals that 38 respondents constituting 76% of the total sample agree that SGB needs regular training in the formulation of school policies, something which could be based on the ever changing of school policies in schools. The fact that 12 respondents constituting 24% of the total sample disagree that the SGB needs regular training in the formulated of school policies, something based on the lack of information of certain respondents.

**Table 4.20: SGB is proficient in English**

	Frequency	Percentages
Strongly Disagree	20	40
Disagree	10	20
uncertain	3	6
Strongly Agree	10	20
Agree	7	14
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.20 indicates that 30 respondents constituting 60% of the total sample disagree that the SGB is proficient in English something which could be corroborate by earlier statements saying that the SGB was not involved in policies formulation due to illiteracy. The fact that 17 respondents constituting 34% of the total sample clearly to confirm that lack of information of certain respondents in the area of research. 3 respondents constituting 6% of the total sample are uncertain and this based on the ignorance of certain respondents.

**Table 4.21: SGB understands Public Finance Management Act**

	Frequency	Percentages
Strongly Disagree	20	40
Disagree	15	30
uncertain	0	0
Strongly Agree	10	20
Agree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.21 shows that 35 respondents constituting 70% of the total sample disagree that the SGB understands Public Management Act and this is because the SGB has not undergone any training pertaining to the Public Finance Management Act. 15 respondents constituting 30% of the total sample agree that the SGB understands Public Finance Management Act, the notion which could be based on the lack of knowledge with regard to certain respondents. It must be noted however that full training about Public Finance Management Act training about done to the SGB so it not surprising to note that the SGB is not conversant with the Public Finance Management Act.

**Table 4.22: SGB understand the vision and duties of the school**

	Frequency	Percentages
Strongly Disagree	20	40
Disagree	10	20
uncertain	5	10
Strongly Agree	10	20
Agree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

For an organisation to function properly all stakeholders must be fully conversant with the vision and mission of the organisation. Table 4.22 reveals that 30 respondents constituting 60% of the total sample disagree that SGB understands the vision and mission of the School, something which could be based on the illiteracy surrounding SGB members, but the fact the 15 respondents constituting 30% of the total sample is a clear indication of the lack of knowledge of certain respondents. The fact that 5 respondents constituting 10% of the total sample demonstrates misconception affecting a certain section of the respondents sampled.

**Table 4.23: SGB understands the strategies governors operate at**

	Frequency	Percentages
Strongly Disagree	28	56
Disagree	14	28
uncertain	2	4
Strongly Agree	3	6
Agree	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.23 reveals that 40 respondents constituting 80% of the total sample disagree that SGBs understand the strategies governors operate at, this is due to the fact that the SGB did not get training and once more the majority of member are illiteracy so they are unlikely to develop any tangible strategy that can make any organisation to operate tactfully. 10 respondents constituting

20% of the total sample who agree clearly demonstrate lack of information of certain respondents sampled.

**Table 4.24: SGB understand their role, functions and responsibilities as stimulated is SASA**

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	4	8
uncertain	6	12
Strongly Agree	24	48
Agree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.24 reveals that 42 respondents constituting 84% of the total sample disagree that the SGB understand their role, function and responsibilities as stipulated in SASA. SASA as a legal document needs understanding and the SGB members are most cases are illiterate they are unlikely to translate the document so it is not surprising to these results. 6 respondents constituting 12% of the total sample demonstrate agreement of respondents which could be due to lack of information of the sampled respondents, but the fact that 2 respondents constituting 40% of the total sample are uncertain manifests ignorance on the minority of certain respondents.

#### 4.4 Conclusion

In this chapter an analysis and interpretation of data has been made. The chapter dealt with the analysis and interpretation of the data collected from the schools and other respondents. The data presented in the above tables revealed challenges faced by SGB in the implementation of policies with regarding planning and budgeting, financial management, employment, governance and meetings. The core of the chapter was to investigate whether the parent component of the SGBs in Malamulele North East have the competencies, skills and ability to perform their legal mandate as stipulated in the South African School's Act 84 of 1996. It also dealt with the SGBs perceptions of their new functions. How they go about enacting these functions and how their

new status impacted on their functioning. Chapter five will give a summary of findings, conclusion and recommendations.

## 5.1 Introduction

The aim of this chapter is to present the summary, conclusion and recommendations from the findings that emerged in chapter 4. The researcher has highlighted the findings that are based on the data that were discussed in chapter five. The researcher has summarized these findings and made recommendations that relate to them. These recommendations concern the roles of SGB members, formulating and ensuring school policy, changing the culture of teaching and learning, managing school finances and factors that affect school governance. The researcher has also summarized the findings by relating them to the theoretical framework that was raised in chapter two and in conclusion the researcher has indicated what he thinks are the areas for future research.

## 5.2 Major Findings

Though the majority of respondents indicated that the SGB is composed of parents, educators and non-teaching staff members, there were respondents who believed not to be aware of the composition of the SGB. They included the deputy chairperson, deputy secretary, treasurer and coordinator which SASA does not include. This means that some parents are not knowledgeable about the composition of the SGB.

The majority of parent SGB members were above the age of fifty which was an indication that school governance was seen to be better led by the hands of senior citizens.

Despite the fact that the majority of the SGB members were female, the positions of the chairpersons were held by male figures. Because both the positions of secretary and treasurer in both schools.

The data revealed that the majority of parents in SGB have secondary education. There were few parents who had only primary education in the SGB.

## CHAPTER 5: MAJOR FINDINGS, CONCLUSION & RECOMMENDATIONS

### 5.1 Introduction

The aim, of this chapter is to present the summary, conclusion and recommendations from the findings that emerged in chapter 4. The researcher has highlighted the findings that are based on the data that were discussed in chapter four. The researcher has summarized these findings and made recommendations that relate to them. These recommendations concern the roles of SGB members, formulating and ensuring school policy, ensuring the culture of teaching and learning, managing school finances and factors that affect school governance. The researcher has also summarized the findings by relating them to the theoretical framework that was raised in chapter two and in conclusion the researcher has indicated what he thinks are the areas for future research.

### 5.2 Major Findings

Though the majority of respondents indicated that the SGB is composed of parents, educators and non-teaching staff members, there were respondents who seemed not to be aware of the composition of the SGB. They included the deputy chairperson, deputy secretary, organiser and coordinator which SASA does not include. This means that some parents are not knowledgeable about the composition of the SGB.

The majority of parent SGB members were above the age of fifty which was an indication that school governance was seen to be better left in the hands of senior citizens.

Despite the fact that the majority of the SGB members were female, the positions of the chairpersons were held by male figures. Females held the positions of secretary and treasurer in both schools.

The data revealed that the majority of parents in SGB have secondary education. There were few parents who had only primary education in the SGB.

It emerged from the data that a lack of commitment, a lack in punctuality, a lack of transparency and a lack of trust are the factors that affect school governance negatively.

Regarding the calling of meetings, the majority of respondents indicated that it is the principals who call SGB and parents meetings. This, as it emerged from the data, happens after the principal has called the SGB chairperson.

It emerged from the data from both principals and SGB members that finance committees deal mainly with making financial reports. It also emerged that the business of procuring assets is handled by educators.

The SGB members reported that unemployed members were not available for training due to the family commitments such as attending various social and religious gatherings as dictated by their culture;

From the interviews conducted, it became clear to the researcher that there was a matter of concern in terms of supplying food and transport for the district or circuit workshops. Participants reported that there was no provision for food and transport to serve the SGBs during the training;

Interviewees reported that there were no report back to other SGB members after training unless if there was a problem;

On chairing the SGB and parent meetings, the majority indicated that it is the role of the chairperson to chair school meetings. However there were respondents who indicated that it is the role of the chairperson and the principal.

From the data that were collected from the two schools it was apparent that parents are involved in the formulation of school policies. However, it emerged that the methods of initiating the formulation of school policies are different. Some indicated that the educators initiate policies

and bring them to SGB others reported that it is the SGB that initiates policy formulation. SASA prescribes that the SGB of the school must adopt a school policy. All the respondents reported that it is the role of the SGB to formulate school policy. What SASA does not specify is the involvement of parents in the formulation of school policy. SASA only specifies the consultation of learners, parents and educator on the adoption of a code of conduct. It does not specify the involvement of parents in the formulation of, for instance, language policy, admission policy and development of mission for the school. However, the respondents conceive parents as part of the policy formulation process. According to the reports, the adoption of policy is done by the parents in a parents meeting whereas SASA prescribes that the adoption be done by the SGB.

### 5.3 Conclusion

The study commenced with the proposition that parent governors with little financial competencies were experiencing difficulties in school financial governance decision-making. Hence, the three research questions guided the study so, the first research question focused on the experiences of parent governors in financial decision-making, taking into cognizance that some SGBs operate in different school financial groupings such as Section 21 and Section 20 status schools. The second research question was an attempt to investigate the challenges, if any, parent governors might encounter whilst operating in no fee-paying schools. The final research question aimed at finding out how the participation of SGB parent members can be enhanced.

SASA introduced the idea of the parent component members' involvement in the functioning of the SGB as a democratic right but also a responsibility. Although this right of participation has long been demanded as part of the democratic struggle in education, the ability to elect and run SGBs in the area where this research was conducted, presented a huge challenge to many SGBs who were not fully prepared and some of them inexperienced to take on such responsibilities.

SASA introduced the idea of the parent component members' involvement in the functioning of the SGB as a democratic right but also a responsibility. Although this right of participation has long been demanded as part of the democratic struggle in education, the ability to elect and run SGBs in the area where this research was conducted, presented a huge challenge to many SGBs

who were not fully prepared and some of them inexperienced to take on such responsibilities. The setting up of the SGBs was very difficult and even a contentious process.

The lack of parental participation is a great problem. It stops development of democratic governance in the local school community. It also holds up the overall development of democratic values and practices in rural areas. Illiteracy is an important part of this problem, but SGBs also seemed ignorant about ways they could be involved. SGBs did not seem to realize that every parent can make a significant contribution or that every parent has the right to be represented. Every SGB, especially those in rural areas, needs in-service training.

It may be concluded from the research that the results with regard to the management of schools and achievement of learners in schools of the LPDE will be improved if principals in various schools attain proper management skills. Mastery of these skills will make it easier for principals to involve members of the SGBs in the governance of schools.

This question is fully addressed by way of recommendations. Regarding parent governors' experiences in school financial reporting and participation in school budgetary activities, one may conclude that some parent governors have difficulty with English as a language. In the area of walking long distances to and from school, some parent governors in the selected schools had no problem. Instead, they seem to have a strong SGB passion and determination. Given that some parents in the schools studied refuse to pay school fee voluntary contributions and some school governors interfere with the ring-fenced allocated funds, it can therefore be concluded that 'No Fee' paying schools have huge challenges.

This study has helped the researcher deduce that parent participation in school governance is important, however, parent SGB members need to be engaged in some form of intensive training by the Department of Education. This training might increase the parent SGB member's motivation and this might in turn bring about increased effectiveness in school governance. This research was conducted in schools which are in historically disadvantaged rural areas and the study reflects the rural perspective of school governance.

The conceptual and theoretical framework that was raised in chapter two was helpful in this study, in that, the researcher was able to know what the parents do when they are tasked with policy related matters.

The data revealed that there is a level of learning that has taken place due to exposure to the operations of the SGB. The knowledge that the parent SGB members have acquired due to their exposure to SGB is in line with Bruner's Cognitive development theory. The respondents reported that due to short workshops that they have undergone have learned some of the things regarding school governance. For instance those who are still new in the SGB have little to explain on some of the SGB issues. This is congruent with what Vygotsky refers to as socio-cultural theory where an individual learns due to exposure to a new environment. The use Bloom's taxonomies (cognitive and effective domains) as lenses in the understanding of parent SGB members of their roles in the SGB has helped the researcher to understand the knowledge and the attitudes the parent SGB have on school governance.

#### 5.4 Recommendations

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

- On the basis of these findings the researcher recommends that clear national or provincial guidelines in the form of an SGB constitution be established to define the specific roles of each member of the SGB.
- The Department of Education should conduct an intensive training course for the parent SGB members on issues of school governance.
- Perhaps the first priority of every SGB should be to evaluate themselves against the requirements of SASA and decide in what areas they need to ask for help. At the same time the educational authorities, as well as school principals, should look for ways of helping local SGBs to analyze their capacity and make decisions about self-development.

It is recommended that the SGBs should promote the best interests of the schools and the provision of quality education. SASA gives SGBs a number of important areas of school life for which the SGBs can make individual policies that can develop and improve the quality of education. This offers SGBs the opportunity to be part of the democratic transformation of schools and to furnish solutions to problems in schools. If people are part of governance at local level they are more accountable to one another.

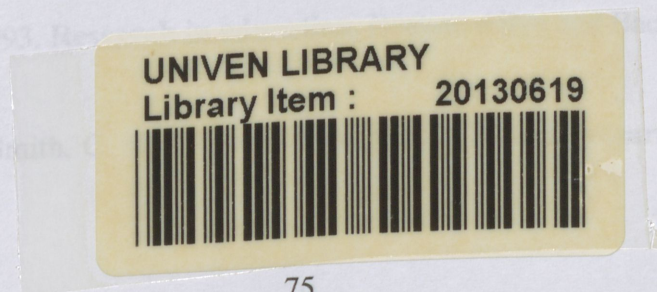
- The Department of Education should increase the period of the term of office of the SGBs to five years to allow for stability in school governance.
- In ensuring policy implementation the Department of Education should develop a manual for the SMTs in ensuring the implementation of school policies so that the line of operation of the SMTs and that of SGBs is clear. This could assist in improving the relationship between the SMT and the SGB and what referred to as ‘power plays’ would be addressed.
- SGBs in rural schools in particular need to be continuously developed on financial governance. District school governance unit officials should compile a programme aiming to develop newly appointed principals and newly elected SGBs on financial governance. Furthermore, there must be a monitoring tool such as requesting schools to report quarterly to the district about their financial governance strengths and areas of development. Such reports should include, *inter alia*, finance committee decisions, monthly reconciliation statements and school budget control statements.
- The researcher recommends that there be a common manual for the SGBs for reference in matters that pertain to financial management. This manual must contain all the guidelines in respect to financial management of the school. SASA just prescribes that SGBs must prepare a budget for the school but it does not give the details of the budget processes that must be followed. There must be a manual that contains all the details regarding financial management. It also emerged that educators are the key persons in procurement

processes. The researcher therefore recommends that the Department of Education organise a training course for SGB treasurers who seem to be parent SGB members.

- Principals as the management leaders should involve parents in developing partnerships with schools. Parent engagement must be transparent, demonstrate respect, encourage active participation and be underpinned by democratically decision-making. SGB meetings must address real issues and have agendas circulated well before meetings are scheduled. The parent and learner component must be polled for items that they wish to have tabled on the agenda. Established processes should be made explicit and should not be circumvented without due mandate from the entire SGB.
- The SGB should be the conduit to the community which should be constantly polled about what they want for their children in terms of educational needs and aspirations. SGB members should convene regular meetings with the general parent population and the entire community to provide feedback on the school's development, to solicit ideas on school improvement and to ensure synchronization between the school's curriculum and the community's educational requirements. Information should be fed back to the school and considered in curriculum design and programme offerings.
- It is recommended that uniformed members of the SGBs be given the opportunity to be instructed by governance facilitators regarding the composition of the SGBs. This could be made possible by the LPDE or by private companies and Non-Government Organizations (NGOs). The study recommended that wherever capable people in the community are already working effectively in the local SGBs, these people should be used more widely by the Department at circuit and/or district level to build capacity around the composition of the SGBs.
- It would be advisable for the facilitators to include a section in their training manual for the SGBs in helping principals, to understand the difference between their roles as managers and as participants in the shared governance of the school. It is recommended that principals should be helped to understand how certain policies such as the

composition of the SGBs can lead to the break down of trust and damage good governance if not properly implemented.

- On factors that affect school governance the researcher recommends that the SGB members, as a measure to motivate them to take part in school governance, be paid a stipend whenever the SGB members attend SGB meeting. This will not only motivate those in the SGB but parents in general since they will realise that parents who are active in school might be considered for election to the SGB. SGBs must as a measure of improving punctuality introduces award system for good governance by each SGB member and these awards be accompanied by prizes. This recommendation is in agreement with Self Determination Theory which Mwanwenda (1989) refers to as a situation in which extrinsic motivation leads to intrinsic motivation. This means that the SGB members, if they can be given rewards, would develop an interest in SGB matters since they derive pleasure in participating to school governance.



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## APPENDIXES

### SECTION A

#### Biographical information of the Respondents

**Table 4.1: Gender of the respondents**

Female	
Male	

**Table 4.2: Marital status of the respondents**

Married	
Unmarried	
Widow	
Widower	
Divorced	

**Table 4.3: Respondents highest qualifications**

No formal education	
Primary level	
Secondary level	
Passed std 10	
Tertiary level	

**Table 4.4: Employment status of the respondents**

Employed	
Unemployed	

**Table 4.5 SGB Experience**

5 years and above	
4 years	
3 years	
2 years	
1 year	
Less than a year	

**SECTION B**
**Challenges confronting SGBs in making schools specific policies**

*Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree*

Statement	Strongly agree	agree	uncertain	disagree	Strongly disagree
The SGB feels free to participate in decision-making					
Parent views are considered when decisions are taken.					
SGB involvement in developing school policies					
SGB involvement in extra-curricular activities					
All decisions taken in meetings are implemented the school principal.					
The school reflects SGB-SMT partnerships when addressing school matters					
The school has established SGB sub-committees					
Lack of resources causes SGB failing to make school's specific policies					
Illiteracy causes SGB not to produce good school policies					

Poor participation is the major challenge of the SGB					
Relationship between SMT and SGB is good					
SGB understands the policies of the school					
SGB is involved in developing the school development plan					
SGB needs regular training in the formation of school policies					
SGB is proficient in English					
SGB understands Public Finance Management Act					
SGB understand the vision and duties of the school					
SGB understands the strategies governors operate at					
SGB understand their role, functions and responsibilities as stimulated is SASA					

**Thank you for your Participation**