

**THE ROLE OF SCHOOL GOVERNING BODIES ON LEARNER PERFORMANCE IN
SELECTED SCHOOLS IN THE SEKGOSESE EAST CIRCUIT OF LIMPOPO
PROVINCE**

By

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Declaration

I declare that **THE ROLE OF SCHOOL GOVERNING BODIES ON LEARNER PERFORMANCE IN SELECTED SCHOOLS IN THE SEKGOSESE EAST CIRCUIT OF LIMPOPO PROVINCE** is my own work and that all the sources that I have used or quoted have been duly acknowledged by means of complete references

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Signature

05/04/2018
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date

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ABSTRACT

School Governing Bodies in South Africa were established in 1997 in line with the new democratic dispensation following the enactment of the South African Schools Act (SASA). The purpose of SGBs was to give decision making powers to local communities. It was intended to be a break away from the apartheid principle of centralised decision-making. Stakeholders were given the opportunity to partake in decision-making that affected education in the local community.

This study focuses on the role of school governing bodies in rural areas. To obtain rich data, the researcher used the mixed methods approach. Both quantitative and qualitative data were collected. Qualitative data was collected through the use of a questionnaires administered to sixty(60) respondents. Further qualitative data was obtained through both semi-structured interviews and document analysis. Participants in the semi-structured interview were principals and SGB chairpersons or deputy chairpersons. The semi-structured interview involved five(05) principals, four (04) SGB chairpersons and one(01) SGB deputy chairperson. In the opinion of the researcher, sample was representative.

Analysis of data obtained revealed several findings. One of the findings is that SGBs still face challenges in the performance of their roles and responsibilities. Training programmes offered by the Department of Education are inadequate. Parental involvement poses a challenge to most SGBs in that most parents are unemployed and view participation in the SGB as a waste of time. Recommendations include intensifying training programmes for members of School Governing Bodies. The content of training programmes should be suited to the developmental needs of SGB members. The Department of Education, at national level, should also consider introducing a stipend for SGB members. Recommendations for further research are made with regard to strengthening parental involvement in School Governing Bodies.

ACRONYMS

AET	Adult Education and Training
COSAS	Congress of South African Students
ELRC	Education Labour Relations Council
HOD	Head of Department
MEC	Member of the Executive Council
PCSC	Parent Community School Committee
RCL	Representative Council of Learners
SADTU	South African Democratic Teachers Union
SAPS	South African Police Services
SASA	South African Schools Act
SDP	School Development Plan
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

In this chapter, the background to SGBs is given. The SGBs are also placed in context in relation to the broader South African schooling system. The researcher defines and states the problem, as he sees it, in relation to the functioning of SGBs. The overview also includes the purpose, objectives and significance of the study; the choice and rationale of the research design; sampling techniques; data collection strategies, limitations of the study and definitions of important concepts.

SGBs in South Africa were established in 1997 to support school management teams to accomplish the core business of the school, which is the provision of quality teaching and learning in line with the new democratic dispensation ushered in in 1994. Before 1994, governance in public schools was the domain of school committees. According to Quan-Baffour (2006: 8), school committees were not democratically elected but rather handpicked by the induna (village headman) of the community in which the school was situated.

School committees were replaced by Parent, Teacher, Student Associations (PTSAs) and their role was limited to signing cheques (Quan-Baffour, 2006: 12). Masheola in Quan-Baffour (2006: 28) states that PTSAs served as an alternative structure which operated in the mid-1980s as part of the initial new democratic system of school governance. Bayat, Louw & Rena (2014: 354) assert that PTSAs were an attempt to give parents decision-making powers in schools serving black communities.

Mncube (2009: 83) states that the White Paper on Organisation, Governance and Funding of Schools was published in 1996 to foster democratic institutional management at school level. The White Paper culminated in the South African Schools Act (SASA), Act No 84 of 1996, which came into effect at the beginning of 1997 in accordance with which all public state schools in South Africa were to have democratically elected SGBs. Thus SGBs replaced PTSAs. According to Mncube (2009: 83), all stakeholders were to be accorded active and responsible roles to encourage tolerance, rational discussion and collective decision-making. Lemmer & Van Wyk and Gutman & Midgley (quoted in Mncube, 2009: 83) emphasise the

importance of parental involvement in education. Quan-Baffour (2006: 5) summed up the importance of SGBs by stating that SASA required every school to establish a governing body which would enable the representatives of the main stakeholders of the school system - parents, guardians and educators - take responsibility for the school's governance.

Even in the Sekgosese East Circuit, SGBs were established in all public schools in line with the provisions of the South African Schools Act. Therefore, this study aims to investigate the role of SGBs on learner performance in selected schools of the Sekgosese East Circuit of Limpopo Province.

1.2 PROBLEM STATEMENT

SGBs are expected to perform certain functions in providing support to the school as stipulated in sections 20 and 21 of the South African Schools Act (84 of 1996). Some of the tasks that are provided for in the above sections require a certain level of literacy, but the Act does not stipulate literacy as a requirement for SGB membership.

Bayat *et al* (2014: 353) identify, amongst others, the following as challenges faced by SGBs:

- SGBs used by individuals and organised groups to discriminate against learners;
- SGBs not working properly because they do not have the necessary skills and are not sure about their roles and responsibilities.

The lack of skills amongst SGB members is prevalent in rural communities (Mncube, 2009; Heystek, 2010, Mestry & Khumalo, 2012).

Despite the establishment of SGBs, learner performance still continues to pose a problem. Quan-Baffour (2006 : 8), citing from an article written by Van der Berg and published in the Sunday Times (July 4, 2004), indicates that about one third of all matric candidates and 40 % of blacks fail altogether, and another 45 % do not even get a D-aggregate (50%). Bayat *et al* (2014: 353) state that the vast majority of children attending disadvantaged schools do not acquire a basic level of mastery in Reading, Writing and Mathematics. They further state that the World Economic Forum (2013) ranked South Africa second last in the world, ahead of Yemen, for Mathematics and Science education.

1.3 AIM OF THE STUDY

Studies conducted by other researchers (Makhubela, 2005; Mncube, 2009; Heystek, 2010; Mestry & Khumalo, 2012; Mncube & Harber, 2013 and Majola, 2013) on SGBs focused mostly on challenges, eligibility and procedures for elections and roles and responsibilities. Little research has been conducted on the role of SGBs on learner performance. The researcher identified that as a gap that needs to be filled. This study is, therefore, concerned with the role played by SGBs on the performance of learners. The aim of this study is to investigate the role played by SGBs on learner performance in selected schools within the Sekgosesse East Circuit of Limpopo Province. Challenges faced by SGBs are more visible in rural areas like Sekgosesse East.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are aligned to the purpose of the study. The researcher has identified the following objectives:

- To identify challenges faced by SGBs in rural areas in carrying out their roles and responsibilities;
- To determine SGB members' understanding of their roles and responsibilities;
- To determine the effectiveness of support programmes available to SGBs in order to enhance learner performance; and
- To determine strategies that can be used to enhance the role of SGBs for improved learner performance.

1.5 RESEARCH QUESTIONS

The study will answer the following questions:

1.5.1 Main research question

What is the role of school governing bodies on learner performance in public schools in rural areas?

1.5.2 Research sub-questions

- What are the challenges faced by SGBs in rural areas in the execution of their roles and responsibilities in relation to learner performance?
- What support programmes do SGBs have to enable them to execute their roles and responsibilities in order to enhance learner performance?
- What strategies can be used to enhance the role of SGBs for improved learner performance?

1.6 SIGNIFICANCE OF THE STUDY

The study will assist policy makers to identify gaps in existing policies and to enable them to fill those gaps. The study will also assist the Department of Basic Education to determine the effectiveness of support programmes available to SGBs and enable them to come up with strategies to strengthen such programmes. SGBs and the Department of Basic Education will benefit, in that the findings of the study gives them the opportunity to gain an in-depth understanding of challenges that are faced by SGBs, especially those in rural areas, in the performance of their duties. The findings and recommendations of this study may provide the basis for further studies by academics interested in studying SGBs. The study links SGB functions to learner performance.

1.7 CHOICE OF AND RATIONALE FOR RESEARCH DESIGN

In the study, the researcher followed the mixed methods approach by using both qualitative and quantitative research methods to investigate the role of SGBs on learner performance. The research design for this study uses both case studies and surveys. Nieuwenhuis (cited in Maree, 2007: 75) defines a case study as a systematic inquiry into an event or set of related events which aims to describe or explain the phenomenon of interest. In order to describe and explain the role of SGBs on learner performance, the researcher needed to engage with the participants hence the decision to use case studies. A detailed description of the research design followed is given in chapter 3.

1.8 SAMPLING TECHNIQUES

The sampling techniques followed comprise both probability and non-probability sampling. The researcher used purposive sampling because where learner performance is involved, there are various levels of performance. Purposive sampling was used to determine the sample to be used to obtain qualitative data. For quantitative data, the researcher used both simple random and stratified sampling. A clear illustration of how a combination of both probability and non-probability sampling was used can be found in chapter 3.

1.9 DATA COLLECTION STRATEGIES

The researcher used questionnaires, interviews and document analysis. According to Mncube (2009: 87), questionnaires are used with the aim of reaching a significant number of schools which means reaching a wider population of respondents for generalisability. That is what the researcher hoped to achieve by using questionnaires. A questionnaire was prepared consisting of questions of various formats. The questionnaire was administered to educators, learners and non-teaching staff.

A semi-structured interview schedule was also prepared for principals and chairpersons of School Governing Bodies. Nieuwenhuis (cited in Maree, 2007: 87) states that semi-structured interviews seldom span a long period and usually require the participant to answer a set of predetermined questions and allow for probing and clarification of answers. The questions were prepared in English and could be translated into Sepedi and Xitsonga for parent members of SGBs who did not understand English.

The researcher also examined SGB records like minutes of meetings, finance records and other relevant documents. According to Nieuwenhuis (cited in Maree, 2007: 82), when one uses documents as a technique, one has to focus on all types of written communication that may shed light on the phenomenon of interest.

1.10 LIMITATIONS OF THE STUDY

The qualitative part of the research needed time which was not always available for participants, especially principals, as they were often engaged in departmental programmes. The researcher had to schedule interviews at principals' most convenient times. Bias of the researcher might have been a limitation but the researcher was alert to guard against it.

1.11 DEFINITIONS OF CONCEPTS

Unless stated otherwise, the following concepts will carry the meaning as ascribed hereunder throughout the study:

1.11.1 "School governance" refers to the institutional structure entrusted with the responsibility or authority to formulate and adopt school policy on a range of issues which includes uniforms, school budgets and development priorities, endorsement of Codes of Conduct for Learners, staff and parents, broad goals relating to the educational quality that the school should strive to achieve, school community relations, and curriculum programme development (Mncube, 2009: 84).

1.11.2 "Democratic school governance" refers to the transfer and sharing of power between the state and the school since schools are in a position to know and understand their own needs, and therefore should be fundamentally self-determining (Mncube, 2009 : 85-86).

1.11.3 "A disciplined environment" means an environment free of any disruptive behaviour, which mostly relates to behaviour or actions by learners that may negatively affect their education or that may interfere detrimentally with the atmosphere conducive to learning in the classroom or during any other social activity (Rossouw quoted in Mestry & Khumalo, 2012:97).

1.11.4 "Learner involvement" refers to opportunities either to hold or attend meetings where learners take up the opportunity of engagement where they are given a chance to make effective contributions (Mestry & Harber, 2013: 3).

1.12 CHAPTER HEADINGS

The outline of the dissertation comprises five chapters as follows:

Chapter 1: Orientation: This chapter serves as an orientation. It includes introduction, background and context of the study, problem statement, purpose, significance of the study, a brief description of research choice and rationale, data collection strategies, data collection, research limitations and definition of important concepts.

Chapter 2: Literature review: The chapter looks at what other researchers and scholars have already done in relation to the area of study.

Chapter 3: Research methodology: The chapter describes the research design, research methods, study area, research population, sampling, data collection techniques, data analysis, validity and reliability, and ethical considerations.

Chapter 4: Discussion, presentation and interpretation of findings: Here the researcher discusses, presents and interprets the raw data obtained through questionnaires, interviews and document analysis, in graphs, tables and narratives.

Chapter 5: Conclusions and recommendations: This chapter draws conclusions and also makes recommendations for further study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION AND BACKGROUND TO SGBs

Chapter one gives an overview of the role of SGBs on learner performance with special focus on rural areas. The chapter also places SGBs in the context of this study. The problem researched in this study is clearly defined. The aim, objectives, research questions, significance of the study; the choice of and rationale for the research design; sampling techniques; data collection strategies; possible limitations to the study are outlined. The chapter also includes definitions of concepts. This chapter reviews literature related to what other researchers and scholars have already done in relation to the area of study.

In South Africa, stakeholder participation in school governance has been influenced by developments elsewhere in the world and also as resistance to the previous apartheid system of government. A racially and ethnically based system of governance was at the heart of apartheid (Jansen cited in Nong, 2007: 7). Farrel & Law (cited in Mncube, Harber & Du Plessis, 2011: 213) show that SGBs were already in existence in England and Wales as early as the 1980s. They further state that in England, the 1980 Education Act made it compulsory for all schools in England and Wales to have SGBs for the purpose of the overall administration of schools on behalf of local authorities. This was based on the assumption that SGBs would be better able to manage and would be more accountable than local education authorities. Similar bodies existed as mechanisms for school accountability in other countries such as Australia, Canada, Hong Kong, New Zealand, Portugal and parts of USA (Farrel & Law cited in Mncube et al, 2011: 214). A study conducted by Barnett in Malawi in 2013 also reveals evidence of parental involvement (Falconer-Stout, Kalimaposo & Simuyaba, 2014: 63). In Botswana, evidence of parental involvement in education matters was traced to the 1980s (Boaduo, Milondzo & Adjei, 2009: 97).

SGBs in South Africa were established with effect from May 1997 in line with the new democratic dispensation ushered in in 1994. Squelch (cited in Van Wyk, 2004: 49) confirms that after the general elections of 1994, the adoption of a new constitutional dispensation and the phasing in of new educational legislation, a new system of education and training was created in South Africa based on the principles of democracy, unity, non-discrimination,

equity and equality. School governance, as it is known in South Africa, only began in the 1990s and since this coincided with the political transition to a post-apartheid South Africa, the policies and structures for school governance were influenced by the local political and international context as well as by international trends (Heystek, 2011: 456). According to Heystek (2011: 456), these trends related to the self-management of schools in which community involvement, decentralised decisions and decentralisation of funds were the driving forces. The concept of decentralisation has its origin in the belief that the state cannot be solely responsible for the control of schools but should share its power with other stakeholders, particularly those closer to the school, on a partnership basis (Marishane, 1999 cited in Van Wyk, 2007: 132). Altshuler (cited in Falconer-Stout *et al*, 2014: 63) states that decentralisation is the buzzword in education policy in developing countries, while school-based management has been one of the more popular approaches to decentralisation (Ginsberg *et al*, cited in Falconer-Stout *et al*, 2014: 63). In rural areas like Sekgosese, the break from centralised decision making posed some challenges. The major challenge was the lack of skills. This often resulted in principals taking decisions on behalf of SGBs.

Prior to 1994, power to control schools was centralised in line with apartheid principles. Black people did not have any say in decisions taken in relation to the schooling system. The Bantu Education Act of 1953 dictated that parents who were seen as community's representatives, only participated, at best, in an advisory capacity regarding the governance of their schools (Nong, 2007:1). The main aim of apartheid as a system of government was to exclude black people from any decision-making process, whether the decision concerned them or not. Bantu Education was characterised by poor education standards, as well as non-representation in the governance of schools and this resulted in widespread opposition in black communities (Christie, 1991; Hartshorne, 1999, cited in Nong 2007: 1).

It was widespread opposition to Bantu education and resistance to the use of Afrikaans as the medium of instruction that led to the 1976 uprising when pupils started to boycott classes (Christie, 1991; Hartshorne, 1999 cited in Nong, 2007: 1). The 1976 uprising gave impetus to the call for democratisation of South Africa. Currently in Sekgosese East circuit, no school offers Afrikaans as a subject. Except for Sepedi and Xitsonga as Home Languages, the medium of teaching and learning is English.

SGBs were established in line with the provisions of the South African Schools Act (SASA) (Act 84 of 1996). Mncube *et al* (2011: 215) state that by enacting SASA, the South African government's aim was to foster democratic school governance, thereby introducing a school governance structure involving all stakeholder groups in education, in active and responsible roles, in order to promote issues relating to democracy, including tolerance, rational discussion and collective decision-making. According to Heystek (2011: 460), democracy has consigned to history the past system of education which was based on racial inequality and segregation and necessitated, in this country, a new national system of schools to redress past injustices in educational provision, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination.

The study itself is concerned with the role of SGBs on learner performance so it is important to link SGB roles to academic performance or achievement. Human (cited in Nong, 2007: 2) states that by giving SGBs power to govern schools, a situation has been created where communities are now co-responsible for the delivery of effective education to children. Significant academic research on school effectiveness documents several variables fundamental to positive performance. These include, the provision and quality of teaching and learning material and parental engagement (Falconer-Stout *et al*, 2014: 60). They continue to say that one factor causally linked to learning performance in the specific Zambian context was the level of Parent Community School Committee (PCSC) activity. The conclusion could be reached that the more active the PCSC, the better the learning performance. Sekgose East circuit continued to perform below 50 % even after the establishment of SGBs until 2008. Circuit records of results show that it was only after 2008 that the circuit started showing an upward spiral in terms of matric results.

The rationale for the establishment of SGBs is very clear, and according to Bayat *et al* (2014: 125), it is to ensure that educators, parents, learners and non-teaching staff actively participate in the governance and management of schools with a view to providing better teaching and learning environments. The assumption is that a better teaching and learning environment will stimulate the achievement of better academic results. The involvement of parents in education is viewed in a particularly positive light as far as academic achievement is concerned. Fullan (cited in Boaduo *et al*, 2009: 96) agrees that the closer the parent is to the education of the child, the greater the impact on child development and educational

achievement. The involvement of parents strengthens the relationship of trust between parents and educators. Boaduo *et al* (2009: 104) note that teachers believe that parent-community involvement would help them to improve their effectiveness because they would be pooling resources. They further note that learners feel that the combined efforts of parents, educators and the school would make it possible for them to excel and be able to please their parents and teachers. It would appear that if the SGBs were to perform their functions as expected, it would be beneficial to all concerned.

2.2 MEMBERSHIP OF SGBs

The membership of governing bodies is clearly outlined in SASA (Act 84 of 1996 sections 23 & 24). Bayat *et al* (2014: 123) identify the following constituencies and stakeholder groups in line with the SASA:

- The school principal as an *ex officio*;
- Elected representatives who include parents, educators at the school, non-teaching staff at the school and learners in the eighth grade or higher;
- Optional co-opted members who do not have the right to vote. These may include members of the community or the owner of the property where the school is located. According to Karlsson (cited in Xaba, 2004: 313), this composition of governing bodies seeks to democratise school governance and, as propounded by the Education White Paper 2, is based on the core democratic principles of representation, participation, tolerance, rational discussion and collective decision making.

SASA (1996) defines a principal as an educator appointed or acting as the head of a school. An interesting question is whether the principal can delegate his / her SGB responsibilities to another member of the teaching staff, preferably an SMT member. The principals are *ex officio* members which means they get onto the SGB by virtue of their position as the principal of the school. Is it legally correct for principals to delegate, for example, the deputy principal, to attend SGB meetings on their behalf in their absence? Can they for one reason or the other not be part of the SGB of the school? There is not enough literature to answer the questions raised above.

About elected members, Heystek (2011: 459) states that the constituencies elect their own members at specific times and dates for each school every three years. Of course, with the exception of the learners whose term of office is a period not exceeding one year.

SASA (Act 84 of 1996 section 23) states that parents must be in the majority on the governing body. Initially, this would have been a clear majority, but following opposition by teacher unions and learner organisations, in particular, South African Democratic Teachers Union (SADTU) and the Congress of South African Students (COSAS), the parents' majority on the SGB was restricted to one more than the combined total of the other members. Van Wyk (cited in Bayat *et al*, 2014: 123) confirms that teacher unions were uncomfortable with the balance of power within SGBs and, on their insistence, the majority number of parents was restricted to one more than the combined total of other members of a governing body who have voting rights. Parents are elected by parents in a formal meeting convened at twenty one days' notice (Department of Education, 2012: 18). SASA (Act 84 of 1996 section 29) states that a parent who is employed at the school cannot represent parents on the SGB.

A parent is defined by SASA (1996) as:

- the parent or guardian of a learner
- the person legally entitled to custody of a learner
- the person who undertakes to fulfill the obligations of a person referred to in the first two definitions towards the learner's education at school.

This position of majority was seen by some constituencies as putting the parents in a powerful position with the authority to influence fundamental issues, such as school budgets, school language policies, discipline, and appointment and promotion of teaching and administrative staff (Van Wyk, 2004: 49). The chairperson of the SGB must be a parent (Heystek, 2011: 459). The rationale for this power balance is that parents of enrolled learners have the greatest stake in the school's development and the quality of teaching and learning within the school (Karlsson, 2002: 329). This further strengthens the argument by those opposed to the parents' position of majority-that parents are deliberately put in positions of power. A grey area here is with regard to the position of the deputy chairperson. Since the deputy chairperson deputises for the chairperson, it would appear that, by implication, the position is also reserved for a parent. In his interaction with SGBs, the researcher came across

the owner of the property where the school is located, insisting on being the chairperson of the governing body even though his children do not attend the school. His argument was that he is able to raise funds for the school and should, as a result, be the chairperson of the governing body.

SASA (Act 84 of 1996 section 23) also provides for educators to be part of elected members of the SGB. These educators should be elected in a formal staff meeting by other educators. Van Wyk (cited in Bayat *et al*, 2014: 123) indicates that the number of educators on SGBs typically does not exceed three. This implies that the strength of educators is diminished, especially when they want to confront principals about sensitive issues. Teachers, as professionals in the field of education wanted a large share in terms of membership of the SGB hence the resistance by SADTU to the parents' majority. Karlsson (cited in Van Wyk, 2007: 135) emphasises the role of educators by stating that although in minority, educators have the greatest participation in decision-making after the principal, and they play a far greater role in the school life than members representing parents, non-teaching staff and learners.

According to Karlsson (2002: 329), the inclusion of non-teaching staff and learners is one of the innovations of governance reform. Karlsson (2002: 332) further states that among non-educator staff, the (usually female) secretary, rather than cleaners and gardeners, was often elected as a representative. The argument here is that social class indicators of education encoded in administrative skills appear to override the gender and race tendencies noted among elected representatives from other constituencies. However, with the introduction of the position of finance officer in the Limpopo Department through the Revised Prescripts for Norms and Standards Funds, the secretary (Administrative officer) may no longer be an SGB member but can only be a member of the Finance Committee, where she will serve as the secretary.

According to Mncube, Harber & Du Plessis (2010: 214), SASA mandates that secondary school learners who are members of the Representative Council of Learners (RCL) should form part of school governance authority by way of their participation in SGBs. Karlsson (2002: 329) states that it is the first time South Africa has legislated for a governance structure for learners and by learners in secondary schools. By 1999, a longitudinal study

conducted by Karlsson found that some secondary schools had left learners out of SGBs (Karlsson, 2002: 333). Despite that, Trafford (cited in Mncube & Harber, 2013: 2) asserts that there is evidence that strongly suggests that listening to pupils, encouraging them to participate and giving them much more power and responsibility (i.e. greater democratisation) can enhance school effectiveness and facilitate school improvement, as well as contribute to the development of more democratic values. In support, Cockburn (cited in Mncube & Harber, 2013: 3) says that learners' voices are effective when they attend meetings, but are even more so when they actively partake in shaping the agenda of the meetings concerned. Davies & Kirkpatrick (cited in Mncube, Harber & Du Plessis, 2010: 211) conclude that it is clear that when pupils have a voice and are accorded value, the school becomes a happier place and that when pupils are happy and given dignity, they attend school more regularly and work more productively.

Co-opted members are normally roped onto the SGB for their expertise or skills that the SGB may require. As Van Wyk (2004: 49) puts it: "Should a governing body need assistance in fulfilling its functions, a member or members of the community may be co-opted to the governing body". Bayat *et al* (2014: 123) clarify this kind of co-option by saying that optional co-opted members who do not have the right to vote may be part of the SGB. A distinction should be made between co-option without voting rights and one with voting rights in terms of SASA. According to SASA (Act 84 of 1996 section 23), if the number of parents at any stage is not more than the combined total of other members with voting rights, the governing body must temporarily co-opt parents with voting rights and that such co-option ceases when the vacancy is filled through a by-election which must be held within 90 days. Co-option without voting rights may last for a three year period in line with the term of office of the members of the SGB, whereas one with voting rights may not exceed 90 days.

Despite membership of SGBs preferring parents to other components, major decisions regarding governance of schools still continue to be made by principals and educators in rural areas like Sekgosese. The lack of skills and the inadequacy of training seem to be the major contributory factors.

2.3 FUNCTIONS OF SGBs

The broad functions and responsibilities of the South African governing bodies are not dissimilar to comparable bodies in the UK, New Zealand and Australia in respect of drafting policies, budgeting, support and maintenance (Farrell & Law and Robinson *et al* cited in Heystek, 2011: 456). The Constitution of the Republic of South Africa states that everyone has the right to a basic education, including adult basic education and further education, which the state, through reasonable measures, must make progressively available and accessible (Act 108 of 1996 section 29). SGBs are structures that should ensure the realisation of the right to basic education. The functions of SGBs are clearly stated in the South African Schools Act (Act 84 of 1996 sections 20 & 21). SASA categorises the functions into functions of all governing bodies (Act 84 of 1996 section 20), and allocated functions (Act 84 of 1996 section 21) which are granted by the Provincial Head of Department subject to a governing body meeting certain requirements. Xaba (2004: 313) states that in terms of the SASA, the SGB is charged with the governance of a public school. Governance relates to the overall control and authority of the school, its policies and directions (City of Liverpool cited in Xaba, 2004: 313).

According to Nong (2007:17), the South African Schools Act deals with, among other items, the structural place of a SGB; the nature and functions of the governing body; the management of finances and other sources of the school; admission of learners to the school; language policy; and school discipline.

Duma, Kapueja & Kanyile (2011: 44) see the role of parents in school governance including, planning, organising, leading, supervising, policy-making, decision-making, controlling and coordinating. These are some of the management duties of the school governance structures. The researcher believes that the governing body should be seen as a single unit and not as components. If we view the SGB as individual components, the following questions may have to be answered: Whose responsibility is it to draft policies, budgets or update or manage them? Is it the parents' responsibility or can the principal or teacher on the governing body also do it? (Heystek, 2011: 461).

From the preceding discussion, it becomes clear that the main functions of the governing body are: policy formulation, administration and management of finance, recommending appointment of educators and other staff, resource management and maintenance, and ensuring school safety. Here follows a discussion of each of the above listed functions with reference to relevant literature.

2.3.1 Policy formulation

Most of the functions of the SGB, as set out in SASA (Act 84 of 1996 sections 20 and 21), can be carried out through the determination of policies by the SGB. Ahrens (cited in Nong, 2007: 26) states that governance signifies the capacity to define policies, while Maile (cited in Nong, 2007: 26) sees school governance as determining the policy and rules by which a school is to be organised and controlled. Bayat *et al* (2014: 126) state that all systems, including schools, need policies and further that the Schools Act requires SGBs to develop and implement various policies such as those pertaining to religion, Code of Conduct for Learners, admission and language. According to SASA (Act 84 of 1996 section 20), the governing body has a responsibility to promote the best interests of the school and to ensure its development through the provision of quality education for all learners at the school. Because the school is a public institution, it has to operate through policies for objectivity and consistency. As previously indicated, the governing body may develop policies covering the following areas of operation: mission statement, learner attendance, admission of learners, language usage in the school, freedom of conscience and religion, Code of Conduct for Learners, constitution of a governing body, and finance.

The South African Schools Act states that the governing body must develop the mission statement of the school (Act 84 of 1996 section 20). The development of the vision and mission statements may be viewed as a sign of the strategic position of the SGB within the school. The vision and mission statements are expected to drive the school towards its destination. Van Wyk (2007: 136) states that decentralised school governance includes taking decisions which will influence the future of the school. According to Fox (cited in Xaba, 2004: 314), it implies that the governing body, promoting the best interests of the school and, in particular, of learners, is responsible for developing a strategy for ensuring that quality education is provided for the learners. This means that the SGB should have a mental picture

of what the school could be like and should try to capture the character, identity and the reason for the school's existence, and the parameters within which the school should act. It is therefore incumbent upon the governors to ensure that the policy is very clear, consistent and reasonable, that it can be easily implemented and complied with by the staff in performing their duties (Marishane cited in Van Wyk, 2007: 136). In support, Nong (2007: 35) indicates that a vision and mission statement should pave the way or give direction to the school as to how it needs to be run in the changing environment.

First Steps (cited in Nong, 2007: 35) identifies several ingredients of a sound vision statement. First steps (ibid) states that a sound vision should be communicated through a written statement. All institutions have their visions written down for everyone to see. Another ingredient is that the vision should be realistic, credible and contain an attractive picture of what the school should be in future. The vision should be achievable in the long term. It should indicate that the school strives to be the best at what it does, but taking into consideration possible constraints.

The vision of an institution should be shared by all stakeholders. It is important that stakeholders should partake in the realisation of the vision. Without the 'buy-in' of all stakeholders, it might be impossible to realise the vision of the institution. There are instances where some members of institutions are not even aware of the vision of their institution.

The vision of the institution should be very clear so that stakeholders can determine the role they are supposed to play in realising it. The vision should not confuse stakeholders because they are the ones to realise it. It should be implementable by all stakeholders. The school cannot operate as an island. The vision should also consider the community in which the school is situated. It should put the school in the community. The school operates as an open system. It gets inputs in the form of learners from the community. The school then processes the inputs to produce an outcome in the form of better citizens.

The vision should be able to adapt to changes in society and its environment. It should not die with changes in the school's environment. It should, for example, be able to adapt to technological advancement. Stakeholders should feel inspired to be part of the institution through its vision. The vision should give strategic direction to the school.

According to First Steps (cited in Nong, 2007: 36), the mission statement refers to the actual work which the school has to do in order to achieve its vision, in other words, how the vision will be achieved. The mission statement should indicate the purpose of the school. The school cannot exist without a purpose and that purpose should be communicated through its mission statement. The mission statement should clearly delineate the target group that it seeks to serve. It should also take into consideration the values it wants to promote. There are sets of values that the community wants to inculcate in its people and those values should be embedded in education.

The SGB should always refer to the vision and mission when it determines its policies. Policy decisions should be guided by the school's vision and mission statements and any other applicable legislation. The mission statement should be adaptable in such a way that it can be changed over time. It should also be understandable to all stakeholders so that they can partake in its implementation.

From the above discussion, it becomes evident that without a sound vision and mission statements, the school cannot realise what it aims to achieve. The vision and mission statements should be well thought out so that the school does not die. Without a sound vision and clear mission statement, it becomes difficult for the school to have a development plan which is a record of what the school wants to achieve and how it will achieve it (Nong, 2007: 37-38).

Duma *et al* (2011: 48) state, that in terms of SASA, every parent must be responsible that every learner, for whom he or she is responsible, attends a school from the first school day in which such a learner reaches the age of seven years until the last day of the year in which such learner reaches the age of fifteen or the ninth grade, whichever occurs first. Since parents are represented in the SGB, it becomes the responsibility of the governing body to ensure that parents are aware of the provisions of the Schools Act. The SGB also has a responsibility to develop a policy on learner attendance that will ensure that upon a learner's admission into the school, all stakeholders play their part in relation to learner attendance.

The SGB also has a responsibility to determine the admission policy of the school. The South African Schools Act states that a public school must admit learners and serve their educational requirements without unfair discrimination (Act 84 of 1996 section 5). The admission policy is often a bone of contention between the department and governing bodies. At times, cases have gone to court with governing bodies using the Schools Act for decisions that appear discriminatory in relation to admission of learners into their schools.

The determination of the language policy is another critical area for the governing body. It is the prerogative of the governing body to determine the language policy of its school. With South Africa's background of racism under scrutiny, the language policy is often under the spotlight. However, the Schools Act provides that the language policy should be determined subject to the Constitution, this Act and any applicable provincial law (Act 84 of 1996 section 6).

Another important policy is the religion in education policy which the SGB has to determine in line with SASA (Act 84 of 1996 section 7). The Act states that religious observances may be conducted at a public school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance by learners and staff is free and voluntary. This often creates a problem of implementation. In the majority of schools, the policy is there but it is not easy to implement, especially when it comes to hair styles and dress codes as part of religious observances.

An important policy that needs thorough consultation with all stakeholders is the Code of Conduct for Learners. According to Van Wyk (2007: 136), the governing body is legally empowered, after consultation with parents, educators and learners, to adopt a Code of Conduct for Learners and then must ensure that there is compliance. The involvement of parents in adopting a Code of Conduct for Learners is seen as crucial in that it will enable the school to adopt positive procedures for addressing transgressions of the rules (Marishane cited in Van Wyk, 2007: 136). Duma *et al* (2011: 48) assert that parents have an important role to play in relation to learner discipline. They further indicate that educators believe that parents, as primary educators, have a responsibility to mould their children, especially after the abolishment of corporal punishment which has made educators feel powerless. The Code of Conduct for Learners is an important policy in relation to effective learner performance.

The policy aims to promote orderliness and a safe environment. Potgieter *et al* (cited in Duma *et al*, 2011: 48) state that the adopted Code of Conduct must consist of rules that are necessary to make the school environment orderly and safe. The involvement of learners themselves in the adoption of the Code of Conduct is an important step because it makes them feel that they are co-responsible for order and discipline at the school. Emphasising the role of learners on discipline, Mncube and Harber (2013: 4) state that the Department of Education, in providing guidelines for the Representative Councils of Learners (RCLS), outlines several functions of the RCL. The researcher deems it necessary to discuss those functions.

Learners are at school to learn. In order for them to learn effectively, a conducive environment must be created for them. Learners, through the RCL, must help in maintaining order at the school in accordance with adopted school rules. Unless there is an orderly environment, there can never be effective teaching and learning at the school. The RCL should lead by example in issues of discipline, loyalty, honesty, morality, cooperation and participation in school activities. RCL members have a duty to promote positive relationships among stakeholders of the school. They should promote harmonious relationships among learners themselves, between the learners and staff members, the school and the community, and the school and parents.

For the SGB to function effectively, it must adopt a constitution which will guide its activities. The South African Schools Act (Act 84 of 1996 section 18) provides for each governing body to adopt a constitution and submit a copy to the Head of Department within a period of 90 days after election of the governing body. A constitution is defined as a written document that explains how an organisation is run (Oosthuizen cited in Nong, 2007: 36-37).

There are minimum requirements for the constitution of a governing body. The minimum requirements are in line with the determination made by Nong (2007: 36-37). The researcher discusses some of the minimum requirements in the ensuing paragraphs.

The first requirement is that a constitution should carry the name and objectives of the governing body. It should indicate reasons for the governing body's existence. The researcher had the experience of finding the name of one school on the constitution of another. The issue

of membership should also be clarified. Eligibility for membership should be clarified in accordance with SASA (1996 sections 23 & 24). The composition of the SGB should also be covered in the constitution. It should indicate what the components of the SGB are. SGB members are elected by various constituencies. The constitution of the SGB should clarify election procedures in line with the guidelines determined either by the Minister or the Member of the Executive Council (MEC).

Office bearers of the governing body should be determined through a constitution. The constitution should also specify the procedure after elections. It should indicate term of office of SGB members in line with SASA prescription. The conduct of SGB members should also be addressed through the constitution in relation to suspension and appeal, and resignation and termination. The constitution should indicate when a member maybe be called to a disciplinary hearing, and what recourse members have if sanctioned. It needs to specify the procedures for resignation and termination. It should also outline the procedure for filling vacancies.

The most important requirement for the SGB constitution is to determine the functions of the SGB in line with SASA (1996 sections 20 & 21). Governing bodies must be guided by their constitution in the performance of their duties. Another important requirement should relate to the SGB's management of finances, e.g. handling income and expenditure, signatories of the cheques, keeping financial records and the audit of financial statements. Committees of the governing body appointed to assist it in carrying out its functions should be provided for in the constitution. Lastly, the constitution should also provide for the dissolution of the SGB.

2.3.2 SGB role on finance

The SGB plays a pivotal role in the management and administration of finances within the school. In terms of the management of finances, the governing body has to develop a policy that will guide its activities. Mestry (2006: 28) states that one of the specialised functions that SGBs in rural areas struggle with is finance responsibilities. Bayat *et al* (2014: 126) state that in order for a school to manage its finances effectively and efficiently, a school finance policy must be developed and, adopted by all relevant stakeholders, and implemented accordingly.

The state also provides financial resources to the school and, according to SASA, the governing body of a public school must take all reasonable measures to supplement the resources supplied by the state in order to improve the quality of education provided by the school (Act 84 of 1996 section 36). This means that when there is a need, the governing body should be able to raise funds to augment what the state provides to the school. Such funds may be used to purchase additional textbooks, educational material and equipment, to pay for services rendered to the school, and to employ additional teachers to supplement the teacher corps appointed by the school (Van Wyk cited in Bayat *et al*, 2014: 124). However, one limitation imposed by the Schools Act is that in their endeavour to augment resources provided by the state, governing bodies may not enter into loan or overdraft agreements without the written approval of the Member of the Executive Council (Act 84 of 1996 section 36).

Other financial activities that the SGB is charged with in terms of the Schools Act (1996) are the following:

- Establishing a school fund and administering it in accordance with directives issued by the Head of Department;
- Opening and maintaining one bank account or requesting for approval to have more than one bank account;
- Preparing the annual budget of the school in accordance with prescriptions determined by the Member of the Executive Council in the Provincial Gazette;
- Organising a parents' meeting to approve the budget and, if required, determine school fees to be charged;
- Keeping records of funds received and spent by the school and of its assets, liabilities and financial transactions;
- Drawing up Annual Financial Statements in accordance with the guidelines determined by the Member of the Executive Council; and
- Appointing a person registered as an accountant and auditor to audit the records and financial statements of the school.

According to Bayat *et al* (2014: 124), the most daunting task for the governing body is the drafting of the school budget, given the vast sums of money that are involved in operating a school, as well as the increasing onus placed on schools to fund an ever wider range of

operational costs. The researcher concurs with the authors in that most guidelines are written in a language that governing body members may not easily understand, especially in rural areas.

The responsibility placed on the governing body to augment resources provided by the state seems to perpetuate inequality which characterised the previous dispensation. The following statements by Karlsson (2002: 330) capture the essence of the source of the inequality referred to:

“Governing bodies for schools serving largely white, middle class communities, are able to garner fees far in excess of their counterparts at schools in black working- class townships where there are high levels of unemployment in the informal sector and single income female-headed families. Governing bodies in such suburban schools have more means at their disposal, and are therefore better able to perform their responsibility stipulated in section 36. The reality of this interface between governance and funding perpetuates the historical inequalities in South African schools, despite the National Norms and Standards for School Funding (Department of Education, 1998) that directs most state allocations for schooling to schools serving the poorest communities”.

In addition, wealthier and more influential communities often have the political muscle to ensure that they gain better access to state resources and are able to supplement meagre allocations with their own private contributions (Karlsson *et al* cited in Van Wyk, 2007: 135). Research conducted by Van Wyk (2007: 136) reveals that principals in more affluent schools are satisfied with the role played by SGBs in financial management, while in more deprived communities, educators have reservations about the SGB’s competence to handle financial matters. This challenge may be addressed by involving people with expertise in the Finance Committee of the school. According to Bayat *et al* (2014: 124), management and the administration of funds demand strong competencies and flair in financial planning and it is doubtful whether these skills are readily available in the parent communities of the majority of schools in South Africa.

The Finance Committee may co-opt someone with the necessary knowledge and expertise from outside the parent community in accordance with provisions of the Schools Act (Act 84 of 1996 section 30). Mestry (quoted by Bayat *et al*, 2014: 134) states that decisions relating to

financial matters taken by the Finance Committee must always be ratified by the SGB, as this body remains accountable for the school funds even though most of the financial functions may be delegated to the Finance Committee. Mncube and Harber (2013: 7) emphasise the importance of involving learners in financial matters when they state that involving learners in financial matters assists the functioning of the school to become more transparent. They further indicate that schools that involve learners in financial matters have fewer problems than schools which have been subjected to unrest and learner boycotts because of lack of transparency regarding the way school finances are used. These have resulted in vandalism of school property.

The decentralisation of power to governing bodies has led to problems for some members of the school community. In some instances, the issue of mismanagement and misappropriation of school funds has subjected principals and SGB members to legal action (Falconer-Stout *et al*, 2014: 123). One area for contestation among SGB members was whether the principal should be involved in the daily management of finances. Some court cases have interpreted legislation precluding principals from being involved in the daily and active management of the school fees because money comes from parents. Schools in the Sekgoses East Circuit are in quintiles 1 and 2 so parents are less competent and this requires principals to make most of the decisions.

2.3.3 Appointment of educators and other staff and providing support

One of the responsibilities the SGB is charged with in terms of the Schools Act is to recommend to the Head of Department (HOD) the appointment of educators and non-teaching staff (Act 84 of 1996 section 20). The ELRC Collective Agreement number 1 of 2008 (Education Labour Relations Council Limpopo Chamber, 2008) allows SGBs to rank candidates in order of preference. Creese & Earley (cited in Van Wyk, 2004: 52) argue that school governors have their most direct impact on teaching and learning when they appoint a new staff member, and the more senior the appointment, the greater the impact is likely to be. Mncube *et al* (2011: 227) share the same sentiment and assert that parents can assist with teaching and learning activities by becoming involved in the selection of staff, thus ensuring that the school has good teachers. Heystek (2011: 461) has a contrary view in that he believes that this responsibility involves only limited participative democratic power and has little

direct impact on professional or classroom learning, and consequently on the quality of learning. This appears to be a simple responsibility assigned to the SGB through national legislation. Research conducted by Van Wyk (2007: 136) found that a significant number of educators think that the SGB does not have the expertise to carry out this function. Teachers felt that SGB members seek out people they know even though they do not know their qualifications. According to Mncube *et al* (2011: 225), there are instances where teachers actually buy positions from SGB members. In support of this, Quan-Baffour (2006: 37) states that in a number of schools in rural areas where he has taught, nepotism had made more qualified and experienced teachers (himself included) subordinate to those junior in qualifications, rank and experience in teaching and management. Perhaps this may explain why contestation for SGB positions where there are vacancies for principalship positions is so intense. Even before elections, disputes have to be resolved. There have been cases of parents imposing themselves on schools as guardians of learners whose parents are still alive.

After appointment or promotion, the governing body has a responsibility to support the principal, educators and other staff in the performance of their professional functions in accordance with the provisions of the Schools Act (Act 84 of 1996 section 20). It appears that the kind of support offered depends on the literacy levels of the governing body. Van Wyk (cited in Bayat *et al*, 2014: 125) established that principals of schools situated in affluent areas reported receiving substantial, effective and valuable support and guidance from members of the SGB, who are often more highly qualified than the principal and teachers on the SGB, and that this support allows the school to function effectively and efficiently at all levels, translating into effective teaching and learning and, therefore, also higher levels of learner throughput.

2.3.4 SGB role on resource management and maintenance

Nielson (quoted by Falconer-Stout *et al*, 2014: 63) notes that infrastructure development or maintenance is one of the most common roles of school committees. Bayat *et al* (2014: 124) points out that among the responsibilities of the SGB are the administration, maintenance and improvement of the school's property, buildings and grounds. Nongqauza (cited in Duma *et al*, 2011: 48) contends that parents should be drawn into school activities not only in terms of auxiliary tasks, but also in the school management functions of planning, financing,

administration and control of the school's property. It appears that there is consensus about the SGB role with regard to the administration, maintenance and improvement of the school's property. The governing body may also use the school's property to raise funds for the school in accordance with the Schools Act (Act 84 of 1996 section 20). This provides for the governing body to allow reasonable use of the facilities of the school for community, social and school fund-raising purposes, subject to such reasonable and equitable conditions that the governing body may determine, which may include the charging of a fee or tariff which accrues to the school.

2.3.5 SGB role on safety

The SGB also has to play an important role in the creation of a safe and secure environment for all members of the school community. Quan-Baffour (2006: 22) states that higher learner performance can only be realised if teaching and learning take place in a safe, secure, clean and supportive environment. Such an environment should be devoid of intimidation, threats or harassment from the principal, teachers or learners. This should start with the development and adoption of a safety policy by the governing body. According to Mncube (2009: 83), the functions of the SGB include the creation of an environment conducive to teaching and learning, promotion of the best interests of the school and ensuring the safety and security of learners.

Although some dimensions of this role may be addressed through the Code of Conduct for Learners, there are external issues which the governing body must proactively deal with. Access control to the school is one area which the SGB needs to tightly control. The journey to and from school is a critical area that the school safety policy should address. The scourge of gangsterism may start in schools and erupt into the community or vice versa. Vulnerable learners and teachers may end up being victims of gangsters or thugs who have become a threat to peace and order in communities (Van Wyk, 2007: 136). The South African Schools Act (Act 84 of 1996 Section 8A) also mandates principals, under prescribed conditions, to conduct random searches and seizures or drug testing in cases of reasonable suspicion. This may lead to the suspension or even expulsion of learners, who, after a fair hearing, maybe found to have jeopardised the safety of the school. The governing body also has a role to play

in ensuring compliance with the Code of Conduct for Learners in order to create a safe and secure environment.

The banning of corporal punishment and initiation practices is aimed at creating a safe and secure environment that promotes teaching and learning. Closely linked to safety in schools is conflict management. Conflict is an integral part of human interaction. This means that where human beings interact, there is likely to be conflict. Steyn and Van Niekerk (cited in Majola, 2013: 1) define conflict management as deliberate interventions by managers to stimulate and encourage beneficial or helpful conflict and to resolve, suppress or prevent harmful conflict. Tshigwane (cited in Majola, 2013: 3) states that conflict in schools can be identified by specific indicators such as poor discipline, low morale, few staff meetings, communication breakdown and interpersonal friction. All the indicators have the potential to detract the school from its core function of delivering quality education. A summary of circuit incidence reports shows an increase in injuries and drug abuse at various high schools within the circuit. It then becomes imperative that the SGB should assess conflict management procedures and practices to ensure that they address the predominant types of conflict. The SGB, in adopting policies, must also cover the issue of conflict management. In an environment characterised by negative conflict, learner performance is compromised.

2.3.6 The role of the SGB on learner achievement

Although SGBs are not directly involved in the core business of teaching and learning, they offer a support service to the school. According to Heystek (2011: 462), Education Laws Amendment Act of 2007 may change the school governance landscape in South Africa. The Education Laws Amendment Act (Department of Education, 2007) amended some clauses of the South African Schools Act. One of the amendments is to the effect that the governing body of a public school must adhere to actions taken by the Head of Department to address incapacity of a principal or educator in accordance with the Employment of Educators Act.

The South African Schools Act (Act 84 of 1996 section 58B) states that the provincial Head of Department may take action against the principal, educators and governing bodies if the quality of education provided at a public school is unacceptable. The clause specifically refers to underperforming schools. If academic underperformance can be linked to the

governing body, then it suggests the SGB should have a role to play on academic achievement of the school. Quan-Baffour (2006: 40-42) suggests the following as ways in which the SGB can be involved in learner achievement:

- They may undertake covert teaching;
- The SGB may solicit the voluntary service of parents who have expertise in particular problem subjects like Mathematics, Accounting, Physical Sciences or Natural Sciences;
- They can organise a career exhibition for the school;
- They may initiate, plan and take learners out on educational trips to agro-based industries, mines, water treatment plants, dam sites and institutions of higher learning;
- They may minimise behaviour that impacts on academic achievement like absenteeism, drunkenness, lateness, dodging classes, violence or failing to do homework.

The SGB can also improve academic performance by promoting sport at the school through the provision of sporting equipments. Sport has a health enhancing effect on participants. Healthy bodies go together with healthy minds. At Sekgosese East circuit, SGBs also fund enrichment classes in an attempt to improve learner performance.

2.4 POWER RELATIONS AMONG SGB COMPONENTS

Nong (2007: 18) indicates that membership of the governing body comprises the principal, as an *ex officio* member, elected members and co-opted members. Constituencies that elect representatives onto the governing body are parents, educators, non-teaching staff and, in the case of secondary schools, learners in the eighth grade or higher (Karlsson, 2002: 329). Mncube *et al* (2011; 215) state that it has been found that conflict among SGB members is central to the experience of school governance. Moon, Butcher and Bird (cited in Heystek, 2004: 310) contend that power play and domination are normally part of any teamwork and interpersonal interaction. Mncube (cited in Mncube & Harber, 2013: 14) confirms that power relations affect school governance, regardless of the cultural context in which they operate and are bound to play a role in affecting stakeholder participation in governance. When and where there is lack of unity or *esprit de corps*, effective teaching and learning can hardly take place (Quan-Baffour, 2006: 44). Majola (2012: 77) mentions conflict management as one of the specialised functions that SGBs have to contend with. The unavoidable nature of

conflict in school governance is summed up by Deem *et al* (cited in Mncube et al, 2011: 227) in the following quote:

“Power relations are an ineradicable feature of the fragile character of the School Governing Bodies as organisations”.

Some researchers are of the opinion that the most distinct display of dominance is between the principal and parent governors (Van Wyk, 2004; 2007; Mncube, Harber & Du Plessis, 2011; Mncube & Harber, 2013; Bayat *et al*, 2014). By putting parents in a majority position, it seems that an impression has been created by the Schools Act that the parents’ position is more powerful than the other components. This does not sit well with some principals who were comfortable with the *status quo*. Earley (cited in Van Wyk, 2004: 53) states that in the past, principals controlled South African schools with parents, educators and learners contributing very little, if anything, to policy and decision-making and acting only as supportive governors, highly dependent on the principal for the quality of information. Principals were used to a situation where they were in charge and had all the power, especially regarding the school’s finances (Heystek, 2004: 310). Having to contend with many stakeholders who may become involved in the power relationship poses a challenge to these principals. The power relationship between principals and parents is observed in both affluent and poor communities. In poorer communities, where parents do not have the expertise, for example, to draw and manage the budget, the principal should do it as part of the support to parent governors. In affluent communities where parents have all the required skills and knowledge to manage the budget, the principal may feel that he / she is left out or sidelined in the decision-making process of his / her school (Heystek, 2004 :310). Principals were found to dominate SGBs because of their position of power within the school, their level of education in comparison with other members, their first access to information issuing from education authorities, and because it is the principal who executes the decisions taken (Karlsson, 2002: 333). In a study conducted by Mncube and Naicker in 2011 (Mncube & Harber, 2013: 13), it was found that fewer respondents were of the opinion that instead of promoting democracy, SGBs were used to position the principal in the most powerful position within the school.

The role of parents is enhanced by the South African Schools Act (Act 84 of 1996 section 29) which states that only a parent member who is not employed at the school can become the

chairperson of the governing body. Parent members may also bring power and status from other contexts to their governing body tasks (Van Wyk, 2004: 51). According to Mncube (2009: 83), besides the level of literacy, the other reason why parents in rural areas do not want to serve in SGBs relates to power struggles.

Educators are a minority on the governing body but they have the greatest participation in decision-making and this places them below the principal and above parents, non-teaching staff and learners in the power balance within the SGB (Van Wyk, 2007: 135).

Learners are at the receiving end of the power struggle among components of the SGB. It stands to reason that when SGB members are more concerned with the power struggles, the best interests of the school become less important and consequently, teaching and learning is compromised to the detriment of the learners. Bayat *et al* (2014: 354) found that SGBs are sometimes used to discriminate against learners. Mncube and Harber (2013: 19) contend that when cultural prejudice is at play in the power struggle the learners are disadvantaged as in most African cultures, children are seen as respectful if they keep quiet in the presence of elders.

The governing body is in a position of trust as stated in the South African Schools Act (Act 84 of 1996 section 16). That relationship of trust should permeate all activities of the governing body. The researcher subscribes to the notion that the governing body should not be compartmentalised in order to realise enhanced learner performance. Van Wyk (2004: 49) states that against this background there is considerable interest in the way SGBs establish relationships with all stakeholders to enable schools to function according to both community and national needs. He further claims that through governing bodies the state hopes to build a framework for the governance of schools characterised by power sharing among parents, educators and the community in order to support the core values of democracy and to contribute to effective schools. All stakeholders should work together for the promotion of the best interests of the school and for the provision of quality education for all learners at the school. The researcher in his dealings with SGBs is inundated with requests for intervention in conflicts between principals and parent governors. Most conflicts arise as a result of policy interpretation.

2.5 CHALLENGES FACED BY SGBs

According to Bayat *et al* (2014: 132), challenges faced by governing bodies in the performance of their duties relate to:

- Lack of parental involvement in matters relating to the education of their children;
- Parents living far from the school;
- Gangster-related activities on the school premises;
- Rampant teenage pregnancy;
- Overall physical condition of the school buildings and grounds;
- Lack of adequate funds, necessary for the smooth running of the school, as well as for additional educational and sport-related equipment to add value to the educational experience of learners from impoverished communities;
- Lack of the requisite levels of numeracy and literacy amongst learners;
- Serious lack of basic equipment especially tables, desks and chairs, Science and Computer laboratories and libraries;
- Long distances that children have to travel to attend school which is a major contributor to high rates of absenteeism;
- Lack of discipline among teachers and learners; and
- Negative state of mind of teachers who are described as demoralised and demotivated which impact on learner commitment to schooling.

The challenges indicated above are not dissimilar to those identified by Mncube (cited in Mncube *et al*, 2011: 215). He further adds that the lack of parental participation in SGBs is caused by factors like unequal power relations, socio-economic status, different cultural expectations of diverse communities, lack of confidence and expertise caused by the absence or lack of training, poor sharing of information, the rural-urban divide, language barriers, poor organisation, and the high turnover rate of governors. Mncube *et al* (2011: 224-225) conclude that parental participation depends on the level of education which plays a major role in parents' contribution. Another challenge identified by Mncube (cited in Mncube & Harber, 2013: 5) relates to the reluctance, either direct or indirect, of adult members of the SGB to give learners a full opportunity to participate in the making of crucial decisions.

2.6. ENHANCING CAPACITY

One of the challenges regarding the functionality of SGBs has to do with capacity. If SGB members are not trained in their roles and responsibilities, power given to them by legislation will remain potential and never develop into authentic power. Representative and participative democracy must provide the governing bodies with tools, procedures and structures to enhance quality education in schools (Heystek, 2011: 460). The need for training of SGBs is supported by several researchers (Karlsson, 2002; Van Wyk, 2004; Boaduo *et al*, 2009; Heystek, 2011 & Bayat *et al*, 2014).

According to Van Wyk (2007: 137), the shift to decentralised school governance and management requires SGB members to develop a wide range of skills and capacity to deal with the complex tasks they are expected to fulfill. In support, Duma *et al* (2011: 45) state that success in the execution of school governance duties by parents is determined by the extent to which parents in SGBs have received good capacity building and empowerment. Even government realises the need for training of SGB members, especially those in the rural and less advantaged urban areas and, as a result, SASA (Act 84 of 1996 section 19) mandates provincial governments to provide initial training for governing bodies. The Schools Act (Act 84 of 1996 section 19) states that the Head of Department must set aside funds to establish a programme to provide introductory training to newly elected governing bodies, to provide continuous training to governing bodies to promote effective performance of their functions or to enable them to assume additional functions and to ensure that principals and other officers of the Education Department render all necessary assistance to governing bodies in the performance of their functions in terms of the Act. This is supported by Heystek (2011: 459) when he explains that the Provincial Heads of Departments are responsible for the training of governing bodies, so as to assist and empower them with their functionality.

However, it appears that only initial training is mandatory by Provincial Departments of Education and that the need for continuous training has been ignored. As Mncube *et al* (2011: 231) claim, parents concerned only receive once-off training which is relatively unhelpful and they recommend that training should be provided on a continuous basis. Continuous training for school governors could also address the concern raised by Xaba (2004: 311) that the large number of SGB members that drop out are replaced by new, untrained parent

governors and that these replacements do not receive any training. This problem is compounded by the fact that the training provided by Provincial Departments is often not sufficient leaving school governors at the mercy of the school principal. It is then up to the relationship between the principal and other governors to forge a way forward. The effort that the principal puts into assisting the governing body to perform its functions will be proportional to the way he / she relates to the other governors (Heystek, 2011: 459). The following statements by one respondent in a study conducted by Van Wyk (2007: 136) sums up what teachers think about the SGB: “The SGB is not well trained that is why they do not know what is expected of them with regard to finances. They only sign cheques; they don’t work according to the budget. There is no Financial Committee. They do not participate in fund-raising of the school”.

Mncube and Harber (2013: 6) also think that learner participation in crucial decision-making depends on the nature of training to which learners are subjected when initiated into the SGBs. Creese & Earley (cited in Van Wyk, 2004: 50) identify the following as features for governing body effectiveness: working as a team; good relationships with principals; effective time management and delegation; effective meetings, knowledge of the school and the training and development of school governors. In the study conducted by Boaduo *et al* (2009: 104), parents and the community claim that they cannot take responsibility for something that they have not been trained to do and this serves as an indication that there is a need for training to initiate parents and communities to be involved in effective governance of schools.

There is no doubt about the value of training or capacity building for SGB members. The question could be what should the content of the training be. Mncube *et al* (2011: 231) suggest that they should attend workshops on issues that include financial management, shortlisting and education laws. Ngidi (cited in Mncube *et al*, 2011: 231) states that workshops should also improve school governors’ awareness of curriculum-related activities. As indicated elsewhere in this study, the participation of learners in governance issues is inhibited by cultural prejudices. As a result, Mncube and Harber (2013: 15) feel that there is a need to reconcile African and Western cultures during training sessions if learners are to participate effectively in SGBs. Heystek (2004: 312) adds that more effort should be directed

to team building than conflict management. This suggests that group or team dynamics should also be included in the training of SGBs.

Besides the areas already mentioned above, the researcher feels governing bodies should also be trained in general School Development Planning to enable them to evaluate improvements planned against set indicators throughout their term of office. Nong (2007: 37-38) states that a development plan is a record of what the school wants to achieve; it is about changing for the better or improving the performance of the school. The SGB should thus plan to realise the school's vision through a practical plan that contains both short and long term goals.

One area where school governors need assistance relates to policy formulation. One of the important tasks of the governing bodies is policy formulation and they need to be capacitated in that area. Another area for development is learner discipline, especially the legal requirements for the suspension and expulsion of learners. There are instances where learners are suspended, or even expelled, by governing bodies without following the correct procedures.

Certain amendments to the South African Schools Act seem to be aimed at directly involving SGBs in professional matters. According to SASA (Act 84 of 1996 section 16 A), the principal of a school identified by the Head of Department as underperforming, must prepare an annual plan at the beginning of the year which sets out how academic performance at the school, in relation to both the minimum outcomes, standards and procedures for assessment determined by the Minister and the effective use of resources, will be improved. The section further states that the performance improvement plan must be tabled at a governing body meeting. If the report is tabled at a governing body meeting, the governing body can discuss the report and assess its potential to improve learner performance. Although this applies only to schools identified as underperforming, it could be a step in the direction of involving SGBs in the academic programmes of schools.

2.7 SUMMARY

In this chapter, the researcher reviews literature relevant to the role of SGBs on learner performance. The evolution of school governance structures to present day SGBs was

discussed. For a clear understanding of the operations of SGBs and the inevitable power relations, the composition of SGBs required by the South African Schools Act, and reviewed by other researchers, has been outlined. The functions of SGBs, through the eyes of other researchers and governing body members themselves in response to questions posed by researchers, are also presented. Although the spectrum of governing body functions is wide, the researcher has narrowed it to: policy formulation, finance, appointment of educators and other staff, providing support, resource management and maintenance, safety, and curriculum issues.

The Schools Act, in attempting to create conditions conducive to smoothly operating governing bodies, seems to have had unintended results. The assertion by the Schools Act that parents should be in majority might have been well intended but it became the source of power relation conflicts as evidenced by initial resistance from teacher unions and learner associations, in particular SADTU and COSAS.

The issues of illiteracy and lack of capacity still continue to pose a challenge to effective governing body functioning. Moreso, because the Department of Education half-heartedly provides training for SGBs in an attempt to enable them to perform their functions. However, amendments to the Schools Act seem to be moving towards active engagement of all stakeholders in learner academic performance.

2.8 Conclusion

SGBs were established as an attempt to get local stakeholders in education to partake in decision making affecting teaching and learning. The establishment of SGBs in South Africa followed international trends. SGBs in South Africa also had to deal with the specific challenges imposed by the *apartheid* system of education. Apartheid set inferior education standards for the majority of the people in South Africa.

Consensus is there that the intention for the establishment of SGBs was well meant. Besides making communities co-responsible for delivery of effective education, decentralisation of decision-making powers was intended to redress imbalances of the past. Unintended consequences, however, surfaced in the form of lack of requisite skills for parents in rural

areas to run SGBs effectively. This perpetuated inequalities of *apartheid* because schools in affluent areas continued to draw competent SGB members capable of effectively governing their schools whereas those in rural areas struggled due to lack of skills. Challenges such as power relations, misappropriation and mismanagement of funds plagued SGBs in rural areas as they are not well equipped to handle governance processes.

The main functions of SGBs are similar in terms of content and can only differ according to the context in which they are carried out. Common functions for SGBs are policy formulation, management of finances, appointment of educators and other staff, safety, providing support, resource management and maintenance. All these functions require some skills which are sometimes not available in rural areas. The Department of education has to intensify its training programmes to make SGBs more effective.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

De Jong (cited in De Vos, Strydom, and Fouche & Delpont, 2011: 143) defines research design as a plan outlining how observations will be made and how the researcher will carry out the project. The plan guides the researcher as to the way to sample participants and get data from them. According to Makhubela (2005: 4), the word “methodology” comes from the word “method” which refers to a procedure or way of doing things in an orderly manner. Mahlase (cited in Makhubela, 2005: 4) suggests that the method is a way followed by a scientific inquiry in order to reach a valid and reliable conclusion. The researcher has a plan on how to carry out observations in order to get as much data as possible from SGB members on the role of SGBs on learner performance.

For the researcher to be able to investigate the role of SGBs on learner performance, a mixed methods approach to the research was adopted. The researcher used a combination of both quantitative and qualitative methods by collecting and analysing both numeric and text information. In this chapter, the researcher described the mixed methods approach, the theoretical basis for mixed methods research, study area, the research population and sampling, data collection and analysis, validity and reliability and ethical considerations.

3.2 MIXED METHODS APPROACH TO RESEARCH

In this study, the researcher adopted a mixed methods approach which employed both quantitative and qualitative research methods in order to investigate the role of SGBs on learner performance. Maree and Pietersen (cited in Maree, 2007: 145) define quantitative research as a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied. Thus, according to them the three most important elements of quantitative research are objectivity, numerical data and generalisability. The researcher conducted the inquiry in an objective manner in order to gather numerical data from the sample with the aim of generalising the findings to the larger group (population). By contrast,

qualitative research attempts to collect rich descriptive data in relation to a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied (Niewenhuis cited in Maree, 2007: 50). In other words, words and not numbers are the tools one can use to communicate meaning. Qualitative researchers are of the view that there is no fixed reality to be discovered through objective means but that reality comes from human behaviour.

Proponents of the mixed methods approach to research suggest that it is not just a simple mixture of quantitative and qualitative approaches to research. According to De Vos *et al* (2011: 434), mixed methods research refers to a separate methodology in which both qualitative and quantitative approaches, methods and procedures are combined or mixed to come up with a more complete picture of the research problem. Fouche and Delpont (cited in Maree, 2007: 298) state that most authors contend that in real life, human sciences research uses both quantitative and qualitative methodology either consciously or unconsciously. In support, Delpont and Fouche (cited in De Vos *et al*, 2011: 433) agree that the distinction between quantitative and qualitative approaches does not imply that the approaches are mutually exclusive. Creswell (cited in Maree, 2007: 298) asserts that a mixed methods design is useful in capturing the best of both quantitative and qualitative approaches. By adopting the mixed methods approach, the researcher wanted to get to the root of the problem. The researcher wanted his findings to be backed by both numeric and text information. He wanted to capture the best of both quantitative and qualitative approaches in this study. The researcher mixed quantitative and qualitative methods in order to get a clearer picture of the role of SGBs on learner performance than he would have with each standing alone. The triangulation mixed methods design was adopted because the researcher used both quantitative and qualitative methods simultaneously and with equal weight (De Vos *et al*, 2011: 442) to best understand the role of SGBs on learner performance. The advantage of the triangulation mixed methods design is that it takes less time to complete than a sequential design (Ivankova, Cresswell & Clark cited in Maree, 2007: 275). Time was of the essence to the researcher hence the decision to adopt the Triangulation design.

Various authors quoted in De Vos et al (2011: 436) indicate the following, as some of the scientific values of the mixed methods research:

- Mixed methods research enables the researcher to verify and generate theory in the same research. The researcher wants to be able to generate theories at the end of the research.
- Mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research, and therefore has the potential to provide better (stronger) inferences. The researcher has used the mixed methods research in such a way that quantitative and qualitative data complement each other to the advantage of the research beneficiaries.
- Mixed methods research provides the opportunity for a greater assortment of divergent views and perspectives and alerts researchers to the possibility that issues are more multifaceted than they may have initially supposed. The researcher wants to have a clearer picture of the role of SGBs on learner performance in its various facets hence the decision to adopt the mixed methods approach.
- Mixed methods research is practical in that it allows the researcher to use all methods possible to address a research problem, as well as the fact that it combines inductive and deductive reasoning. By using the mixed methods approach, the researcher wanted to avoid the constraints imposed by strict adherence to either quantitative or qualitative research.
- Mixed methods research eliminates different kinds of bias; explains the true nature of phenomena under investigation and improves various forms of validity or quality criteria. This value is in line with what the researcher wanted to achieve through the research project which is removing any form of bias.

The researcher was aware that implementation of the mixed methods research approach is a tedious task but was ready to deal with whatever challenges it threw his way. The researcher was more interested in the value that mixed methods research would add to the research project.

3.3 THEORETICAL BASIS FOR MIXED METHODS RESEARCH

According to Teddlie & Tashakkori (cited in De Vos *et al*, 2011: 483), mixed methods research could belong to both pragmatic and transformative perspectives or paradigms. Those sceptical of mixed methods research have argued that positivism and interpretivism are not compatible. In other words, they cannot and should not be mixed. The researcher chose the mixed methods approach in order to avoid the limitations imposed by either the positivist or interpretivist perspectives. The researcher wants to go with what is practical and enable him to execute the task at hand. For the researcher, what was important is to thoroughly investigate the role of SGBs on learner performance both quantitatively and qualitatively.

3.4 STUDY AREA

The research was conducted in the Sekgosese East Circuit of Limpopo province which is predominantly rural where the majority of parents who serve on SGBs are illiterate. The area comprises twelve villages and one township. According to Sharpely and Sharpely (cited in Quan –Baffour, 2006: 12), rural areas comprise the people, land and other resources, in the open country and small settlements outside the immediate economic influence of major urban centres. The distance between the rural villages and the nearest town of Modjadjiskloof is about forty-five kilometres. Most people who remain in these villages are the elderly, unemployed and illiterate. These are the people who are readily available to serve in SGBs as they are guardians of children when their parents go looking for greener pastures in urban areas. On social grant paydays, most schools are affected because both parents and learners have to be at pay points to collect their grants.

The majority of the people in these villages engages in subsistence farming and feels that their participation in SGBs is a waste of time. Sekgosese East Circuit falls under Mopani region of the Limpopo province. The people here are predominantly Sepedi and Xitsonga speaking. For elective meetings of SGBs to quorate, principals resort to sending learners home and not allowing them back onto the school premises unless accompanied by parents or guardians. This results in governing bodies being dominated by the few literate parents who avail themselves for SGB elections. This often leads to SGBs being used by individuals for

personal interests. The majority of parent SGB members are only there to make up the numbers.

3.5 RESEARCH POPULATION

Brynard, Hanekom and Brynard (2014: 57) define research population as a group in the universe which possesses specific characteristics (for example, public officials with post graduate degrees). Sekgose East Circuit comprises 44 schools with SGBs of different sizes; the smallest school has 7 SGB members. The 44 schools are divided into 28 primary schools and 16 secondary schools. According to statistics held by the circuit, the total number of members of SGBs is estimated at 356. All these SGB members constitute the population of the study or the research population. The circuit records also reveal that the circuit learner enrolment for primary schools for the 2017 academic year was 12 775 while secondary schools had a total learner enrolment of 7 582. Currently the circuit has 578 educators.

3.6 SAMPLE, SAMPLING METHODS AND SAMPLE SIZE

Brynard *et al* (2014: 56) define sampling as a technique employed to select a small group (sample) with a view to determining the characteristics of a large group (the population). According to Maree and Pietersen (cited in Maree, 2007: 172), it is impossible to include the entire population in one's study, with time and cost being the two main constraints. A population of 356 SGB members would be too larger for the researcher to handle, so a sample had to be used. A sample of 70 SGB members was used. The sample was comprised of 20 educators, 20 non-teaching staff, 20 learners, 5 principals and 5 SGB chairpersons. The researcher is confident that the sample would be sufficiently representative of the population.

The researcher made use of mixed methods sampling starting with probability sampling in the form of stratified random sampling. Primary and secondary schools were treated as strata. Brynard *et al* (2014: 58) state that for stratified sampling to be used effectively, the population should be divided into different, clearly recognisable sub-populations or strata. Maree & Pietersen (cited in Maree, 2007: 175) define strata as homogeneous, non-overlapping groups which can either be formed based on natural subgroups (for example, nine provinces of South Africa) or available information (for example, the job level of

employees). In this case, the researcher's interpretation of strata is congruent with the latter description. The researcher employed this type of sampling because data on SGB role on learner performance may be interpreted differently in primary and secondary schools. The researcher was of the opinion that primary and secondary schools qualify to be treated as separate strata. A random sample of ten primary and secondary schools was drawn. From each of the schools, an educator and a non-teaching staff member was sampled to take part in the study. Only learners at secondary schools can serve in SGBs, so a random sample of 10 schools was drawn from the 16 secondary schools using a random table of numbers. For the random table to be effective each of the 16 schools was allocated a number. From each of the 10 sampled secondary schools, 2 learner members of the SGB took part in the research. A questionnaire was administered to the sample obtained through probability sampling which comprised 20 educators, 20 non-teaching staff and 20 learners.

Non-probability sampling in the form of purposive sampling was also used. Purposive sampling is used in special situations where sampling is done with a specific purpose in mind (Maree & Pietersen cited in Maree, 2007: 178). The researcher also aimed to obtain rich qualitative data hence the decision to use purposive sampling. Principals and SGB chairpersons were purposively sampled on the basis of the functionality level of the school. Five schools were purposively sampled on the basis of functionality level of the schools. From each of the sampled schools, the principal and the SGB chairperson were subjected to a semi-structured interview schedule. Principals and SGB chairpersons were interviewed individually.

3.7 DATA COLLECTION

The researcher used questionnaires, semi-structured interviews and document analysis as data collection instruments. He collected quantitative data through the use of a survey design on a sample of 60 participants (20 educators, 20 non-teaching staff and 20 learner SGB members). The instrument that the researcher used to collect quantitative data was standardised questionnaire. The questionnaire was used with the aim of reaching a significant number of schools, .i.e. to reach a wider population of respondents for generalisability (Mncube, 2009: 87). According to Maree & Pietersen (cited in Maree, 2007: 158), the researcher should pay

attention to the following in designing a questionnaire: appearance of questionnaire, question sequence, wording of questions and response categories.

The researcher considered all the aspects indicated above in order to make the questionnaire more appealing to the respondents. The researcher was mindful of the language issue that may have been a barrier, especially for non-teaching staff members of the SGB. The questionnaire was prepared in English and translated into Sepedi and Xitsonga for the benefit of all governing body members. The questionnaire was neatly printed with font large enough not to deter any member of the governing body from completing it. The researcher ensured that instructions were clear and that the questionnaire was short enough to be completed within thirty minutes. The researcher also ensured that a question sequence was observed, starting with easy non-threatening questions such as biographical details and then proceeding to questions relevant to the role of SGBs on learner performance. Various types of questions were used in the questionnaire, amongst them, rank order, closed-ended and filter and follow-up questions. The researcher intended to visit respondents at their respective schools at scheduled times to administer the questionnaire. The questionnaire was administered over several days by the researcher. Educators and non-teaching staff members completed the questionnaire after a circuit governance meeting organised by the Circuit Manager. The researcher administered the questionnaire to learner members at their respective schools following a schedule drawn by the researcher in consultation with principals.

Qualitative data was obtained through the use of a semi-structured interview schedule. A semi-structured interview schedule was prepared for principals and chairpersons of SGBs of the sampled schools. Niewenhuis (cited in Maree, 2007: 87) states that semi-structured interviews seldom span a long period and usually require the participant to answer a set of predetermined questions. They allow for the probing and clarification of answers. According to De Vos *et al* (2011: 351), researchers use semi-structured interviews in order to gain a detailed picture of a participant's beliefs about, or perceptions or accounts of, a particular topic and that the method gives the researcher and the participant flexibility. The researcher valued the flexibility as it meant he could probe further into the participants' responses in order to get a clearer picture of the role of SGBs on learner performance. The researcher interviewed participants face-to-face following an interview schedule drawn in consultation with participants. Principals and SGB chairpersons of the same school were interviewed in

one day. The predetermined questions of the interview schedule guided rather than dictated to the researcher.

The researcher employed another qualitative data collection method in the form of document analysis. SGB records, for example, minutes of meetings, finance records and other related documents were analysed. According to Niewenhuis in Maree (2007: 82), when one uses documents as a technique to collect data, one has to focus on all types of written communication that may shed light on the phenomenon of interest. The researcher heeded the warning that most documents are not written with research in mind (Barbie & Mouton and Marlow cited in De Vos *et al*, 2011: 377). The researcher wanted to observe whether documents such as minutes of the SGB, policies and finance records prioritised learner performance. De Vos *et al* (2011: 379) explain that documents such as minutes and agenda of meetings and financial records are official documents compiled and maintained on a continuous basis by organisations such as government institutions.

De Vos *et al* (2011:382) identify the following, as some of the advantages of document analysis:

- Cost is relatively low. The researcher wanted to use the relative affordability of document analysis to his advantage in this study.
- Confession. In documents such as minutes of the SGB and financial records, the researcher hoped to get as much data as one would normally get, for example, from an interview.
- Non-reactivity. This implies that producers of documents do not necessarily anticipate the analysis of their documents at a later stage. It further means that the contents of the documents would not be affected by the activities of the researcher.

3.8 DATA ANALYSIS

Quantitative data obtained through the use of the questionnaire were coded and quantified in each response category. The perceptions and experiences of educator members, non-teaching staff members and learner members of the governing body on the role they play on learner performance produced data that would assist the researcher to come up with findings and

recommendations. The researcher analysed data manually and through Microsoft Excel. The researcher also illustrated this through the use of frequency tables and graphs indicating percentages. Frequency tables were used to depict data analysed manually and Microsoft Excel was used to generate graphs based on the available data.

The qualitative data was comprised of transcripts and, by consensus, audio or video recordings of the semi-structured interviews conducted with principals and chairpersons of SGBs. Here the researcher used content analysis as a method for data analysis. Cohen *et al* (2007: 475) define content analysis as a research technique used to make replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. Niewenhuis (cited in Maree, 2007: 101) states that content analysis is sometimes used when working with narratives such as diaries or journals, or to analyse qualitative responses to open-ended questions on surveys, interviews or focus groups. The researcher employed semi-structured interviews and document analysis hence the relevance of content analysis. The researcher repeatedly read the transcripts and listened to audio recordings before categorising the data into recurrent themes. He used extracts from the raw data to support thematic categorisation.

3.9 VALIDITY AND RELIABILITY

Pietersen & Maree (cited in Maree, 2007: 216) define validity as the extent to which an instrument measures what it is supposed to measure. As indicated under data collection, the researcher intended to use a questionnaire, semi-structured interviews and document analysis. He ensured that the instruments were valid by ensuring that the instruments were constructed with care and diligence. The construction of questionnaires and interview schedules took into consideration content and construct validity.

The instruments should be as conclusive as possible on the role of SGBs on learner performance. When the instruments had been approved by experts, the researcher implemented them objectively. Cohen *et al* (2011: 133) state that in quantitative data, validity may be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of data. Validity in qualitative data might be addressed through honesty, depth, richness and scope of data, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Winter cited in Cohen *et al*, 2011: 133).

The researcher was able to address validity in both quantitative and qualitative data. The use of the mixed methods approach ensured validity of the instruments to be used. All the three data collection instruments were able to verify the others' findings.

Pietersen & Maree in Maree (2007: 218) identify the following as threats to validity:

- The reliability of the instrument. If the instrument is not reliable, it cannot be valid.
- Some respondents may tend to agree or say "yes" to all questions. The researcher guarded against this by formulating questions both negatively and positively in the questionnaires.
- Social desirability (respondents answer in a manner they think is expected). The researcher had to clearly explain the purpose of the study so that respondents understood the value of honesty.
- Item bias (some groups systematically score items higher or lower than others due to external factors such as language or cultural factors). The researcher minimised this threat through the use of simple and unambiguous language in the research instruments. Cultural diversity in the study area is not that wide and did not pose a threat in this case.

Reliability refers to the idea that when the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same (Pietersen & Maree cited in Maree, 2007: 215). The researcher also noted that the above definition relates more to reliability in quantitative research than in qualitative research. In qualitative research, reliability relates to transferability, dependability or conformability (De Vos *et al*, 2011: 420). According to De Vos *et al* (2011:420), the above concepts can be defined as follows:

- Transferability. The researcher's ability to ask whether the findings of the research can be transferred from one specific situation or case to another. The researcher kept in mind the notion of transferability in dealing with qualitative data. Here, the literature review was useful. However; the researcher had to guard against subjectivity.
- Dependability. Here the researcher has to ask whether the research process is logical, well documented and audited. The researcher had to scrutinise evidence to account for changing conditions on the phenomenon being studied.

- Conformability. This is closely linked to objectivity. The researcher will look for evidence to corroborate the findings and interpretations by means of auditing.

3.10 ETHICAL CONSIDERATIONS

The researcher took into consideration the following ethical aspects of research: avoidance of harm, voluntary participation, informed consent and, violation of anonymity and confidentiality.

The essence of research ethics is to ensure that participants are not harmed in any way. According to De Vos *et al* (2011: 115), participants in social research may be harmed in a physical and/or emotional manner. Throughout the study, the researcher weighed risks against benefits to prevent any harm that might have befallen the participants. The researcher's main concern was to ensure that participants were protected from any kind of harm or injury. The researcher guarded against anything that might have caused embarrassment or posed danger to participants.

To obtain informed consent, the researcher clearly explained the purpose of the study. The researcher also provided participants with relevant information relating to the procedure to be followed and the length of time needed, the advantages and disadvantages of getting involved with the study, and, the risks and discomforts that might occur during the study. The researcher allowed participants an opportunity to ask questions for clarity before they took the decision as to whether to participate or not. The researcher prepared written consent forms for participants to sign as evidence that they agreed to participate in the study. The consent forms made provision for parents or legal guardians of learner members of the SGB to sign, as an indication that they permitted their children to take part in the research.

Participants were made fully aware that their participation was voluntary and that should they not be satisfied with anything at any time during the project, they were at liberty to withdraw from the study. They would not be required to give reasons for their withdrawal. The researcher would also make it clear to participants that the signing of the consent forms did not preclude them from the right to withdraw from the project at any time.

The researcher assured participants that their identity would not be revealed at any point of the study without their permission. The information provided by participants would be handled with very strict confidentiality. The safeguarding of audio and/ or video recordings, should participants consent to their use, would be the responsibility of the researcher. Audio and/or video recordings would be destroyed as soon as the project was completed.

3.11 SUMMARY

The chapter presents the outline of the way the study was carried out. Research design is defined, with specific reference to this study. The approach chosen for this study is the mixed methods research, thus the researcher deemed it necessary to define mixed methods research. The researcher describes how mixed methods research takes elements of both quantitative and qualitative research into consideration in order to capture the best of both approaches. The researcher explains how mixed methods research allows the researcher's findings to be backed by both numeric and text information.

The researcher aimed to collect quantitative and qualitative data at the same time because of the constraints of cost and time, so he felt it necessary to describe triangulation as the design that would enable this kind of study. The researcher also linked the scientific values of the mixed methods research to the study on the role of SGBs on learner performance. Further, pragmatic and transformative perspectives were described as paradigms linked to mixed methods research. Mixed methods can neither be categorised under positivism nor interpretivism hence the need to describe pragmatic and transformative perspectives.

The researcher depicted the Sekgoses East Circuit as the study area for the research. The socio-economic status of the area is explained as this has a bearing on the study itself. Information on the socio-economic status came from circuit records which are comprised of data provided by the schools to the circuit office.

The researcher also explains how probability and non-probability sampling methods are used in this study. Stratified random and purposive samplings are described as probability and non-probability sampling methods respectively. Primary and secondary schools were used as criteria for stratification, whereas academic performance was used for purposive sampling.

Three data collection instruments, namely, questionnaires, semi-structured interviews and document analysis are described and the researcher also outlines how each of the instruments was used in this study. The rationale for the choice of these instruments is also indicated. The researcher further explains how each of the instruments was designed to suit the proposed study. Advantages and disadvantages of each of the instruments are listed and linked to the study. It was also deemed necessary to demonstrate how the disadvantages would be minimised. Content analysis is explained as the data analysis method that would be used after data had been collected.

In this chapter, the researcher went to great length to demonstrate how validity and reliability were ensured in the study. The concepts of validity and reliability are clearly explicated. The researcher points out how triangulation is useful in ensuring validity and reliability. The difference in meaning of the concept “reliability” in quantitative and qualitative research is pointed out. Whatever the meaning the concept takes, the emphasis should be on ensuring that the study is ultimately reliable. Research ethical considerations of avoidance of harm to participants, voluntary participation, informed consent and violation of anonymity and confidentiality in relation to this study are discussed. The chapter concludes with an assurance by the researcher that data obtained from the participants was safeguarded.

3.12 CONCLUSION

The researcher adopted the mixed method approach to enable him to get a clearer picture of the role of SGBs on learner performance in selected schools at the Sekgosese East Circuit of Limpopo province. The mixed method approach is well suited to the study because it allows the researcher to use both quantitative and qualitative data in order to come up with comprehensive findings.

Mixed method approach was very beneficial in that it allowed the researcher to juxtapose quantitative and qualitative data in order for findings to be valid. Mixed method became suitable when findings from quantitative data complemented findings from qualitative data. Education as a service aims at transforming society in order to address practical challenges. Mixed method research belongs to both the transformative and pragmatic perspectives. The researcher followed a practical approach by using the mixed method.

The use of a questionnaire, semi-structured interview and document analysis enabled the researcher to extract rich data. Quantitative data was analysed manually. Some tables and figures were generated through the use of Microsoft Excel to give a clearer picture of the situation. Validity and reliability was ensured through the use of both quantitative and qualitative techniques. For qualitative data, the researcher often used direct quotations from respondents to ensure validity of the responses.

Ethical considerations of informed consent and confidentiality earned the researcher the trust of the respondents. The researcher was able to explain to respondents all the ethical considerations hence the higher response rate. The researcher could not have employed any better method for this study.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

Chapter 3 focused on research design and methodology. This chapter deals with presentation, analysis and interpretation of research findings. Data was collected through a questionnaire administered to 60 respondents, a semi-structured interview in which 5 principals, 4 SGB chairpersons and 1 deputy chairperson participated and analyses of SGB documents at the sampled schools. The 60 respondents to the questionnaire are categorised as follows: 20 educator members, 20 non-teaching staff members and 20 learner members of SGBs within the Sekgosese East circuit.

Responses to the questionnaire were aimed at collecting rich quantitative data while the semi-structured interview and document analyses were aimed at collecting qualitative data. The names of the respondents to the questionnaire and participants in the semi-structured interview and schools from which documents were analysed will not be disclosed in keeping with principles of anonymity and confidentiality which the researcher promised to uphold. Respondents and participants' participation in the study was voluntary and all of them completed consent forms. Consent forms for learner respondents had a provision for parents or legal guardians to append their signatures.

Administration of the questionnaires was carried out simultaneously to all respondents (except learner members) after a meeting of SGB members convened by the circuit manager. The researcher saw it convenient to get almost all respondents at one meeting. At the meeting, the researcher struggled with the logistics of getting the sampled schools and respondents. With the assistance of the Circuit Manager, the sample was sorted and the questionnaire administered. The researcher visited sampled schools at scheduled times for learner members to complete the questionnaire.

The semi-structured interview and document analysis was conducted at individual schools following appointments with respective principals. The semi-structured interview was done face-to-face with participants from the same school scheduled at the same time. Principals arranged appointments with SGB chairpersons on behalf of the researcher. The SGB chairperson of one of the sampled schools was ill and the principal proactively arranged with the deputy chairperson to avail herself for the interview.

4.2 THE CONTEXT OF SELECTED SCHOOLS

All 44 schools are located in the rural areas of the Sekgosese magisterial district. The predominantly rural area is characterised by poverty. The area lacks important basic services such as proper roads, running water, libraries, laboratories, etc. The area had just experienced protracted service delivery protests spanning more than 14 days. This negatively affected all schools as about 10 schooling days were lost. The communities in the area demanded that government should, as a matter of urgency, provide a tarred road. They involved learners in the protest which adversely affected teaching and learning. Most parents in the area are unemployed. Those that seek employment leave the area to go and look for employment elsewhere. This results in schools struggling to get quality membership for SGBs. Some households are child-headed leading to high rates of learner absenteeism at most of the schools.

4.3 PROFILES OF RESPONDENTS TO THE QUESTIONNAIRE ACCORDING TO GENDER, RACE, COMPONENT AND POSITIONS

Section A of the questionnaire focused on the profile of respondents in terms of gender, race, component and their positions in the SGB. An analysis of this information will assist the researcher to get a comprehensive picture of the profile of SGB members in the sampled schools. In total 60 questionnaires were received.

Figure 1: Gender of the respondents

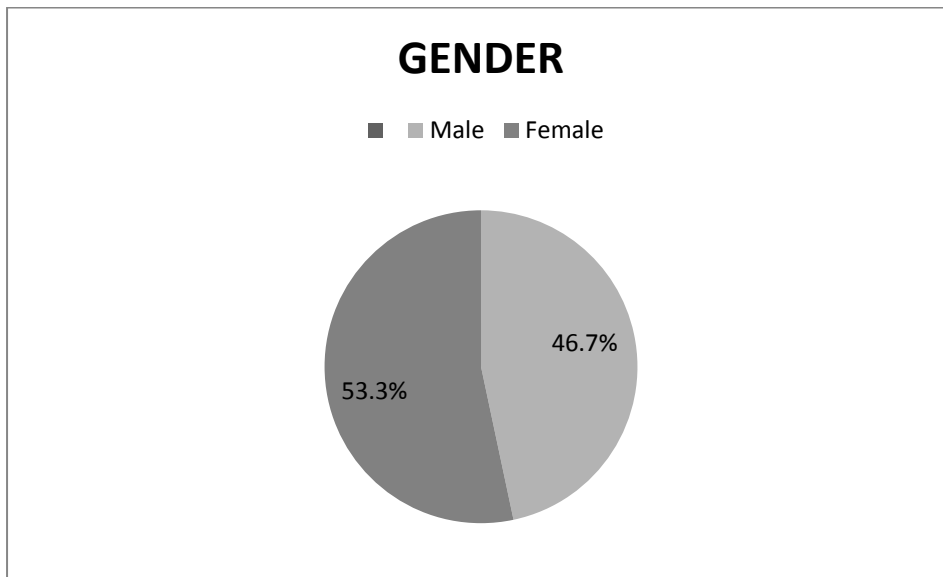


Figure 1 clearly illustrates the profiles of all respondents to the questionnaire according to gender. Out of a total of 60 respondents, 28 were male. This constitutes 46.7 percent of the total sample. The sample for females was represented by 32 respondents. The females constituted 53.3 percent of the total sample. According to the Department of Basic Education (2012: 7), election procedures should include, advancing and promoting the fundamental rights of every person by encouraging representativity and gender equity. Nong (2007:55) states that the SGB is directed by education legislation and policies to consider affirmative action and equity regarding gender in all school systems and structures. In line with legislative mandates, electoral officers should ensure that at least half of the SGB members are females. So the sample is representative of the gender profile of SGB members at Sekgosese East Circuit.

Further analysis shows that the non-teaching staff sample comprises 9 males and 11 females. This represents a 5% female dominance in the sample. In rural areas like Sekgosese, most males look for greener pastures elsewhere and schools are mostly staffed with females. In addition, most female non-teaching staff members are employed as cooks for the National School Nutrition Programme (NSNP) with only a few males serving as security personnel. The hiring of only females as cooks for the National School Nutrition programme may be in line with cultural stereotypes held strongly in rural areas that males cannot prepare food.

The learner sample comprised of 11 males and 9 females. The dominance of males over females may be in line with the stereotype that males make better leaders than females. In terms of legislation, presidents and secretaries of RCLs may become members of the SGB.

The educator sample was represented by 8 males which constitutes 40 percent of the educator sample. The remaining 12 educators were females who constituted 60 percent of the educator profile.

All the 60 respondents indicated their race as African. It is typical of rural areas like Sekgosesa to be comprised of only Africans. Other races normally come to rural areas for business and may not have time to serve in governing bodies at local schools.

Figure 2 Respondents according to component

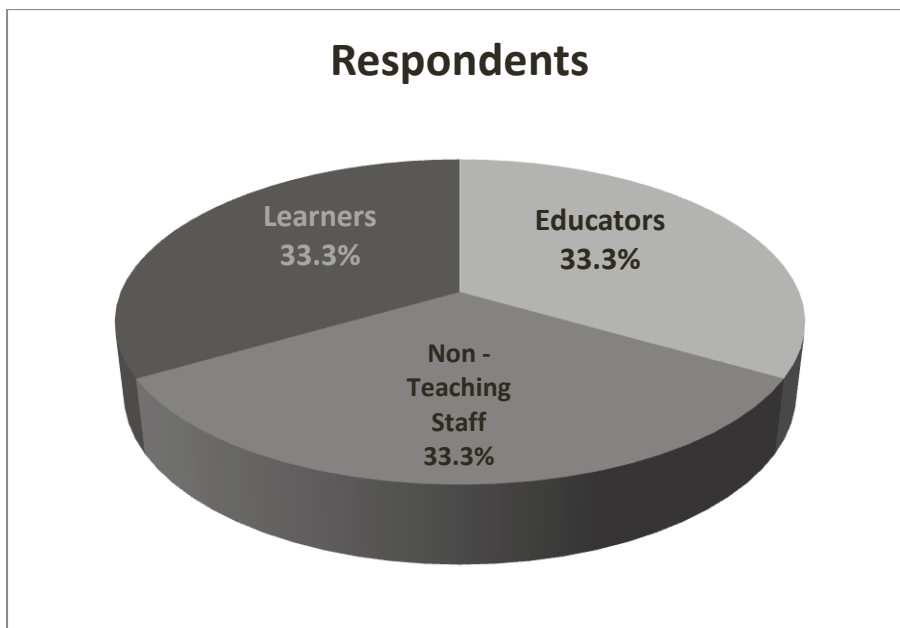
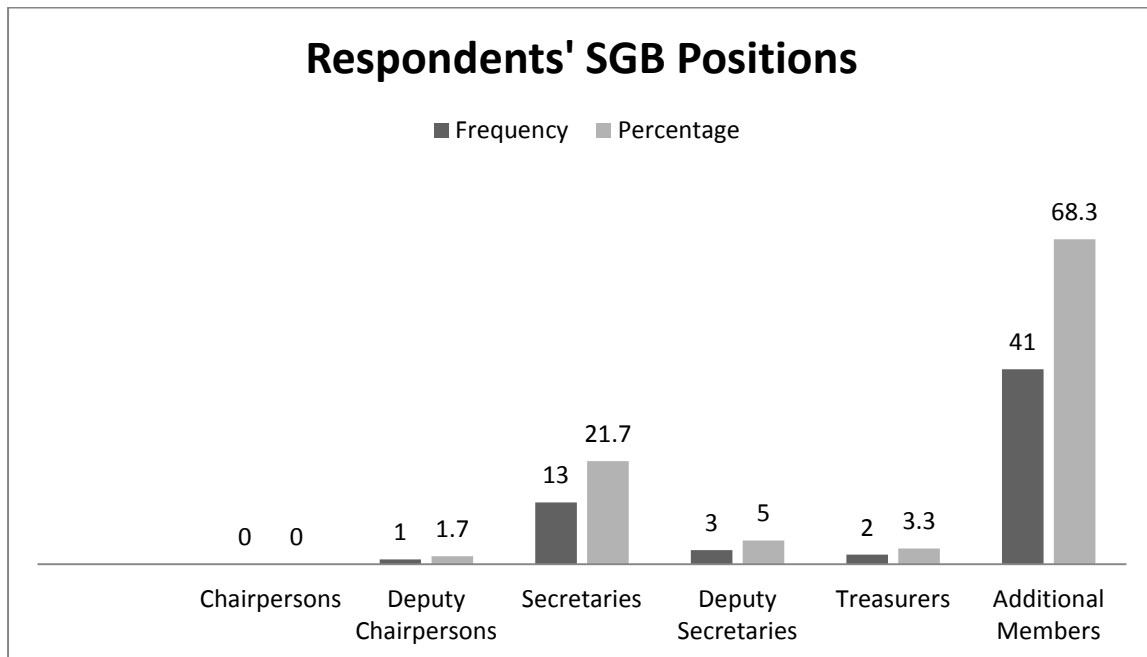


Figure 2 illustrates a 100 percent response rate. All the sampled respondents were able to respond to the questionnaire. Twenty respondents per component were able to respond to the questionnaire according to the sample by the researcher. The ability to earn the trust of respondents and the collaboration with the Circuit Manager ensured a 100 percent response rate.

Figure 3 Respondents' SGB positions



The statistics show that none of the sampled components qualified to be a chairperson of the SGB. That one of the respondents was able to be a deputy chairperson might be a misunderstanding on the part of the respondent. That the respondent who indicated that she or he is deputy chairperson was a learner suggests that the learner might have confused SGB with RCL. The South African Schools Act (Act 84 of 1996 section 29) provides for only a parent member of a governing body who is not employed at the school to serve as the chairperson of the governing body. Although the Act is silent about the position of deputy chairperson, the interpretation may be that the position is also reserved for parents. 21.7 % of the sample served as secretaries of the SGB. Further analysis indicates that 65% of educators are either secretaries or deputy secretaries. The argument could be that all educators are literate and can keep accurate records of meeting proceedings. Educators can also keep proper records of governing body activities. 95% of the non-teaching staff are additional members of their governing bodies. 90% of the learner sample are additional members. Only 1 educator, 1 non-teaching staff member and 1 learner each are treasurers of their SGBs. However, the learner may have confused the SGB with the RCL, as learners are normally not allowed to be office bearers on the SGB.

4.4 INTERPRETATION OF RESPONSES TO THE QUESTIONNAIRE

4.4.1 Respondents' knowledge of roles and responsibilities of the SGB

Table 1 Educator members' knowledge of their roles and responsibilities

Responses	Frequency	Percentage
Excellent	01	05.0
Good	16	80.0
Average	03	15.0
Poor	00	0.0
Very Poor	00	00.0
Total	20	100

Table 1 shows that 1 educator respondent (5%)'s knowledge of the roles of the SGB is excellent. Only 3 educator respondents' (15%) knowledge of the roles of SGB is average. All 20 (100%) of the educator respondents understand the roles of the SGB. The profiles of the educator respondents in table 1 shows that 13 (65%) of the educator respondents had attended SGB training. A positive link could be drawn here between knowledge of SGB roles and training. Those who have attended training increase their understanding of the way the SGB functions.

Table 2 Non-teaching staff's knowledge of SGB roles and responsibilities

Responses	Frequency	Percentage
Excellent	00	00.0
Good	09	45.0
Average	10	50.0
Poor	01	05.0
Very poor	00	0.00
TOTAL	20	100

Of the 9 (45%) non-teaching staff respondents whose understanding of the roles of SGB is good, six (30%) had attended SGB training. One (5%) of the respondents' knowledge of roles and responsibilities is poor. Surprisingly, this respondent had attended SGB training. None of the non-teaching staff members has an excellent knowledge of the roles and responsibilities of the SGB.

Table 3 Learners' knowledge of SGB roles and responsibilities

Responses	Frequency	Percentage
Excellent	05	25.0
Good	08	40.0
Average	07	35.0
Poor	00	00.0
Very Poor	00	00.0
TOTAL	20	100

All 20 learner respondents (100.0%) have a knowledge of SGB roles that is at least average. It means all learner respondents understand their roles and responsibilities as members of the SGB. Fourteen (70%) of the learners who responded to the questionnaire had attended SGB training. This further indicates a positive link between knowledge of SGB roles and training. All the learners are literate and are able to grasp the content of training.

4.4.2 Training attended according to component

Table 4 Training attended according to component

Training attended	Educators	Non-teaching staff	Learners
Roles and responsibilities of SGB	08	03	06
Financial administration	04	09	03
Leadership	00	00	04
School safety	00	00	01
School Management	00	00	00

Resource management	01	00	00
Professional development	01	00	00

The table above shows that at least 17 (28.3%) of the respondents have attended training on the roles and responsibilities of the SGB. Sixteen (26.7%) of the respondents had attended training on financial administration. Only one (1.7%) of the respondents had attended training on resource management. The management and maintenance of resources is one of the functions of the governing body according to the South African Schools Act (Act 84 of 1996 section 20). This could perhaps explain the poor state of infrastructure in most of the rural schools. Training on resource management is not emphasised. Only 4 learner respondents had attended training on leadership. The department normally invites five learners from the RCL from each secondary school to training on leadership which also touches on governance issues.

A combined total of 40 (66.75%) of the sample has attended SGB training. Of the 40 who attended SGB training, 14 (23.35%) are educators and another 14 are learners. Only 12 (20%) non-teaching staff members have ever attended SGB training. Normally training is offered to office-bearers of the SGB. This could explain the dominance of parents and educators over other components in relation to attending training.

4.4.3 Frequency of SGB meetings

Table 5 Frequency of SGB meetings

How often are meetings held	Frequency	Percentage
Once per week	00	00
Once per month	24	40
Once every 3 months	36	60
Once every 6 months	00	00.0
Once per year	00	00.0
TOTAL	60	100

Table 5 illustrates that 24 (40%) of the 60 respondents believe that their governing bodies hold meetings at least once a month while 36 (60%) of the respondents know that they hold meetings at least once every 3 months. The majority of governing bodies hold meetings at least once every 3 months. There is confusion among SGB members about the number of meetings per year which may reflect the apparent contradiction between the Prescripts and the SASA. The former is made up of provincial regulations for the use of funds allocated to schools while the latter is a national Act of parliament governing the operations of SGBs. The South African Schools Act (1996) determines that the governing body should meet at least once per quarter (3 months) while the Prescripts (Limpopo Department of Education, 2011) prescribe that the SGB and the Finance Committee should meet once per month to effectively execute their responsibilities e.g. making payments.

4.4.4 SGB agenda items rating in order of priority

In this question, the researcher listed several agenda items and respondents were asked to rank the items in order of priority with 1 representing the most frequent agenda item and 7/8 the least frequent items.

Table 6 Priority rating of school policies as an SGB agenda item

Rating	1	2	3	4	5	6	7	Total
Frequency	14	8	19	11	4	2	2	60
Percentage	23.3	13.3	31.7	18.3	6.7	3.3	3.3	100

Table 6 above shows that the majority of SGB members rank school policies third in priority. Nineteen of the 60 SGB members ranked school policies in third position. This constitutes 31.7 % of SGB members who think school policies come third in terms of priority. Sixty-three percent of SGB members rank school policies 3 and above in terms of priority. SGB members understand the centrality of school policies towards the achievement of better results.

Table 7 Priority rating of safety as an SGB agenda item

Rating	1	2	3	4	5	6	7	Total
Frequency	3	4	14	31	7	1	00	60
Percentage	5	6.7	23.3	51.7	11.7	1.7	00	100

Table 7 indicates that majority of SGB members value the safety of learners as priority number four. Only 3(5 %) think that safety at school should be top of their priority list. According to the respondents safety comes immediately after school policies. The researcher tends to agree with them because even safety has to stem from school policy. Safety at school in rural areas is not much of a challenge as learners still respect their teachers. There are minor incidents of serious violation of school policies. When SGB members plan their activities, safety is not viewed as a serious challenge.

Table 8 Priority rating of educator professional development as an agenda item

Rating	1	2	3	4	5	6	7	Total
Frequency	00	03	00	04	6	33	14	60
Percentage	00	05	00	6.7	10	55	23.3	100

Majority of SGB members do not think that Educator Professional Development enjoys priority over other activities. Fifty-five percent of the respondents think that out of a list of seven or eight activities, Educator Professional Development should be placed as number six. This shows that SGB members are still struggling with their roles and responsibilities. Despite their assertion that they know their roles and responsibilities, their ignorance of educator professional development is a recipe for disaster.

Table 9 Priority rating of finance as an SGB agenda item

Rating	1	2	3	4	5	6	7	Total
Frequency	20	22	08	03	04	01	02	60
Percentage	33.3	36.7	13.3	05	6.7	1.7	3.3	100

Twenty of the respondents are of the view that finance should be top of the SGB agenda. 20 out of 60 respondents constitute 33.3 % of the total sample of 60. However, more of the respondents think that finance should be second on the SGB agenda. 83.3 % of the respondents think that finance should be ranked third or above in priority. The Revised Prescripts for the Use of Norms and Standards Funds (Limpopo Department of Education, 2011) dictates that in every meeting of the governing body, there should be a report on the use of finances. This is in line with SASA (RSA, 1996 section 16 A) that mandates principals to give reports to the SGB on the effective use of available resources.

Table 10 Priority rating of learner academic performance as an agenda item

Rating	1	2	3	4	5	6	7	Total
Frequency	24	18	07	05	04	02	00	60
Percentage	40	30	11.7	08.3	6.7	03.3	00	100

Improvement of learner academic performance is the ultimate goal of the teaching and learning process. Majority of respondents believe that learner academic performance should top of the SGB agenda. More than 70 % of the respondents think that learner academic performance should be ranked 2 or above in order of priority. Legislation might have had its influence on this rating. The Revised Prescripts (Limpopo Department of Education, 2011) states that in drawing their budgets schools should dedicate at least 60 % of their allocations to curriculum issues.

Table 11 Resource Management and Maintenance in order of priority

Rating	1	2	3	4	5	6	7	Total
Frequency	00	04	10	05	33	02	06	60
Percentage	00	6.7	16.6	08.3	55	03.3	10	100

Resource management and maintenance seem to be carried out by SGBs on an emergency basis. There appears to be no plans in place to manage and maintain resources. The majority of respondents think that in order of priority, resource management and repairs should rank

fifth. Thirty-three (55 %) of the respondents agree that resource management should be put on the fifth spot in order of priority.

Table 12 Priority rating of conflict management as an agenda item

Rating	1	2	3	4	5	6	7	Total
Frequency	00	00	00	02	03	19	36	60
Percentage	00	00	00	03.3	05	31.7	60	100

Conflict management occupies the last spot according to respondents to the questionnaire. They think it should come seventh out of a list of seven activities. 36 respondents constituting 60 % believe that conflict management is not the responsibility of the governing body. SASA does not clearly mandate SGBs to resolve conflict within schools. It only directs them to adopt a Code of Conduct for Learners (RSA, 1996 section 8) in consultation with parents, educators and learners.

None of the respondents believe that conflict management should come anywhere near top of the agenda of SGB activities. Even in rural schools, conflict might arise and somebody in authority must address it. Respondents to the questionnaire think it should not be their competency. As indicated elsewhere in this study, conflict is unavoidable in any human interaction. Respondents suggest that somebody else and not the SGB should deal with i

4.4.5 SGB’s exercise of oversight role in relation to teaching and learning

Table 13 SGB’s exercise of oversight role in relation to teaching and learning

Response category	Frequency	Percentage
Not at all	5	8.3
Very little	9	15
Little	9	15
Quite a lot	31	51.7
A very great deal	6	10
Total	60	100

Of the 60 respondents, 31(51.7%) believe that the SGBs exercises their oversight role in relation to teaching and learning to a fairly large extent. Nine (15%) of the respondents think that the SGB’s exercise of an oversight role in relation to teaching and learning is little or very little respectively. Only six (10%) are of the opinion that the SGB exercises an oversight role in relation to teaching and learning to a great extent. Five(8.3%) of the respondents say that the SGB does not exercise its oversight role in relation to teaching and learning at all.

4.4.6 SGB’s ability to control learner discipline

The researcher made a statement indicating that the SGB is not able to control learner discipline at the school. Figure 1 below indicates the responses:

Key:

SA= strongly agree

A = Agree

NAD = Neither agree nor disagree

D = Disagree

SD = Strongly disagree

F = Frequency

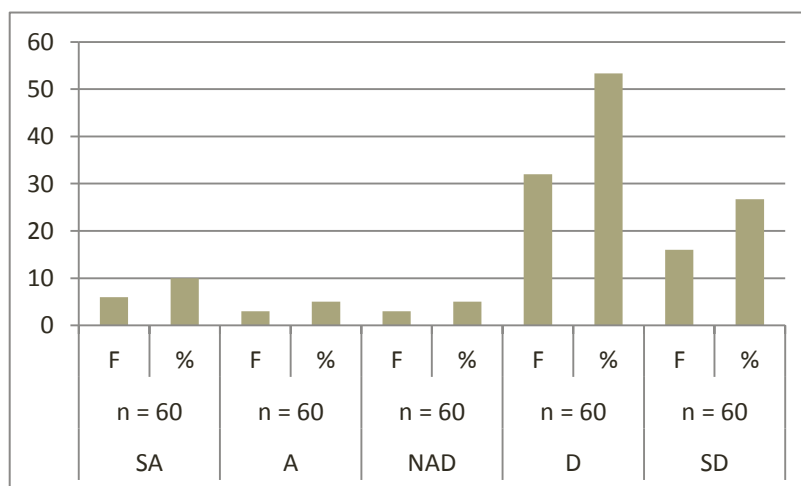


Figure 4 SGB’s ability to control learner discipline

Figure 4 above indicates that the majority (53.3%) of the respondents disagree with the statement that the SGB is not able to control learner discipline. An additional 26.7% strongly

disagrees with the statement. An overwhelming 80% asserts that the SGB is able to control learner discipline at the school. The South African Schools Act (Act 84 of 1996 section 8)) clearly mandates the governing body to control discipline. The section gives the governing body powers to adopt a Code of Conduct for Learners in consultation with parents, educators and learners. The responses are an indication that the majority of SGBs carry out this mandate as dictated by legislation. Moreover, because the Act also includes suspension and expulsion as some of the sanctions in cases of serious misconduct, following a fair process. Perhaps this should inform the department that where the mandate is clear, governing bodies will execute it. Clarity may be provided through regulations that give direction to national legislation.

4.4.7 Findings on challenges faced by SGBs

The respondents identified various challenges faced by the SGBs at their respective schools. Here follows a discussion of the challenges identified by the respondents:

- Unhealthy relationship between principals and SGB members. Principals used to control everything about their schools. With the advent of SGBs, principals felt that their power had been curtailed. One educator respondent states that the principal chairs SGB meetings in place of the chairperson and financial transactions are done without involving the Finance Officer and the treasurer.
- Lack of proper record keeping. Respondents indicate this as a challenge and think it could be addressed through training of SGB members in record keeping. Principals engaging in financial transactions without involving Finance Officers and treasurers might indicate lack of record keeping. Financial transactions involve checks and balances through several documents and, if not well recorded, may lead to chaos in financial administration. One educator respondent states that financial records should be updated on a regular basis.
- Learner discipline. All components (parents, educators, non-teaching staff and learners) identify learner discipline as the SGB's most serious challenge. The most common forms of ill-discipline relate to absenteeism; not doing home and class activities, breaking windows, not wearing uniforms, littering around the school yard, drug abuse, bullying and learners fighting educators. Some respondents also raised the issue of ill-discipline posed by learners without parents. One respondent states that the

most serious disciplinary problems are from child-headed families and learners without parents. Another respondent states that there should be strict applications of policies especially to those learners living with grannies or from child-headed families. Respondents also think that parents do very little about their children's misbehaviour and that the only step they take is to come and plead for mercy when their children are already in trouble. One respondent recalls an incident of a parent who called the SGB chairperson to come and discipline his child at home.

- Another problem that respondents feel is serious is the management of cell phones at the school. The Code of Conduct for Learners has to address the issue of cell phones. "They face the cell phone problem and they are forced to confiscate them until the end of the year", states one of the respondents.
- Lack of parental involvement in education. According to the responses, lack of parental involvement is not only limited to parents but also includes parent members of the SGB. Issues mentioned are: SGB members do not attend meetings regularly, parents' attendance at parents meetings is not always satisfactory and parents do not come to school when they are called in relation to their children's misbehaviour.
- Low literacy levels among parent members of the governing body. This challenge was raised by all components in their responses. Respondents agree that most parent members of the governing body are either illiterate or have low literacy levels. To support the above claim, a learner respondent states that SGB members must be people who are educated and understand the running of the school and be able to know their duties so that there won't be conflict. The members must understand the provisions of the Public Finance Management Act (PFMA) in order to be able to run the financial affairs of the school. Low literacy levels amongst parents in rural areas leads to some parents dominating SGBs and serving for longer periods.
- Poor financial administration and non-compliance with policies. The SGB is not well equipped in matters of running finance and school policies. Principals' engaging in financial transactions without involving the Finance Officers and treasurers is evidence that financial administration poses a challenge, not only to parents but also to principals themselves. One respondent states that policies are not adhered to because most parents do not read or follow them. Even if they understand the policies, they struggle to monitor implementation because they do not understand the limitations of the SGB.

- A few of the learners state the use of corporal punishment at their schools as one of the challenges they are faced with. According to SASA (Act 84 of 1996, section 10), corporal punishment is outlawed. The use of corporal punishment by educators is an indication that educators are also struggling with policies.
- Inadequate infrastructure. Some respondents mention an unsafe, ageing school infrastructure as one of the most serious challenges the SGB has to deal with. Some schools do not have fences. Others have fences but no security personnel to control access to the school. Learner safety is a concern for some respondents. One learner respondent states that they are not safe from strangers as there is no security at the school. The lack of security often leads to incidents of burglary.
- Other challenges mentioned include, stipends for SGB members, shortage of water and untrustworthy food suppliers for NSNP. Respondents believe that SGB members work for the good of the school and do not get paid. Service providers for NSNP sometimes do not deliver food on time. In poor, rural areas like Sekgosese, there are learners who rely solely on NSNP for meals. If the supplier does not deliver on time, poor learners will learn on empty stomachs for that day.
- Besides the challenges previously discussed, the respondents raised the issue of auxiliary services that are supposed to be rendered at public ordinary schools. Respondents are of the view that people with expertise should be employed at schools for various social services, for example, social workers.
- The issue of training for SGB roles and responsibilities was also emphasised, with a suggestion that SGB members should be trained in their roles and responsibilities at least once per quarter. One comment was that school issues should be taken seriously by the community and should not be left solely in the hands of educators and SGBs. Another comment was that salaries for security personnel should be increased as their job involves an element of risk.

4.5 PROFILES OF PARTICIPANTS IN THE SEMI-STRUCTURED INTERVIEW

Table 14 Gender, age, experience and educational qualifications of participants in the semi-structured interview

Governor	Gender	Age in years	Experience in years	Educational Qualifications
Principal	Female	47	8	BA, HED, ACE School Management, ACE Life Orientation, B.ED (Hons), M.ED
Principal	Male	49	13	STD, FDE, B.ED (Hons)
Principal	Female	55	18	STD, B.A, FDE, ACE Management
Principal	Female	50	17	STD, Diploma in Education Management, Certificate in Financial Management, ACE School Leadership & Management
Principal	Male	52	20	STD Advanced Diploma In Education Management, B.Tech, M.ED.
Chairperson	Male	50	6	Std 5
Chairperson	Male	44	9	PTD, Diploma in Business Management, ACE, B.ED (Hons), M.ED
Chairperson	Male	55	12	Std 10, M1
Chairperson	Female	52	24	Std 4, AET L4
Deputy chairperson	Female	51	12	ECD Practitioner L5, Management Skills and Leadership

The profile of participants depicted in the table above shows that three of the principals interviewed were female and two were male. This bodes well for equity on the basis of gender as South Africa's history of discrimination on the basis of gender was skewed against women, especially black women. The profile of principals shows a sixty-four female to male ratio. The ratio for chairpersons of SGBs is sixty-four in favour of males. Of the five chairpersons, deputy chairperson included, three are males and only two are females. The majority of SGB members in the Sekgosese East circuit are female but there are more male than female chairpersons. The sample is a true reflection of the dynamics of the circuit in

terms of gender. In some SGBs, the only male available would be unanimously elected as the chairperson of the governing body.

Only two of the five principals were in their late forties. The other three were in their early fifties. The oldest principal was a female aged 55. The majority of chairpersons were in their early fifties with only one male chairperson in his early forties. Among both principals and SGB chairpersons, there was no young person.

The experience of the governors ranges from six to twenty-four years. The table shows that the least experienced governor was a male SGB chairperson aged 50. The most experienced governor was a female chairperson aged 52. In terms of experience, the sample gives data representative of the circuit. As explained elsewhere in this dissertation, governors serve for longer periods because most parents leave rural areas to go look for greener pastures in urban areas. This results in those who are available continuing to serve as SGB members for as long as they are available. They often serve as guardians for most of the children in their respective schools. Those who take a keen interest in SGB activities sometimes flout admission processes in order to make themselves eligible for elections as members of SGBs. Principals' experiences in years in SGBs equals (at least) the number of years they have served as principals. SASA (Act 84 of 1996 section 23) states that the principal is an *ex officio* member of the SGB. This means that the principal gets into the SGB by virtue of his / her position. The principal's membership of the SGB is not contested.

In terms of educational qualifications, the lowest is standard 5 for a male SGB chairperson. A female SGB chairperson has an Adult Education and Training Level 4 (AET L4) qualification. Surprisingly, one SGB chairperson has a Master of Education degree. In addition, he is an educator and Finance Officer at another school. All the five principals are adequately qualified with two having acquired Masters Degrees and another two in possession of Honours Degrees. The fifth one has an Advanced Certificate in Education for School Leadership and Management. The profiles points to a disparity in terms of educational qualifications between principals and SGB chairpersons. This disparity may be a source of power relation conflicts between principals and SGB chairpersons. Principals may be tempted to carry out certain governance activities on their own and this may be viewed by SGB chairpersons as an act of undermining them.

4.6 INTERPRETATION OF PARTICIPANTS' RESPONSES TO THE SEMI-STRUCTURED INTERVIEW

4.6.1 Training in roles and responsibilities of SGBs

The participants were asked if they had ever attended training in their roles and responsibilities as members of SGBs. Both principals and SGB chairpersons confirm that they had at one time or another attended training on their roles and responsibilities as SGB members. They severally agree that they had been trained in their roles and responsibilities, as well as in financial management. Others added that besides SGB roles and responsibilities and financial management, they also had attended training in employment equity, policy formulation, safety at school and governance versus management. Emphasising the importance of training, the SGB chairperson of school D said: “ I had always thought governance and professional management was one thing but following the workshops I attended, I can now make a distinction between the two concepts.

The SGB deputy chairperson of school E said:

“Finance training was very helpful because it concentrated on the usage and administration of Norms and Standards Funds given to schools by the state through the provincial department. This training also helps us as individuals because we learn about the value of budgeting in the school context which we can transfer to our families”.

The SGB chairperson of school C applauded the circuit office for the role it plays in organising meetings for SGB members. He said:

“The circuit does well by calling principals and SGBs to common meetings. Currently SGBs understand their roles and responsibilities. In the past, SGB members used to be used to rubber stamp decisions by principals. Governance versus professional management used to be characterised by conflict because principals would even assume SGB responsibilities”.

For interview participants, there is a 100% record attendance to training. There is a 38.3% difference between respondents to the questionnaire and participants in the semi-structured interview in terms of attending training. 61.7% of respondents indicate that they have attended training in their roles and responsibilities. The participants in the semi-structured

interview are principals and SGB chairpersons who are regarded as important office-bearers. These are the SGB members who are often invited to training events as the department uses the cascade model in relation to training. The belief is that when SGB office-bearers are trained, they will cascade the information to other SGB members. However, it appears like the message does not filter down to SGB members who are not office bearers. Principals are able to indicate that training provided by the department should cover a wider spectrum of SGB members. The principal of school A said: “With adequate training, SGBs can play a vital role, especially if they understand their roles and responsibilities. The SGB is an important stakeholder because they represent parents in the community and can minimise friction between the school and the community”.

SGB members relate the improvement in terms of training of governing bodies to the availability at circuit offices of officers responsible for governance matters. Their main responsibilities are to train SGB members and monitor and support SGBs as they carry out their activities. Training and supporting SGBs used to be the responsibility of circuit managers and they struggled with this task. With the employment of Deputy Managers for governance by the Limpopo Department of Education in December 2010, training and supporting SGBs for improved functionality became a little easier. The chairperson of school C sums it up as follows: “The circuit does well by calling principals and SGBs to common meetings. Currently SGBs have an idea of what their roles and responsibilities are. In the past, SGB members were used to rubber stamp principals’ decisions. Governance versus professional management used to be characterised by conflict”.

4.6.2 SGB members’ developmental needs

SGB members were asked to indicate the developmental needs that, if met, would enable them to carry out their responsibilities effectively and efficiently. Participants indicated that they still need training in relation to SGB roles and responsibilities. Most participants stated that roles and responsibilities of governing bodies should be emphasised during SGB training, especially to parent members of governing bodies. The SGB chairperson of school A said: “I am worried that parent members are not aware of their roles when it comes to educator professional duties and discipline. At my school, there is an educator who comes to school late on daily basis and parents of learners ask the governing body about it. The SGB

finds itself stuck because we do not know what our role is in this case because it appears more like a professional management issue than governance”. He further states that the principal reports to the SGB regularly that she is on top of it but parents do not observe any improvement. The chairperson of school D also indicated that it is not only parents that need to be trained regularly on their roles and responsibilities. She says educators who are not members of the SGB are not aware what the roles and responsibilities of the governing body are. According to her, educator members of the governing body do not report to their colleagues. She says: “Educators also need to be developed on reporting back to other educators. Educators lack knowledge of governance roles and responsibilities. They see the SGB as a structure that interferes with their professional duties”. She is also worried about the absence of learner representatives in most of the SGB meetings as most meetings are held when the learners are busy with their classes. The researcher was able to verify that most learners are not involved in decision-making by checking SGB minutes and attendance registers which are presented later in this project as document analysis.

Most participants are of the opinion that training offered in financial administration is not adequate. Both parent and educator members come onto the SGB without any prior knowledge of financial administration. The SGB chairperson of school E emphasised record management in relation to financial administration as a developmental need to be prioritised for SGB training. She said:

“There are various records that need to be kept for submission to authorities and most SGBs struggle with that. I am also concerned about the effect of the cascade model of training employed by the department. I think that the whole SGB should be invited to training as most SGB members lack facilitation skills. If it is not possible for all SGB members to be invited to training, then at least the SGB office-bearers should be taken through sessions on facilitation skills”.

Participants also raised the issue of training in relation to safety at the schools. Even in rural areas like Sekgosese, safety in schools may pose a challenge. SGB members feel they do not have the capacity to address safety in the schools. The SGB chairperson of school E succinctly puts it as follows: “Training about school safety should also be conducted. Most SGBs are struggling with issues of dangerous weapons and drugs”. SASA (1996 section 8A) allows the principal to conduct random searches and seizures and drug testing where there is

a reasonable suspicion. However, it has to be done following a procedure determined in the Act.

Participants also referred to the roles and responsibilities of a committee of the governing body called the Campaign for Quality Learning and Teaching Campaign (QLTC) as another developmental need. The committee brings under one roof all stakeholders and role players with an interest in education. If its roles and responsibilities were to be clarified to SGB members through training, the SGBs could function effectively because the committee involves almost everybody who has an interest in education. The principal of school B states: “As a school we have a challenge in relation to roles and responsibilities of the QLTC committee. We have established a committee as mandated by the department but are not sure about its roles and responsibilities”.

Other developmental needs that were raised by participants related to SGB roles in matters of infrastructure at the school. The SGB has a role in terms of maintenance and establishment of an infrastructure at the school. Most SGBs are struggling with inadequate and dilapidated classrooms. Departmental regulations do not allow them to engage in capital projects like building blocks of classrooms unless they are able to get donations for such projects. This leaves members feeling they are hamstrung by departmental regulations and that they cannot move in terms of infrastructure. In terms of maintenance, SGB members say they do not have any problem as they are able to budget for maintenance of the existing infrastructure. The Revised Prescripts on the Use of Norms and Standards Funds (LDoE, 2011) clearly states that the funds cannot be used for capital projects like the building of classrooms but SGB members indeed need to be capacitated as to their responsibility to augment the resources provided by the state as referred to in SASA (Act 84 of 1996 section 36).

4.6.3 The frequency of SGB meetings

Participants were asked to indicate how often their SGB held meetings. Almost all the participants indicated that their scheduled meetings were held on a quarterly basis. They further stated that special meetings might be held as required. Only two out of ten participants said that, at their schools, scheduled meetings were held monthly. Respondents to the questionnaire recorded 60% and 40% frequencies for quarterly and monthly meetings

respectively (see table 4.4.5). This indicates that the majority of SGBs hold their meetings on a quarterly basis while there are a few schools that hold monthly meetings. In Limpopo this may be due to the fact that Revised Prescripts for the use of Norms and Standards Funds (LDoE, 2011) implies that SGB meetings should be held monthly while SASA (RSA, 1996) determines that they should be held quarterly. It is difficult for departmental officials to enforce provincial prescripts against national legislation.

4.6.4 How agenda items feature during meetings

Participants listed agenda items that feature consistently during SGB meetings. The following items were mentioned as consistent: learner academic performance, school finances, maintenance of resources, learner discipline, school safety, learner motivation, policy formulation and review and stakeholder reports. Participants put learner academic performance as one of the standing items during SGB meetings. The SGB chairperson of school C said:

“In every meeting, the principal gives us a report on learner performance since the previous meeting. The SGB then determines whether the results are improving or deteriorating. Challenges are identified and intervention strategies are determined”. The SGB deputy chairperson of school E states: “The principal’s report on learner performance is interrogated and grade 12 learners’ results are often analysed and realistic targets set”. This resonates with what was presented by respondents to the questionnaire (see table 4.4.6). Many respondents to the questionnaire prioritised learner performance as the item that enjoys priority during SGB meetings. All components of SGBs agree that learner performance features consistently during their meetings. From this, it could be understood that they offer a support service to the teaching and learning process as mandated by SASA. SGBs put learner academic performance at the centre of all their activities.

Almost all participants say school finances feature prominently during SGB meetings. The finance reports focus on income and expenditure for the period under review. SGB treasurers have a responsibility to present financial reports to SGBs at every scheduled meeting. In cases where the treasurer is not literate, the Finance Officer who is normally not a member of the SGB is requested to come and present the report. Respondents to the questionnaire ranked finance as the item that features second to learner performance during SGB meetings.

Another item that participants feel features fairly frequently on SGB agenda is maintenance of resources, especially the school's assets. The SGB deputy chairperson of school E states that maintenance of school infrastructure and furniture feature prominently on their SGB agenda. In support the SGB chairperson of school A said: "Besides the water pump that gave the SGB a problem, we struggled with the department about the condition of toilets that were no longer usable. The conditions of some classrooms that had a roof blown away by the storm gave us a headache. We also talked about a photocopier that kept breaking until we bought a new one". Respondents to the questionnaire ranked resource management and maintenance as priority number five out of seven items. The participants in the semi-structured interview only listed items in terms of consistency during SGB meetings. They were not asked to rank them in any particular order. The fact that resource maintenance and management was only listed by a few participants does not necessarily mean that it is seen as the item of least importance.

Learner discipline is an item that was mentioned by participants in the semi-structured interview. The principal of school E said

"The item on learner discipline is reported by learners themselves at every SGB meeting. Other members of the SGB would then add if there were other forms of ill-discipline observed before discussing intervention strategies to curb the irregularities". Although it is an important item, it doesn't rank top with most of the governing bodies. One could interpret this to mean that learner discipline does not pose as serious a problem to governing bodies as may appear. The majority of respondents to the questionnaire indicated that SGBs are able to control learner discipline.

Closely related to learner discipline is the issue of school safety. Participants state that their interaction with the item is mostly focused on analysing the school's incident registers to identify safety challenges that are frequent at their respective schools. The indication is that discussing school safety enables the SGB to come up with safety plans for the schools. The safety threats cover safety challenges that may occur within and outside the school. Most participants say their schools are safe and secure because they have fences and access to their schools is controlled. Most incidents happen within the school and may be categorised as ill-discipline by learners. However, all participants state that in the last two years they have not had to suspend, or recommend the suspension of, a learner.

The item on learner motivation was raised by both principals and SGB chairpersons as an important item to include in the SGB agenda. Both learners and educators should regularly be extrinsically motivated to get the best out of them. For extrinsic motivation, the SGB has to discuss and agree on what should be done to motivate both learners and educators.

Policy formulation is a critical function of the SGB. Participants raised it as one of the important agenda items. Participants feel that policy formulation should always be on the agenda because the department constantly brings about changes that necessitate the formulation of new policies. Some stated that monitoring of policy implementation should constantly be done by the SGB. The principal of school B said: “ Policy formulation and review should be part of the SGB agenda at regular intervals”. Respondents to the questionnaire ranked policy formulation third on the priority list of agenda items. It followed learner academic performance and school finances.

Some participants state that their agenda is standardised and takes the form of reports by various components. The principal will, for example, report on learner academic performance. Non-teaching staff members would then report on programmes that affect them. Educators would be allowed to report on activities pertaining to educators. Learners would report on learner activities.

4.6.5 The impact of SGBs on learner performance

Most participants agreed that their SGBs had an impact on learner performance. The fact that there are parents on the SGB puts them in a strong position to be able to influence learner performance. When quarterly results are released, the SGB sometimes delegates parent members to address learners about the results. The SGB deputy chairperson of school E said: “Departmental meetings and workshops help us a lot as to how to improve learner performance. I used to think that learner academic performance was the exclusive domain of educators but with the training and workshops I came to realise the role the SGB should play on learner performance. In my opinion, our school’s SGB is on the right track because our grade 12 results are on an upward trajectory”.

The SGB is well placed to invite parents to meetings to talk about their children's performance. All participants confirm that parent meetings were called quarterly where learner academic performance was discussed. Identified challenges are presented to parents at a formal meeting and intervention strategies are proposed. Parents are also allowed to give input on the results, challenges and interventions. SGBs encourage parents to support their children to study hard. The SGB encourages educators to work hard. Most SGBs also organise quarterly award ceremonies for both educators and learners. Educators and learners who perform well are rewarded in the presence of other educators, learners and parents. Sometimes the SGB checks subject performance per grade and links it to the responsible educator. Educators account to parents per grade on allocated days as they appear on the year plan of the school. At other times parents of individual learners are invited to schools to discuss their children's individual performance.

One participant indicated that learner members of the SGB also assisted the SGB by raising issues on behalf of learners for improved learner performance. However, most schools do not regularly invite learners to SGB meetings as evidenced by SGB minutes and attendance registers. When there are challenges, SGBs may target particular grades and talk to learners. However, it is mostly the exit grades that are targeted to improve learner performance. The SGB chairperson of school A added:

“Learners are sometimes called to render educational items before parents, for example, rendering poems”. Emphasising the significance of involving learners in decision-making, the SGB chairperson of school C said:

“Cases of vandalism and bullying have been adequately addressed through the involvement of learners”.

SGB members also create an environment conducive for improved learner performance. They do that through the provision of resources and providing maintenance to the school's physical infrastructure. SGBs encourage parents to come to the school and render voluntary services. Most schools are cleaned by parents voluntarily before schools reopen as schools cannot afford the services of cleaners. The environment influences the behaviour of learners. If learners behave well because of their environment, they are likely to perform well. In a clean school environment, for example, there won't be littering.

A few participants in the semi-structured interview felt that their SGBs make a minimal impact on learner performance. The principal of school C said: “The SGB makes very little impact on learner performance. Decisions are taken but implementation is not monitored. The SGB is reluctant to meet learners. If the SGB could meet learners regularly, results would improve”. In support, the principal of school A said:

“The SGB’s impact on learner performance is minimal. Parent SGB members do not show concern as they only come to meetings when specifically invited”. A few respondents to the questionnaire also indicated lack of parental involvement as one of the challenges SGBs have to struggle with. They indicated that lack of parental involvement even extended to SGB members. Some parent members do not take much interest in their children’s schooling and do not attend SGB meetings regularly. Most SGBs are aware of their roles and responsibilities in relation to learner performance. There are only a few incidents where SGBs seem not to be aware of their roles and responsibilities with regard to learner performance.

4.6.6 SGB functions that have an impact on learner performance

Participants were asked to identify SGB functions that have an impact on learner performance. Most of them thought all their activities had an impact on learner performance because they offer support services to the principal, educators, learners and non-teaching staff to enable them to perform their duties. They mentioned several functions including: control of learner discipline, motivating parents, giving support to learners at home, referrals to other departments, curriculum determination and provision of resources. Most of these responses have already been presented elsewhere in this project so focus will be on those responses not hitherto presented.

According to participants, for learners to perform well academically, they have to be disciplined. They should be motivated to attend school regularly and to be on time. The SGB should meet learners on a regular basis in order to motivate them to perform well academically. Sometimes successful young people are invited to motivate learners. SGBs must deal decisively with learners who show disrespect to their educators. The SGB also invites South African Police Services (SAPS) to address issues of discipline by making learners aware of long term repercussions of engaging in criminal activities. The SGB should

also play its oversight role in relation to policy implementation. They should adopt a zero tolerance approach to unacceptable behaviour.

Some participants say their SGBs also motivate parents, during parents' meetings, to support their children in their learning activities. Moreso, because most parents are illiterate and may not even know where to start in their desire to support their children.

The SGB has powers to recommend to the department the school's needs, for example, the school's infrastructure needs, determination of curriculum, etc. The principal of school C said:

“In several meetings our SGB deliberated on issues that we think are relevant to our day-to-day activities. Our deliberations ended with a decision that we should recommend that Agriculture be included as part of the school's curriculum because the school is in a rural area. We have applied for Agriculture to be one of the subjects but the school does not have educators qualified to teach the subject”.

SGB members also said they provide resources necessary for the creation of an environment conducive to teaching and learning. The school budget caters for resources that will facilitate the teaching and learning process.

4.6.7 SGB role on School Improvement Plan

Most SGB members thought the school improvement plan related to the infrastructure of the school. The SGB chairperson of school A said:

“We have been very instrumental in requesting for donations that resulted in the principal's office being built at the school. Through donations, the school was able to erect swings for the children”. The SGB understood that a healthy mind can only be found in a healthy body. The chairperson of school C added: “Our playground used to be very dirty. The fence had holes and window panes were broken. The school improvement plan targeted those issues and they are now addressed”.

Other SGB members referred to issues of maintenance, sanitation and the provision of furniture for learners and educators. They also mentioned the rehabilitation of old, decrepit buildings that had been built many years before by the community, through financial

contributions. They also talked about treating ants, improving the cooking area, and fitting doors and burglar proofings' to ensure safety in the school.

The principal of school C also mentioned the importance of the school garden in augmenting the resources provided by the state. Besides augmenting NSNP food, the garden also brought in additional financial resources as the school was able to sell excess produce.

The school improvement plan is not only confined to infrastructure. It has to do with every developmental issue that seeks to change the school for the better. SGB members indicated that they also supported educator development. They occasionally supported enrichment classes, especially for grade 12 learners. Enrichment classes are organised during holidays and sometimes over weekends. School budgets provide for such activities. As part of the school improvement plan, SGBs also outsource educators to assist in subjects identified as problematic for their schools. They asked educators from neighbouring schools doing well in the identified subjects to assist the local educators so that the latter could improve their teaching skills.

Some SGB members thought illiteracy on the part of parent members hampered the SGB's involvement in relation to the school improvement plan. The principal of school A said: "The school improvement plan is drawn up by the SGB but there is no follow-up in terms of implementation. The SGB at our school is not aware of its roles and responsibilities in relation to the school improvement plan".

4.6.8 SGB's encouragement of community support for improved learner performance

Participants in the interviews all valued the involvement of parents in the education of their children. Almost all participants agreed that parent meetings called by governing bodies on a quarterly basis assisted in disseminating information about the school to the community. SGB members agreed that the most important issue discussed during parent meetings was learner academic performance. Parent meetings and farewell functions are used as an opportunity to encourage parents to support their children. The principal of school B summed it up as follows:

“Every quarter, there is a parents’ meeting where parents are encouraged to motivate their children to study harder”. During these parent meetings, parents are encouraged to visit the school and discuss learner performance with concerned educators. However, the SGB deputy chairperson of school E is sceptical about the SGB role in encouraging community support for improved learner performance. She says: “Attendance at parent meetings is generally poor and varied annually. Parents are also not able to engage their children on academic issues as most of the parents are illiterate. Most parent members cite household chores as their reason for not being able to attend parent meetings at school. Some parents are discouraged from attending meetings by those parents whose children are ill-disciplined”.

Almost all participants agreed that they also use the tribal council to communicate school information to the community. The SGB chairperson of school D stated:

“Oftentimes the SGB chairperson and the secretary are invited to the tribal council to encourage community support for improved learner performance. The headman (Induna) sometimes invite the community to a meeting specifically to discuss issues affecting education. The headman is always willing to assist with issues of school improvement. During admission time for new learners, it is the SGB that goes to the traditional council to ask them to encourage the community to bring their children to the school for admission”. In support, the SGB deputy chairperson of school E also stated that parents were informed about compulsory attendance through the tribal council. Compulsory school attendances involve learners between the ages of seven and fifteen years, or grade nine, depending on whichever occurs first. She says that it was in line with the dictates of section 3 of the South African Schools Act. The SGB must inform the community about the danger of not ensuring that their children attend school as required by law. In addition to efforts by School Governing Bodies to lure children to their schools, schools also market themselves by producing good results.

Participants also thought that parents were more important stakeholders than others. Parents are the ones who ultimately take the decision about where their children should study. When a school does not perform academically, parents vote with their feet by taking their children to schools that do well. The SGB deputy chairperson of school E painted a bleak picture of her school when she stated that some parents come to the school just to inform the principal that they had given up on their children.

The SGB chairperson of school C says that they had established a stakeholder committee that reports to the SGB at least once per quarter. The committee comprises all stakeholders with an interest in education within the community. The stakeholders represented in the committee include: the traditional council, councillors, learners, principals, educators, the SGB, Organised Business, NGOs with an interest in education, ward committees, civil society organisations, etc. He says the committee is referred to as the Quality of Learning and Teaching Campaign (QLTC) committee. In support, the principal of school C says that parent meetings are called, they engage the tribal office where issues involve the community, the SGB continuously communicates with the ward committee and that they also engage NGOs that are interested in education. Lack of parental involvement in the education of their children was mentioned by respondents to the questionnaire in the quantitative data as one of the challenges faced by SGBs. This does not only mean parents but also parent members of SGBs. It manifests itself in poor attendance at meetings of the governing body.

4.6.9 SGB role on enforcing learner discipline

Almost all participants confirmed that they had adopted Learner Codes of Conduct, as mandated by the South African Schools Act. The process leading to the adoption of the Code of Conduct for Learners seems to have been consultative, as both principals and chairpersons are aware of the existence of the policy within their schools. Participants also mentioned that the Code of Conduct for Learners prescribes acceptable and unacceptable behaviour. The chairperson of school A stated: “The SGB involved parents, educators, learners and non-teaching staff in adopting the Code of Conduct for Learners. The reason for involving all the stakeholders mentioned above is that they have to be involved in enforcing discipline at our school”. In support, the SGB chairperson of school D stated:

“Educators have to be involved because, besides implementing the Code of Conduct, the policy itself should relate to what the South African Council for Educators (SACE) says about the discipline of educators”. Some participants said that their SGBs continuously reminded learners, educators, parents and non-teaching staff of the provisions of the Code of Conduct for Learners. They did that during meetings with various stakeholders which they held on a quarterly basis. Sometimes SGBs ask for time during devotions to address learners about the Code of Conduct for Learners. The SGB deputy chairperson of school E summarised the role of the School Governing Body on learner discipline as follows:

“The SGB addresses learners at assembly. It encourages regular attendance, discourages dangerous weapons. The SGB also motivates learners to come to school for the sole purpose of learning. The SGB encourages disciplined learners not to associate with ill-disciplined learners.”

Some participants are worried that SGBs did not play an oversight role in relation to the implementation of the Code of Conduct for Learners. The principal of school A is concerned that the governing body only talks about the Code of Conduct when there is an incident. Other than that, the governing body is only called to intervene when there is a disciplinary hearing. She stated: “The governing body at my school struggles to deal with issues of learner hair styles and cell phones. They organised a random search for cell phones and ended up not getting any only to discover later that what they thought were watches were actually cell phones. They also occasionally invite members of the SAPS and Correctional services to talk to learners about the dangers of engaging in criminal activities”.

Participants agreed that workshops organised by the circuit manager were helpful in empowering them to conduct disciplinary hearings. These workshops help them to understand the establishment of disciplinary tribunals through training arranged by the circuit manager. In the past, SGBs suspended and expelled learners without following the correct procedures. Sometimes, even principals would just expel learners without the formality of a disciplinary hearing.

Responses to the questionnaire show that the majority of respondents believed that their SGBs were able to control learner discipline at their schools. This is in line with what participants in the semi-structured interview believe. Almost all of them confirmed that SGBs in their schools are able to control learner discipline. The principal of school D stated that if the behaviour of the learner needed intervention, the SGB would consult the parents and if the learners did not improve, they would sometimes be suspended after a disciplinary hearing had been conducted. She gave an example of learners who cut the school fence and used the hole to come into and go out of the school. They were called to a disciplinary hearing, together with their parents, and were subsequently suspended. She further distinguished between precautionary suspension and suspension as a sanction

4.6.10 SGB role on conflict management

Participants indicated that their SGBs were aware of the role they were supposed to play in relation to conflict management. Most of them said they are not involved in conflict that concerned educators. SGB chairpersons said they only received reports from principals related to conflict among educators. Those that engaged SGBs in conflict management indicated that they always got better results. The SGB chairperson of school A said: “Late coming by educators threatened to cause conflict between the principal and the concerned educators but the involvement of the SGB resulted in an amicable solution to the problem. The principal said that she was thankful that the SGB was able to intervene and put an end to the long-standing problem of late coming by educators”. All principals but one of the five interviewed believe that conflict management among educators is a purely professional matter that needed to be addressed solely by the principal. This resonates with the finding from data obtained from the questionnaire that SGBs rank conflict lowly in terms of priority.

The SGB chairperson of school B said that the principal communicated with him on matters of conflict involving educators. The two would try to resolve the conflict together before it reached the SGB. He further indicated that educators often simply needed to be reminded of their roles at school to avert any form of conflict. The SGB chairperson of school C had a different view. According to him, conflict that involved educators could only be managed by the principal. He stated that the SGB had previously assisted in conflict management involving educators, but the SGB was then excluded from conflict management involving educators. Only the principal was allowed to handle such conflict. Some SGB chairpersons said that principals reported to them conflict already resolved, while others said they did not receive any such report.

Participants agreed that SGBs handle conflicts between educators and parents, educators and learners, learners and parents, etc. Conflict between SGB members is believed to be the exclusive domain of the SGB to ensure that it functions effectively. The principal of school D stated that conflict among SGB members was mostly resolved through negotiation and consensus. Some SGB chairpersons felt that often principals did not disclose conflict to governing bodies as they saw it as an indictment of their authority. It would prove that they were not able to manage their schools. The governing body discerns conflict among educators

when learners do not perform academically. When governing bodies try to find out from principals reasons for underperformance, they come to realise that there might be conflict among educators. In rural schools, it is not unheard of to find educators conniving with learners to get even with colleagues. Educators sometimes use learners to fight their battles. With regard to learners, SGBs are able to resolve most of the conflict through the involvement of parents.

The participants' responses could be interpreted to suggest that SGBs are not aware of their role on conflict management. Some said that they could only speculate that they had a role to play on educator conflict management, while others said their role was limited to receiving reports from principals.

4.6.11 The school budget in relation to learner performance

Participants in the semi-structured interview stated that the bulk of the school budget goes to learner development. They indicated that they had no choice because the provincial regulations governing the use of Norms and Standards Funds prescribe how the money should be used and also determines percentages per cost centre. The Revised Prescripts for the use of Norms and Standard Funds (Limpopo Department of Education, 2011) determines that Norms and Standards funds should be allocated as follows: 60% for teaching and learning; 17% for administration; 8% for sanitation; 10% for sports and 5% for transport.

SGB understanding of the allocation categories may differ from one school to the next. Both principals and chairpersons asserted that their budgets prioritised teaching and learning as mandated by the provincial regulations on the use of Norms and Standards funds. They listed various activities that they believed enhanced teaching and learning and prioritised them. The activities listed by participants include, the purchase of computers, annual award functions, stationery, equipment, textbooks, outsourcing of educators, dictionaries, study guides, enrichment classes, and motivational speakers.

Those that prioritised the purchase of computers indicated that the plan was ultimately to make their learners computer literate before they leave school. The SGB chairperson of school A indicated that they had solicited the services of a volunteer to assist the learners

with computer literacy. He is aware that access to the internet also facilitates learning as learners will then be able to do research through the use of internet.

SGBs also prioritise learner motivation through the use of awards. Both learners and educators need extrinsic motivation. On a quarterly basis, both learners and educators are given awards. The awards may take the form of trophies, certificates, dictionaries or medals. Learners at exit grades are often rewarded per subject performance which means that one learner who performs well in various subjects might get many awards.

SGBs also budget for enrichment classes. These are classes that are additional to normal classes and are mostly conducted during school holidays and weekends. Educators who volunteer their time to assist learners are reimbursed for their travel to the schools. Motivational speakers are also invited to encourage learners to perform better academically. In addition, activities are organised involving former learners in order to motivate current learners. The budget also provides for outsourcing of educators. When the school's educators experience content gaps in certain subjects, the School Governing Body outsources able educators from elsewhere to come to their school and assist. The allocation for learner development caters for all activities that support teaching and learning.

Most participants also outlined the process followed in drafting the budget. The budget is drawn, looking at the needs of the school. According to participants, the budget process is both participative and consultative. Various departments of the school submit their programmes. The Finance Committee consolidates the submissions on behalf of the School Governing Body. The draft budget is then submitted to the SGB before being presented to a meeting of parents for adoption. Parents are invited to the meeting to adopt the budget at thirty days' notice. Fourteen days before the meeting, parents are informed of the availability of the draft budget for perusal. This is done in order to enable parents to make a meaningful contribution during the meeting. The participants are also aware that in fee paying schools, this type of meeting determines the fees to be paid. The schools in rural areas are not fee paying so their SGBs cannot determine any mandatory fees to be paid. Principals complain that few parents come to view the budget before parent meetings.

SGBs understand their role in relation to budgeting. The budgets that are drawn by SGBs for schools prioritise teaching and learning. The determination of allocations in terms of percentages, through the provincial regulations, has gone a long way in ensuring that SGBs budget correctly. Most participants indicated that there is strict monitoring in relation to compliance with Prescripts when it comes to the budget. Schools submit budgets to the circuit office for endorsement by the circuit manager.

4.6.12 The level of satisfaction with the department's transfer of funds to schools

Participants in the semi-structured interview were satisfied with the way the department transfers funds to schools. Funds are transferred to schools proportional to the number of learners that the school had in the previous year. However, the principal of school A stated that she is only partly satisfied because sometimes mistakes happen in the transfer of funds to schools. She cited an example of funds for her school erroneously transferred to another school in another district and how tedious the process was to correct the anomaly. Meanwhile her school continued to suffer while the department tried to correct the situation. Even though the mistake was corrected, her school had been forced to enter into loan agreements, which are a violation of the South African Schools Act. The principal of school C who had a similar problem, also expressed discontent with the way funds are transferred to schools. He said: "Transfers are sometimes late which jeopardises the process of teaching and learning. The transfer of our school's funds to another school by mistake negatively affected the running of the school". Participants also complained about reduction of the allocations by the department without properly consulting the schools. The SGB deputy chairperson of school E said that she was conflicted because the allocation came as promised but the school's size in terms of learner enrolment meant the school received a small amount. She says:

"When the allocation comes, the money goes to settling debts. The SGB gets into debts that take all the money as soon as it is transferred".

Other participants were satisfied with the way transfers are made but they were quick to point out anomalies of the past. The principal of school B said that before 2017, there were problems because the budget was sometimes reduced, but since 2017 the transfers had been regular with no budget cuts. The department transfers money to schools in two tranches according to the Revised Prescripts for the Use of Norms and Standards funds (Limpopo

Department of Education, 2011). The regulations also prescribe due dates for transfers. The first tranche is supposed to be transferred by 15th May annually, while the second tranche should have been effected by the 15th November each year.

4.6.13 Requirements for schools to deliver quality education

When participants were asked what the requirements were for them to deliver quality education at their respective schools, their responses included: physical resources, human resources, financial resources, capacity building for educators and SGB members, learner / teacher support material (LTSM) and learner discipline.

With regard to physical resources, participants felt that their schools did not have the proper infrastructure to enable them to deliver quality education. Most rural schools do not have a proper infrastructure. The SGB chairperson of school B indicated: “On rainy days there is no effective teaching and learning at our school. Learners have to be cramped into the few classrooms that offer shelter on such days. The roofs are leaky, window panes broken, floors and walls cracked to the detriment of effective teaching and learning”. Besides decrepit classrooms, some of the schools are still overcrowded. They believe that the department should provide additional classrooms to all deserving schools. Another complaint was leveled against the provision of mobile classrooms which are believed to be a temporary measure but end up serving as permanent structures. They complain that mobile classrooms do not adapt to weather conditions in that they are extremely hot when it is hot and very cold when it is cold.

The principal of school C lamented the lack of libraries and laboratories in rural areas. He stated that learners in rural schools are unfairly disadvantaged compared with those in urban areas where the infrastructure is of good quality. He further said: “Learners in rural areas are expected to perform well in subjects like Mathematics, Physical Sciences and Life Sciences without laboratories. Learners from rural areas only start performing experiments when they enter institutions of higher learning. At high school, they can only concentrate on theoretical aspects of practical subjects”. Almost all participants raised concerns about the state of sanitation facilities. They even went to the extent of stating that most learners did not use sanitation facilities at schools. They had to wait for the entire school day.

In relation to human resources, participants believed that educators were trying their best under difficult circumstances. They were of the opinion that the post provisioning model that the department is currently using is a handicap to small schools. They proposed that a model that considers workload, rather than teacher-pupil ratio, should be considered to alleviate the burden carried by small schools. In other words, the department should review the post provisioning model so that schools can deliver quality teaching. The alternative, as the principal of school B put it, was to improve the learner-teacher pupil ratio.

There were also concerns among participants that there is a shortage of Natural Sciences educators. South Africa has more qualified educators in the Social Sciences stream, to the detriment of other streams. Their argument is based on the fact that the country has started importing Mathematics and Physical Sciences educators from other countries. The principal of school D blames that squarely on the government's decision to close teacher training colleges. According to her if teacher training colleges were to be reopened, they could produce educators in scarce skills subjects such as Mathematics, Physical Sciences and Accounting. In addition, the rate of unemployment could be reduced because teacher training colleges did not only accept those with a Bachelor's pass but would also accommodate those with a Diploma pass.

The rationalisation and redeployment policy was also viewed as something that demotivated educators at times. When the learner enrolment at one school decreases and increases at another, educators are moved around to follow learners. SGB members who participated in the semi-structured interviews felt that educators who are redeployed feel as if they are not seen as being worthy of being educators. They feel as if they are being demoted. The proposal by participants was that the department should review the rationalisation and redeployment policy. The principal of school C stated that rationalisation and redeployment is an infringement of the educators' conditions of service. The SGB deputy chairperson of school E said:

“The implementation of the rationalisation and redeployment policy should be halted, our school is about to lose the deputy principal and two educators to other schools as they were declared additional to the post establishment”. Participants thought the rationalisation and redeployment policy was the reason for the mass exodus of educators from the teaching

fraternity into the private sector and other public institutions. The SGB chairperson of school C also indicated that the human resource problem does not only relate to educators but to support staff as well. He said:

“The school does not have an administrative officer since the redeployment of the one that was at the school three years ago. The school relies on the services of students who come for experiential training and will leave the school anytime for greener pastures”.

Capacity building for educators and SGB members was also mentioned as one of the factors that could ensure quality teaching and learning at schools. Without proper training, neither educators nor SGB members can perform effectively. The principal of school C stated that there had to be regular workshops for educators on Curriculum Assessment Policy Statement (CAPS) policies, lesson planning and record keeping. In support, the principal of school B indicated that training of educators should be done on a continuous basis because curricula in South Africa keep changing. With the right training, SGB members' worth within schools and communities could be realised. Because of a lack of capacity and training, most SGBs wait for principals to call them to meetings instead of initiating meetings. The principal of school C thought parents should be actively involved in the learning of their children. They should have the capacity to understand assessment plans when they are distributed among SGB and parents. He said that parents had to know when their children would be submitting assignments or writing tests for them to be able to support their children.

The issue of literacy for parent members of the SGB was still raised as a requirement for SGB membership. The SGB chairperson of school B said: “Literacy should be made a requirement for SGB membership because these people must be able to adopt and interpret policies, financial statements, etc.” Currently, because literacy is not a legal requirement for membership of SGBs, the department has to provide the requisite capacity through training. The principal of school B's concern was that friction between SGB members and educators was often caused by SGB members who overstepped their boundaries in terms of operation. She thought the training of SGB members should focus on their role on the employment of educators.

Participants also mentioned Learner Teacher Support Material (LTSM) as another requirement for effective teaching and learning at their respective schools. Schools should

receive LTSM in line with their requisition. The SGB chairperson of school D stated that textbooks and stationery should be delivered on time and any shortage addressed as a matter of urgency. She further indicated that she had the experience of a niece who went for the whole year without a Geography textbook.

On learner discipline, participants stated that SGBs should strengthen policies that deal with learner discipline with specific emphasis on learner attendance. They believed that if learners were at school all the time and conducted themselves in a disciplined manner, they would obviously be able to perform well. The major concern about learner discipline from the principal participants in the semi-structured interviews was that implementation of policies was not always monitored by SGBs. The SGB chairperson of school D believed there should be a harmonious relationship between educators and the SGB in order to maintain learner discipline. She further stated that there were inconsistencies in the application of the Code of Conduct for Learners. Educators also struggled with alternatives to corporal punishment and even referred minor incidents to the SGB. She recalled an incident of an educator forcing learners to frog jump from the school gate to the classroom. When parents reported the matter to the SGB, it caused tension between parent members of the SGB and educators.

4.7 FINDINGS FROM DOCUMENT ANALYSIS

The researcher also analysed documents from the five schools visited for semi-structured interviews. The documents analysed were SGB minutes, finance documents and policies.

4.7.1 Findings from SGB minute books

SGB minute books reflected meetings of both SGBs and parents. When the researcher went through the minutes, he discovered that all SGBs have learner academic performance and financial reports as standing agenda items in their meetings. According to school principals, it is prescribed by the department that those two items should be discussed at all scheduled meetings of SGBs. The item on learner academic performance came in various guises but the message for all SGBs was the same. SGBs described the item as results analysis, learner academic performance report, principal's report or School Management Team (SMT) report. Minutes recorded indicated that under those items, principals gave reports on the academic

performance of the learners in a manner that would enable SGB members to understand what was happening in their schools in terms of curriculum delivery. The report is aimed at according SGB members an opportunity to make a meaningful contribution in the academic performance of their children. Some SGB minutes even captured an analysis of subject performance with educators' names. SGB members, including parents, are then encouraged to interrogate the report where the principal and educator members respond to questions from other components. Some SGBs do it on monthly basis while others do it quarterly. Minutes also indicate that learner academic performance reports are also given to parents on a quarterly basis. Besides reports being read to parents, report cards are issued to parents during quarterly parents meetings.

Another standing item on all SGB agenda was the financial report. Minutes recorded indicate that SGB treasurers or their delegates give reports to the SGB and parents on a regular basis on how the school's finances are used. In cases where the treasurer is not literate, the presentation of the report on the usage of the school's finances will be delegated to the Finance Officer. The Finance Committees meet on monthly basis to prepare reports that are to be tabled before the SGB. The Finance Committee of each school is comprised of, at least, the principal, the SGB chairperson, the SGB treasurer and the Finance Officer. Treasurers chair Finance Committee meetings while finance officers provide secretariat. In all schools visited, the minutes of Finance committees and SGBs were separated. The minutes also indicated that the most frequent activity of the finance committee was to adjudicate on quotations received by the school for various services before the appointment of service providers. It is the Finance Committee that recommends service providers to the SGB. The Finance Committee serves as the bid adjudication committee. Finance Committee minutes also show that adjudication is done on at least a three quotation basis. The SGB is given reports on a regular basis on how the school finances are used by members of the Finance Committee. Members of the SGB who are not members of the Finance Committee are given an opportunity to interrogate the report during the SGB meetings.

At least once a year, parents are called to a meeting to approve the budget of the school as prepared by the SGB. Three of the five schools visited attached parent invitations to the minutes. Principals responded that this was because the South African Schools Act (SASA) prescribed that the invitation should be issued with a 30 days' notice period. The majority of

the parents present at the meeting approve the budget for the following year, before the end of the current year.

4.7.2 Findings from finance documents

With the records of the Finance Committees and SGBs on finance in mind, the researcher was then interested in the budgets of the schools. The observation was that all budgets quantified cost centres into percentages. Principals were able to clarify that this was in compliance with the provincial Revised Prescripts for the management of school funds in public schools.

All budgets of the schools visited complied with the Revised Prescripts and only differed when it came to actual estimated amounts depending on the size of the school and the balance brought forward from the preceding year. An important finding in relation to school budgets was that a large portion of the allocation goes to activities that directly support teaching and learning. Teaching and learning is then subdivided into items and each item is costed until the 60% estimated amount is exhausted. This finding is corroborated by both quantitative and qualitative data. Respondents to the questionnaire indicated that learner academic performance is given top priority in all their meetings. This is followed by financial administration. Participants in the semi-structured interviews also indicated that their budget allocations gave 60% to activities that supported teaching and learning.

Other financial documents checked by the researcher were the Audited Financial Statements (AFS). The South African Schools Act (1996) requires that school financial records should be audited on an annual basis and that Audited Financial Statements should be submitted to the provincial Head of Department by end of June every year. All the five schools visited had audited financial statements for the 2016 academic year. Auditors' reports for all the five schools were to the effect that the financial statements presented by the schools were a true and fair reflection or fairly presented the financial state of the schools for the period under review.

Documents used by schools for financial administration were also scrutinised. The researcher looked at the schools' cash books. Some schools used prescribed books while others designed their own cash books. There was no uniformity in terms of the usage of cash books. Cash

books are categorised as receipt cash and payment cash books. Receipt cash books are used to record any income that comes into the school's account. Payment cash books are used to record expenditure incurred by the school. However, the researcher observed that some schools only recorded payments and ignored income. They rely on bank statements and deposit books for accountability of income. The researcher also observed some discrepancies between cash books and cheque stubs. On some cheque stubs amounts different to the ones in the cash books were observed.

On the item on monthly bank reconciliation, where the school's cash books and bank statements are supposed to reconcile, there was no school that had it correct. There were often discrepancies that were viewed by principals as insignificant because they were just minor amounts. Both principals and SGB chairpersons indicated that they were at the mercy of finance officers when it came to monthly bank reconciliations. They indicated that the "half-baked" training they received in financial administration was not adequate to enable them to grasp complex financial administration issues such as monthly bank reconciliations. Some of the monthly bank reconciliations even ended up with negative figures whereas their schools still had positive bank balances in their accounts.

Another interesting finding related to the approval and authorisation of payments by principals and SGB chairpersons. For that purpose, schools use requisition forms that provide for both approval and authorisation by principals and SGB chairpersons. Most of the requisition forms were signed by principals but not countersigned by SGB chairpersons. The argument was that SGB chairpersons were not always at schools and schools could not stop paying for services rendered because of the unavailability of SGB chairpersons. Schools' deposit books were also not up-to-date and principals were quick to point out that they were no-fee schools. They do not charge mandatory school fees and therefore rely only on the transfer from the Department of Education. One school's deposit book had been last used two years before. In most schools, receipts were not issued for money paid to the school. Parents would pay cash to the school and leave with no receipt. However, a few of the schools visited used receipt books effectively. One of the complaints by principals was that their finance officers were also educators who were overworked and thus not able to do a thorough job when it came to financial administration.

4.7.3. FINDINGS FROM ANALYSIS OF POLICIES

The researcher also scrutinised various policies adopted by the SGB. The SGB is mandated by the South African Schools Act (Act 84 of 1996 section 20) to adopt policies for the smooth running of the school. The policies that the SGB is mandated to adopt include, a policy on safety, a Code of Conduct for Learners, and vision and mission statements.

School Governing Bodies in all the schools had all the above mentioned policies. Safety policies were in place but did not meet the minimum requirements. Most of the safety policies did not clearly outline procedures for dealing with issues like bullying and drug and substance abuse. Schools had incident registers and safety committees that had police officers as members. Safety committees were not functional. For example, some police officers linked to schools only visited their respective schools once in the whole of 2017. One who had visited his adopted school more than once, did so during the night as evidenced by the security personnel control book. All five schools visited by the researcher had evidence of monthly incident registers that they summarised and submitted to the district office. Safety audits were not carried out by all the schools visited. There was no action plan in any of the schools visited on how to deal with safety threats. Learners have to learn in a safe and secure environment, but SGBs do not seem to be effectively planning for learner safety.

All schools visited had adopted Learner Codes of Conduct. This was corroborated by quantitative and qualitative data. However, some of the Codes of Conduct for Learners seemed to have been adopted more for compliance than implementation. Some were just two or three pages long. Those shorter policies, for example, did not categorise misconduct into levels according to the gravity of the act. The procedure to be followed in terms of serious misconduct was only outlined in policies in two schools. The Code of Conduct for Learners is an important policy in that it regulates learner behaviour within the school. It should prescribe acceptable or unacceptable behaviour. It should also set out procedures as to how acceptable behaviour will be rewarded and how unacceptable behaviour will be dealt with. The South African Schools Act (Act 84 of 1996 section 9) makes provision for suspension and expulsion of learners following a fair hearing, in cases of serious misconduct.

The researcher observed that at the entrance to each of the schools visited, the vision and mission statements were clearly displayed. Most of the vision statements were exactly what they should be in that they indicated the desired, future state of affairs of their schools. The vision statements aspired for excellence. The mission statements also indicated how the schools hoped to achieve their visions. However, one of the five schools had a vision that appeared to be dying. It did not show any aspiration for excellence and even if achieved, the school might still have not been the best. The researcher realised that they had the wrong personnel for their vision and was tempted to request their job allocations. Their vision mostly related to the natural sciences but was pitched half-heartedly. Although the mission appeared to have been on course, the problem seemed to be the personnel employed by the school. The majority of the School Management Team (SMT) members were qualified in the social sciences and only a few were qualified in the natural sciences.

4.8 SUMMARY

In this chapter, the researcher places the schools in context within the Sekgosese East Circuit to enable readers to understand the environment in which the School Governing Body members operate. The researcher presents the findings of the analysis of both quantitative and qualitative data. Tables and graphs are used to present both quantitative and qualitative data. Further, the profiles of both the respondents to the questionnaire and the participants in the semi-structured interview were also presented. Profiles of respondents to the questionnaire are presented according to component and gender. Profiles of participants in the semi-structured interview focused on gender, age, experience and educational qualifications.

Quantitative and qualitative data are juxtaposed either to corroborate each other or to show divergence. The findings of responses to the questionnaire are presented first and then analysed. The researcher then presents findings derived from responses to the semi-structured interview, followed by observations formulated from the document analysis. In addition, the researcher looks at areas of comparison and difference in terms of the findings having used the mixed methods research design.

Most of the findings corroborated one another. For example, respondents to the questionnaire indicated that learner academic performance is the most consistent agenda item during

meetings. Analysis of minutes of SGBs proved that learner academic performance was tabled in all scheduled meetings of governing bodies. Principals and SGB chairpersons who participated in the semi-structured interviews also attested to the fact that the most consistent item on the SGB agenda was learner academic performance. The second most consistent item on SGB agenda was found to be financial administration. An analysis of responses to the questionnaire, semi-structured interview and documents revealed that indeed financial administration was the second most consistent agenda item during SGB meetings.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 focuses on presentation, analysis and interpretation of findings from the data collected through the questionnaires, semi-structured interviews and SGB documents. In this chapter, the researcher draws conclusions and makes recommendations to assist stakeholders to address some of the concerns related to the functioning of SGBs. In addition, recommendations for further study are made. Conclusions and recommendations are aligned to the objectives of the study.

5.2 CONCLUSIONS FROM LITERATURE REVIEW

Literature review reveals that despite good intentions of the state to establish SGBs in order to involve stakeholders in decision making, there are still challenges. Almost all facets of SGBs have inherent challenges. One of the intentions was to do away with inequalities imposed by the system of *apartheid*. In state of addressing the inequalities, the establishment of SGBs seems to perpetuate these inequalities in the sense that affluent communities are able to draw best individual to serve in the SGB whereas poor communities still have to struggle with unskilled SGB members.

The specialised functions that SGB members struggle with do not make it easier for SGB members in rural areas to carry out their roles and responsibilities. Literature agrees that functions of SGBs include policy formulation, management of finance, recommending the appointment of educators and staff, providing support, resource management and maintenance, safety and promoting learner academic achievement. All these functions require some level of literacy or certain skills which are in short supply in poor communities.

It can thus be concluded that several years after the establishment of SGBs, there are still challenges that hamper their performance. The low literacy levels and lack of skills from the parent community make them vulnerable to abuse by principals and other SGB members. It

could be concluded that the problem of SGBs being used by individuals are organised groups to discriminate against learners and SGBs not working properly because they do not have the necessary skills and them not being sure about their roles and responsibilities still persist.

According to literature, the involvement of parents in education was supposed to strengthen the relationship of trust between parents and educators. However, earlier studies reveal that the level of parental involvement, especially in rural areas, is cause for concern. It can be concluded that the low level of parental involvement is caused by low literacy levels and lack of skills among parent in rural areas. Another challenge is that parents do not view involvement in SGB activities as a worthwhile activity. They view it as waste of time which they could use to engage in subsistence farming and other activities for income.

With these challenges faced by SGBs, it can be concluded that in rural areas, principals and educators still continue to carry the burden of SGB activities.

5.3 CONCLUSIONS FROM RESPONSES TO THE QUESTIONNAIRE

From responses to the questionnaire, it can be concluded that educator members of governing bodies do not have challenges understanding their roles and responsibilities. Educators who serve in the SGBs are office bearers. Despite their limited number, educators still continue to dominate decision making in SGBs.

Majority of non-teaching staff who in most cases are parents only have an average understanding of their SGB roles and responsibilities. Only a few educators and learners have a challenge understanding their roles and responsibilities. A major challenge is that majority of respondents could not link educator professional development with learner academic performance. This conclusion is worrisome because without educator professional development, there may not be quality education provided.

The Department of Education provides training to SGB members to enable them to carry out their roles and responsibilities. Despite attendance to training programmes, responses to the questionnaire indicate that SGB members are still not satisfied. The conclusion could be that training programmes offered by the Department of Education are not adequate. SGB

members still continue to mention training as one their developmental needs. The researcher concludes that training programmes offered by the department of education are not well coordinated. Less than 30% of respondents have attendant training on roles and responsibilities of SGBs. Another less than 30% of respondents have attended training on financial administration. Besides high turnover of SGB members training provided by the Department of Education seem to be inadequate.

5.4 CONCLUSIONS FROM RESPONSES TO THE SEMI-STRUCTURED INTERVIEW

Majority of SGB chairpersons are adequately qualified. 3 out of 5 SGB chairpersons interviewed have a qualification above grade 12. It can thus be concluded that challenges that are faced with are not linked to literacy level. Principals indicate lack skills among parent members of the SGB as a hindrance to their effectiveness. It could be concluded that principals are not able to carry out their duties effectively. SASA (RSA, 1996 section 19) mandates principals to provide both initial and continuous training to enable SGB members to perform their duties effectively.

SGB chairpersons and principals are aware of their roles and responsibilities because they are able to articulate policy position in relation to their duties. The challenge lies mostly in implementation. Some contradiction also occurs in terms of responses to questions. All parent members say they have attended one form of training or another. They go on to mention training on roles and responsibilities as a developmental need. The researcher concludes that training programmes offered by the Department of Education do not yield desired results. So the training programmes offered by the department of education are currently not effective. It becomes evident that SGB members are trained according to programmes determined by the department without considering their developmental needs.

5.5 CONCLUSIONS FROM DOCUMENT ANALYSIS

Analysis of school policies shows that SGB members are struggling with policy formulation. Most of their policies do not meet the minimum requirements. Learners codes of conduct do

not prescribe procedures and sanctions in case of misconduct. Finance policies also do not cover important issues like administration of donations, management of petty cash, etc.

SGB minute books indicate a standard agenda followed throughout the circuit. All the schools had learner academic performance and finance report as standing agenda items. From SGB minute books, the researcher could conclude that most finance committees are not functional as most of the work of finance committees was done by SGBs. SGBs, for example, had to engage in the activity of adjudication which is supposed to be performed by the finance committee. SGB minute books also show a challenge in that items in the minutes do not always follow the same order as the agenda. It means there is a challenge of minute taking on the part of secretaries.

Finance documents indicate that SGBs are not clear about some aspects of financial administration. Some of the items found to be done incorrectly are the issuing of receipts, recording of income and expenditure and monthly bank reconciliation. Another challenge relates to compliance with the budget. The budget is drawn but in some cases expenditure exceeded the budgeted amount. Schools incur unauthorised expenditure

5.6 Recommendations

The researcher makes the following recommendations:

- Parents in rural areas should be encouraged to strive for some level of literacy through AET centres.
- Incentives should be provided to encourage parents to participate in SGBs.
- The Department of Education should provide training of SGBs on a regular basis.
- The Department of Education should strengthen training programmes for SGB members.
- Training of SGB members should focus on policy formulation, financial administration, appointment of educators, maintenance and repairs and conflict management.
- The Department of Education should consider training all SGB members as opposed to the cascade model currently used.

- Finance committees should be trained on adjudication, budgeting, procurement and reporting.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

Findings of the research on the role of SGBs on learner performance at Sekgosese East circuit of Limpopo province reveal a number of gaps that need to be filled so that the Department of Education can realise full value of the existence of SGBs. These gaps can only be filled through conducting research in other areas that were found to be problematic for the effective functioning of SGBs.

The researcher recommends that further research be conducted in the following areas:

- The effectiveness of parental involvement in education;
- The effectiveness of training offered to SGBs;
- Criteria for membership of SGBs;
- How to minimise negative power relations among various components of SGBs and
- How to effectively involve learners in the SGB

5.8 CONCLUSION

Research on the role of SGBs on learner performance has produced several findings that may be of assistance to the Department of Education at various levels. Findings from the literature review, questionnaires, semi-structured interviews and document analysis corroborated one another to a larger extent.

Decentralisation of decision-making powers to local stakeholders in education had unintended consequences. The objective was to bring about a uniform system of governance for all schools in South Africa. However, the gap between wealthier and poorer schools widened. The literature review reveals that principals in affluent urban areas were satisfied with the contribution made by their SGBs whereas those in poorer communities felt they did not get satisfactory assistance from their governing bodies. The study reveals that SGB members still face a challenge related to low literacy levels and lack of skills. Although the training provided by the Department of Education is not adequate, it enables SGBs to carry

out their responsibilities. In the main, SGBs are not satisfied with the assistance they get from the Department of Education at various levels. SGBs add value to learner performance in their respective schools

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APPENDIX A: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Enq: Selamolela NF

Cell: 0837647376/

082 954 0566

P O Box 540

Modjadjiskloof

0 8 3 5

09 March 2017

The Circuit Manager

Sekgosese East Circuit

House no.483

Senwamokgope

0 8 1 5

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I, Selamolela NF, Assistant Director Governance, at Sekgosese East Circuit, hereby request for permission to conduct research in your circuit. I am studying for a Masters degree in Public Administration through Turfloop Graduate School of Leadership (TGSL), supervised by Dr.N .E. Zwane. My research topic is: The role of school governing bodies on learner performance at selected schools in Sekgosese East Circuit of Limpopo province.

The research involves conducting interviews and administering questionnaires which I would like to do during 2017. Five (05) principals and five (05) SGB chairpersons will be interviewed at convenient times. A questionnaire will also be administered on educators, non-teaching staff and learners. Confidentiality and anonymity of participants will be maintained.

I hope for a positive response at your earliest convenience

Yours Faithfully


.....

Selamolela NF Student number: 9004984

APPENDIX B: LETTER OF PERMISSION



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Enq: MashimbyeTS
Tel: 0716793339

Sekgosesse East Circuit
House No. 483
SENWAMOKGOPE TOWNSHIP
0815
14 March 2017

TO WHOM IT MAY CONCERN

PERMISSION TO CONDUCT STUDY/ RESEARCH: SELAMOLELA NF

This is to certify that the above mentioned officer has been given permission to conduct study/research among the SGB members within the Sekgosesse East circuit.

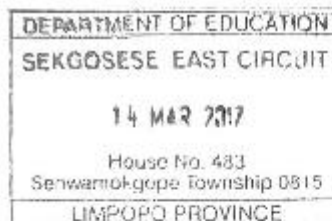
The circuit wishes to request the schools to give him permission to interact with the relevant stakeholders at schools without compromising learning and teaching.

The circuit wishes the researcher good luck in his endeavor to complete his research.

Yours faithfully



CIRCUIT MANAGER



SEKGOSESE EAST CIRCUIT
P.O.BOX 136 MOOKETSI Tel: 015 8740032/ FAX: 0158742121
"Working together we can do more in providing quality education"
Education is a Pre-condition for development

The heartland of Southern Africa – development is about people

APPENDIX C: COPY OF INFORMED CONSENT FORM

CONSENT FOR PARTICIPATION IN RESEARCH

I volunteer to participate in a research project conducted by Selamolela NF (Mr.) from Sekgosese East Circuit (Department of Education). I understand that the research is aimed at gathering information about the role of school governing bodies on learner performance at selected schools in Sekgosese East Circuit of Limpopo province. I understand that I will be one of (1) ten (10) people to be interviewed or sixty (60) people that will participate by completing a questionnaire.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw my participation at any time without penalty. If I decline to participate or withdraw from the study, no one in the department will be told.
2. I understand that if I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. My participation involves being interviewed by Mr. Selamolela NF from Sekgosese East Circuit (Department of Education). The interview will not exceed sixty (60) minutes per session. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue may be made. If I don't want to be taped, I may not be able to participate in the study.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant or respondent in this study will remain secure. Subsequent use of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. Managers from the Department or schools will neither be present at the interview session nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
6. I understand that this study has been reviewed and approved by Turfloop Graduate School of Leadership (TGSL).
7. I have read and understood the explanations provided to me. I have had all my questions answered to my satisfaction and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

----- Signature of participant	----- Date
----- Signature of parent/Legal guardian	----- Date
----- Signature of witness	----- Date
-----  Signature of researcher	----- 06/11/2017 Date

For further information, please contact
Selamolela N.F (Mr)

083 7647 376/082 9540 566

Appendix D

Questionnaire: Educators, non-teaching staff and learners

Research topic: The role of School Governing Bodies on learner performance at selected schools in Sekgosesa East of Limpopo province.

This questionnaire is aimed at investigating your knowledge and understanding of the role of School Governing Bodies on learner performance. You are kindly requested to participate in this study by completing the questions below. The information you provide will be treated as confidential and for the purpose of this study only.

Mark the appropriate response with an X on closed questions and fill in your responses to the open ended questions in the spaces provided after each question. The questionnaire will take approximately twenty minutes to complete.

SECTION A: Personal information

1.1 Gender

Male	1
Female	2

1.2 Race

African	1
White	2
Coloured	3
Indian	4

1.3 Your component of the School Governing Body

Principal	1
Educator	2
Parent	3
Non-teaching staff	4
Learner	5

1.4 Your position in the School Governing Body

Ex officio	1
Chairperson	2
Deputy chairperson	3
Secretary	4
Deputy secretary	5
Treasurer	6
Additional member	7

Section B. School information

2.1 Type of school where you are an SGB member

Primary	1
Secondary	2
Combined	3

2.2 Number of SGB members in your school

7 and below	1
8 and above	2

Section C: SGB roles and responsibilities

3.1 Your knowledge about roles of the School Governing Body

Excellent	1
Good	2
Average	3
Poor	4
Very poor	5

3.2 Have you ever attended training for School Governing Bodies?

Yes	1
No	2

3.3 If the answer to 3.1. above is yes, when and what was the training about?

.....

.....

.....

3.4 How often does your SGB hold meetings?

Never	1
Once per week	2
Once per month	3
Once every 3 months	4
Once every 6 months	5
Once per year	6

3.5 Which items feature mostly on your SGB agenda? Rank the items in order of frequency where 1 represents the most frequent item and 6/7 represents the item that is least frequent.

School policies	
Safety	
Educator professional development	
Finance	
Learner academic performance	
Resource management and maintenance	
Conflict management	
Other(specify)	

3.6 The SGB exercises its oversight role in relation to teaching and learning

Not at all	1
Very little	2
Little	3
Quite a lot	4
A very great deal	5

3.7 The SGB at the school is not able to control learner discipline

Strongly agree	1
Agree	2
Neither agree nor disagree	3
disagree	4
Strongly disagree	5

3.8 What are the challenges faced by the School Governing Body at your school?

.....

.....

.....

APPENDIX E

Interview schedule for principals and SGB chairpersons

Research topic: The role of School Governing Bodies on learner performance at selected schools in Sekgosese East Circuit of Limpopo province.

You are kindly requested to participate in this study by answering the questions below. The information you provide will be treated as confidential and for the purposes of the study only.

Interview date.....

Questions

- 1 Gender
2. Position of the participant
3. Academic qualifications
4. Age in years
5. What is your experience (in years) serving in the School Governing Body?
6. Have you ever been trained in your roles and responsibilities as a member of the school governing body?
7. What are your developmental needs in relation to your roles and responsibilities in the School Governing Body?
8. How often does your SGB hold meetings?
9. Which items feature consistently on your SGB agenda?
- 10 Does the School Governing Body have any impact on learner performance?
- 11 What functions of the School GoverningB have an impact on learner performance?
- 12 What role does your School Governing Body play in the school improvement plan?
- 13 Does the School Governing Body encourage community support for improved learner performance?
- 14 What role does the School Governing Body play in enforcing learner discipline?
- 15 What role does the School Governing Body play on conflict management?
- 16 Does the School Governing Body prioritise activities that will improve learner performance during its budget process?
- 17 Are you satisfied with how the Limpopo Department of Education transfers allocated funds to your school?
- 18 What do you think should happen for your school to deliver quality education?
- 19 Is there any other input on School Governing Body that you would like to make?

APPENDIX F: GUIDELINES FOR DOCUMENT ANALYSIS

SECTION A: SGB MINUTE BOOK

- SGB meetings
- Parents meetings
- Frequency of meetings
- Agenda items
- Minutes itimised
- Minutes signed

SECTION B: FINANCE DOCUMENTS

- Finance policy
- Budget
- Receipt books
- Cash books
- Bank reconciliation
- Adjudication
- Cheques requisition forms (Claim Forms)
- Cheque books
- Deposit books

SECTION C: ANALYSIS OF POLICIES

- Vision & mission statements
- Admission policy
- Language policy
- Learner attendance policy
- Code of conduct for learners
- Safety policy
- Religious observance

APPENDIX G: LETTER FROM HDC



University of Limpopo
Faculty of Management and Law
OFFICE OF THE EXECUTIVE DEAN
 Private Bag X1106, Sovenga, 0727, South Africa
 Tel: (015) 268 2558, Fax: (015) 268 2873, Email: johannes.tsheola@ul.ac.za

13 June 2017

N.F Selamolela (9004984)
TURFLOOP GRADUATE SCHOOL OF LEADERSHIP
MASTER OF PUBLIC ADMINISTRATION

Dear Mr Selamolela NF

FACULTY APPROVAL OF PROPOSAL

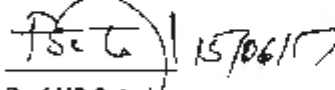
I have pleasure in informing you that your Masters proposal served at the Faculty Higher Degrees Committee meeting on 13 June 2017 and your title was approved as follows:

"The Role of School Governing Bodies on Learner Performance in Selected Schools at Sekgosesa East Circuit of Limpopo Province".

Note the following: The study

Ethical Clearance	Tick One
Requires no ethical clearance Proceed with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully


 Prof MP Sebola

Chairperson: Faculty Higher Degrees Committee

CC: Dr E Zwane Supervisor, and Acting Programme Manager and Prof MX Lethoko, Acting Director of School

APPENDIX H: ETHICAL CLEARANCE CERTIFICATE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4029, Fax: (015) 268 2306, Email:Abdul.Maluleke@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING: 02 November 2017

PROJECT NUMBER: TREC/407/2017: PG

PROJECT:

Title: The role of school governing bodies on learner performance in selected schools at Sekgose East Circuit of Limpopo Province


Researcher: NF Selamoiela

Supervisor: Dr NE Zwane

Co-Supervisor: N/A

School: Turfloop Graduate School of Leadership

Degree: Masters in Public Administration


PROF. TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX I: LETTER FROM THE EDITOR

Sue Matthis

Cell: 0837817646

B A (Hons)

e-mail:suematthis@gmail.com

1 Oden Place

Douglasdale, 2191

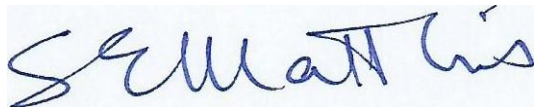
TO WHOM IT MAY CONCERN

This serves as confirmation that I have proofread and language edited the dissertation:

THE ROLE OF SCHOOL GOVERNING BODIES IN LEARNER PERFORMANCE IN SELECTED SCHOOLS IN THE SEKGOSESE EAST CIRCUIT OF LIMPOPO PROVINCE

submitted towards to degree of Master in Public Administration by

NGWAKO FANNIE SELAMOLELA.

A handwritten signature in blue ink that reads "S E Matthis". The signature is written in a cursive style with a light blue background behind the text.

S E Matthis

21 April 2018