

THE CAUSES OF INEFFECTIVE PARTICIPATION OF PARENTS IN SCHOOL GOVERNANCE

by

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DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Masters of Education in Educational Management (degree & field of Research) has not previously been submitted by me for a degree at this or any other University; that it is my work in design and execution, and that all material contained herein has been duly acknowledged.

Initial & Surname (Title)

Date

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CHAPTER 1

1. GENERAL ORIENTATION AND BACKGROUND TO THE STUDY

1.1 Background

Ineffective participation of the parent component of school governing bodies is a cause for concern, both provincially and nationally to school managers and learners in particular as well as the Department of Education in general.

With recent changes in education, school governing bodies were given wide powers and responsibilities (National Education Policy Act, 27 of 1996). The constitution demands that parents have greater say than before. Essentially school governing bodies are responsible for the governance of schools in association with the principal and school management team but parents seem not to know their roles Pretorius (2003: 21).

During the official launching of Education multipurpose centres in Limpopo Province, held at Tivumbeni on 2nd May 2003. Mashamba (2003:2) MEC for Education in her speech acknowledges that some stakeholders in the school governing bodies are not effective enough; hence the Education multipurpose centre will have to consider capacitating such. This was an acknowledgment that the Department is also aware that some of the components of school governing bodies are not performing their duties as they are expected. This is attested by Pretorius (2003:21) when he contend that in Gauteng, the department of education is intending to stage road shows in order to capacitate the school governing bodies of their roles.

This was also noted by the Minister of Education nationally, gazetted in (Gazette 248.93, Notice 707, and 30 May 2003) Ministerial Committee appointed to review and assess the state of school Governance in public schools and make recommendation for strengthening the model of democratic school governance through representative school governing bodies.

Parents constitute the majority on governing bodies. They are there to provide a parental perspective and as such have a vital important role to play in many aspects of the development of the school (Interim unit on Education management: 09). But Pretorius

(2003:21) says Parents are there in school governing bodies, just to confirm what ever is presented by the teacher component and school managers. Furthermore he said that they may fear that if they speak out, their children will be victimised. Keith and Griling (1991:259) believe that parental participation in school activities contribute to effective governance.

1.2 Problem Statement

Prior to 1994, schools were run by school Committees controlled largely by inspectors, principal and teachers (government appointees). Parents had little or no say at all about the management of the school. The education system was organized along racial lines. Since South Africa became a democratic country in 1994, it changed its education system, based on the principle of equity and equality. The education policies demands that parents have greater say than before in the educational matters of their children like deciding on school fees, school uniform and policies on language and religion (South African School Act no.27 of 1996). School governing bodies have been put into power at schools. Their roles and functions are problems that concern managers of schools and departmental officials. Another issue of concern for officials is that, policies are developed and implemented within the context of particular sets of values, pressures and constraints (Van wyk 1998: 15). Because of pressures and constraints much can go amiss. With this in mind the researcher have decided to investigate the causes of ineffective parental participation in school governance. Whether parents in governing bodies, particularly those in disadvantaged communities are envisaged by the policy makers.

The research question will be: What are the causes of ineffective parental participation in school governance?

1.3 Aim of the Research

The aim of the research is as follows:

To investigate the causes of ineffective Parental Participation in School governance in Nkowa-nkowa circuit, Mopani district Limpopo. The results will help to find strategies that will help parents to be effective in school governance.

1.4 Conceptual and Theoretical Framework

A conceptual framework is a facility with which the researcher makes sense of data collected. Babbie (1998:114) describes conceptualization as the process through which “we specify what we mean when we use particular terms. Definitions of concepts are important as they clarify the meaning of words and prevent the misinterpretation thereof. In this study the researcher will define a number of concepts based on South African Schools Act (RSA 1996) SASA which demand all parties to work together as partners. The reason why the researcher chose partnership lies with the fact that this approach is characterized by sharing of power among parents, teachers and community in a way that will support the core values of democracy, and improve parental participation in school governance.

During the apartheid era, the South African education system was organized along racial lines and the practice of parent involvement in decision making differed accordingly. The Department of Education was the only party that decided what was to be done at schools. The schools used to work in isolation. Parents had no say in whatever happened at school. The South African Schools Act, (1996:14) acknowledges the rights of parents to be involved in school governance because they realized that for schools to function successfully there should be a partnership between all stakeholders. The researcher wants to investigate how parent involve themselves in school governance for effective learning and teaching.

Today’s policy demands that parents must decide in the education of their children (school fund, school policy). Parents are the people who know and want what is best for their children, and can make important contributions to their children’s education. This is supported by Van Wyk in her paper cites Henderson and Bela (1994:1) that when schools work with families to support learning, children tend to succeed not in just school, but throughout life.

The following key concepts are defined for better understanding:

1.4.1 School Governance

Governance is defined by Concise Oxford Dictionary as the act or manner of governing.

According to South African School's Act (Act No 84 of 1996), a school governing body is a structure that governs the school, it stands in a position of trust towards the school. It is made up of the Principal, elected representatives of Educators, non educator staff, parents and learners in the case of secondary schools, the educational white paper (2000:09) describes School Governing Body as the body that is entrusted by the responsibility and authority to formulate and adopt policy for each public school in terms of National policy and Provincial education regulations.

Smith and Lombard (1995;20) believe that, in education in general and in educational institution in particular, governance refers to a formal system established by law to control education through the exercise of the legal right to make a decision on a specific educational issues. They further view influence as the legal right to participate in decision making without necessary having the right to make the final decision.

Beckman, Foster and Smith (1997) define governance in general terms; as the overall control and authority of the school and its policies and directions.

There is also a popular concept that governance refers to policy making. In the light of the above definitions, in this study school governance will refer to activities that are performed by all elected stakeholders who are responsible for determining policies and rules by which the school is to be organised, directed and controlled.

1.4.2 Ineffective Parental Participation

Effective: Van der Westhuizen (1992) defines effective as to do the right thing correctly, therefore ineffective is to do things incorrectly, which will bring about unintended results.

Parent: The Lebowa Education Act, 1974 (Act of 1974) explained the concept "Parent" as the father or the mother of a pupil born or legitimated by marriage or legal guardian Official Gazette, Lebowa Government Service (1975:15). Educational law and policy (2001: 2A:4) defines parent as a person legally entitled to custody of a learner, or a person who undertakes to fulfil the obligations towards the learners education at school.

Parental Participation: *Parental Participation is one of many phrases used to describe the concept 'working with parents'. Parent participation can mean many things. It is the active and willing participation/involvement of parents in a wide range of school-based, educational and informal activities. Parent participation implies mutual co-operation, sharing and support Lemmer and Squelch (1994: 93).*

In this study ineffective parental participation will mean members of partnership in education who are inactively involved in school based activities, and who are not achieving the objectives as required by the Educational policy.

1.5 Research Design and Methodology

1.5.1 Mode of inquiry

There are two basic approaches to research, the quantitative and the qualitative approach. Creswell (1992:02) defines qualitative approach as “an inquiry process of understanding social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in natural setting”. This is supported by Schumacher and McMillan (1993:05) suggests that the qualitative research method is based on a naturalistic phenomenological philosophy that views reality as multi-layered. The researcher will use multi-method strategies such as unstructured, open-ended interviews to study the problem from the participants perspective.

The aim to understand human phenomenon and meaning that people give to events they experience, that is, how participants derive meaning around them. This mode of inquiry will enable the researcher to see through the eyes and feel the experience of the people under study.

The aim of this study is to investigate the causes of ineffective parental participation in school governance in Nkowa-nkowa circuit, Mopani district Limpopo. Guided by my research topic, phenomenological design will be appropriate for this study.

1.5.2 Phenomenological study design

Phenomenological study design can be defined as a study that attempts to understand people's perceptions, perspective and understanding of a particular situation Leedy and Ormrod (2001:153). The researcher selected phenomenological strategy to help the researcher to get closer to the participants that is, principals, teachers and parents to understand their perception and feelings with regard to the ineffectiveness of parent participation in school governance.

Phenomenological study tries to answer the question, what it is like to experience such-and-such. Leedy and Ormrod (2001:153). Mc Millan and Schumacher (1993: 376) say phenomenology provides an understanding of a concept from the participants of their social realities. This will also help the researcher to gain better understanding of the experiences of others, since the researcher has a personal experience related to the topic. Lastly the researcher will be part of the group hence phenomenological study was selected.

1.5.3 Sampling

Fraenkel and Warren (1996:11) define sampling as a process of selecting the individuals who will participate in a study.

There are two major sampling methods, namely probability sampling and non-probability sampling. Non-probability will be used for this study.

Principals, teacher component of the school governing bodies and parents serving in the school governing body will be investigated to enable the researcher to understand the problem of ineffectiveness in depth.

Purposeful sampling will be used in this research. Hoberg cites Patton (1990: 17) that it is an umbrella term that refers to a process of selecting information rich for study. There are eighteen primary schools in Nkowa-Nkowa circuit. The sample will comprise of 3 groups from 3 schools. Participants will be members currently serving in school governing bodies of the selected primary schools in Nkowa-Nkowa circuit, Mopani District in Limpopo Province.

The selection criteria will be as follows:

Participants	Number	Sex	Education level
Principal	3	1 Female 2 Males	Different Educational level
Teachers	3	2 Females 1 Male	Different Educational level
Parents	3	2 Males 1 Female	Different Educational level

The researcher wants to check whether genders and the level of education of parents do have an influence in parent's participation in school governance. All these participants have direct experience with the phenomenon being studied Creswell (1998:180). Principals, teachers and parents serving in the School Governing body are the people who can best shed light on the phenomenon under study.

1.5.4 Data Collection

Data collection techniques:

When collecting data, it is important to know how data will be collected to answer the research question. Leedy and Ormrod (2001:158) maintain that qualitative researchers can use observation, interviews, documents and anything else that can answer their research question. Interviews will be the method used to collect data.

Unstructured interviews will be administered to the participants. The researcher selected this technique because it will enable the researcher to work together with the participants to arrive at the heart of the matter. Tesch in Leedy and Ormrod (2001: 160) it will also provide most evidence of participants concerning the problem under study.

The researcher will also use a tape recorder and notes taking. Tape recorder will help the researcher to get spoken quotation. Notes taking will be a back up.

As a novice researcher, the researcher will treat the participants' responses as "perceptions rather than facts Creswell (1998:201).The researcher knows that she must disclose who she is and why she wants to conduct the interview. Otherwise participants will not disclose information to the researcher. That is, the researcher must establish relation of trust. The researcher must suspends any preconceived notion or personal experience during data collection.

1.6 Data Analysis

Data analysis means a search for pattern in data, recurrent behaviours, objects or a body of knowledge Neuman (1997:426).McMillan and Schumacher (1993: 385) regard Qualitative data analysis as the construction of meaningful ways to present the researcher's recorded or collected data.

Data analysis helps the researcher to make sense of the information accumulated. Qualitative data is presented in the form of text. Qualitative data analysis involves examining, sorting, categorizing, evaluating, comparing, synthesizing and contemplating the coded data. As a novice, the researcher is aware of writing everything that the participants are saying, some of which may not be important towards her studies. Data must be examined, sorted so that information on ineffectiveness of participation of parents in school governance can be obtained.

1.7 Delimitation

This study will be limited to three primary schools in Nkowankowa Circuit Mopani district, Limpopo Province. The researcher has chosen this sample since it is within the researcher's working area.

1.8 Ethical Issues in Research

Ethical issues are laws that govern the research that involves human subjects. These issues can be categorized into four categories namely:

1. The researcher will seek for written permission from the circuit manager to go to schools as well as informed consent from the interviewees. Any participant in a study will be strictly voluntary Leedy and Ormrod (2001:107) ; Nueman (1997:456)
2. The researcher will guard against plagiarism Leedy and Ormrod (2001:107) maintains that the use of another person's ideas or words demand full acknowledgement.
3. When dealing with tapes, the researcher will therefore use pseudonyms assigned to various participants to maintain their right to privacy.
4. The researcher may not expose research participants to undue physical or psychological harm.

1.9 Research Programme

Chapter 1 : General Orientation and background to the study

Chapter 2 : Literature review on governance

Chapter 3 : Methodology and research design

Chapter 4 : Data analysis and interpretation of data

Chapter 5 : Summary, conclusion and recommendations

1.10 Conclusion

The main aim of this research is to try to find out what causes parents not to participate effectively in school governance. The results will help to find strategies that will help parents to be effective in school governance.

CHAPTER 2

2. LITERATURE REVIEW ON GOVERNANCE

2.2 Introduction

Mouton (2001: 87) defines literature review as the range of research products that have been produced by other scholars. Literature review is usually a critique of the status of knowledge of a carefully defined topic, (Mouton 2001: 108). In essence, literature review is one method of acquiring information. As a systematic and critical analysis of the existing relevant information. It will give a summary of the current research topic.

A literature review serves several purposes in a research. Leedy and Ormrod (2001: 70) suggest some of the following benefits of the literature review:

- It helps the researcher to gain some knowledge of the ideas of others interested in a particular research question.
- It provides the researcher with new ideas and approaches that may not have occurred to the researcher.
- It can inform the researcher about other researcher conducting work in that area – individuals which the researcher may wish to contact for advice.
- It helps the researcher to see how others have handled methodological and design issues in studies similar to the researcher's own.
- It can reveal sources of data the researcher have developed and used effectively.
- It can reveal methods of dealing with problems situated that may be similar to difficulties the researcher is facing.

According to Anderson, Literature review is a summary, analysis and interpretation of the theoretical, conceptual and research literature related to a topic or theme. Anderson (1999: 97). This literature review will help the researcher

to gain more knowledge on the causes of ineffective parental involvement in school governance.

2.3 Definition of Concepts

2.2.1 Governance

According to the Concise Oxford Dictionary (1990: 511) Governance refers to the act or manner of governing. Governance can be defined as an effort to give direction, to control and to regulate by authority and administer the laws.

According to South African School's act (Act 84 of 1996), a governing body is a structure that governs. It stands in a position of trust towards the school. It is made up of the Principal, elected representatives of Educators, non educator staff, parents and learners in the case of secondary schools, whereas the educational white paper (2000:09) describes School Governing Body as the body that is entrusted by the responsibility and authority to formulate and adopt policy for each public schools in terms of national policy and provincial education regulations.

Smith and Lombard (1995) believes that, in education in general and in educational institution in particular, governance refers to a formal system established by law to control education through the exercise of the legal right to make a decision on a specific educational issues. They further view influence as the legal right to participate in decision making without necessary having the right to make the final decision.

Beckman, Foster and smith (1997) define governance in general terms; governance implies overall control and authority of the school and its policies and directions. There is also a popular concept that governance refers to policy making.

2.2.2 Participation

Parental Participation is one of the many phrases used to describe the concepts 'working with parents'. Parent participation can mean many things. It is the active and willing participation/involvement of parents in a wide range of school-based activities educational and non-educational. Parent participation implies mutual co-operation, sharing and support Squelch and Lemmer (1994: 93)

2.2.3 School Governance

In the preamble of the South African School's Act (1996:4), it is stated that parents, educator and learners should accept co-responsibility for the governance, funding and organisation of school. Beckman in Calitz (2002: 77) says Governance of every public school is vested in its Governing Body.

The Government decided to put the school governing bodies in place through democratic elections. This was the ushering of a new era of governance of South African schools. It is about placing school in the hands of the school community. Decisions on school matters should be made by those who best understand the needs of the student and the local community. Calitz, et.al (2002: 94) gives significant responsibilities and functions to governing bodies that may be increased depending on a school governing body's capacity and experience. School Governing Body comprising of partnership between parents, learners and educators can make significant decisions on behalf of their school and make sure that they are correctly administered.

School governance is characterized by a sharing of power among parents, teacher and the community in a way that will support the core values of democracy Van Wyk (1998). There are duties, functions and responsibilities that are expected to be performed by these stakeholders. SASA (1996) requires the School Governing Bodies, among other things to promote the best interest of the school by:

- Providing quality education for all learners
- Adopting a constitution for its school
- Adopting a mission statement that set out the school goals and the shared values of the school
- Adopting a code of conduct for learners at the school
- Assisting the principal and his/her management team in the performance of their professional functions.

- Determining the times of the school days
- Having the responsibility of recommending to the provincial Head of Department, educators for appointment at school.

Besides the above, the review committee adds other responsibilities expected from the School Governing Body. They state that the provision also exist in section 21 for School Governing Bodies to be allocated additional functions, such as taking responsibility for maintaining the school's property,

- Paying for services,
- Purchasing text-books and,
- Determining the extra–mural programme of the school.

In addition, all School Governing Bodies are required to supplement their school's resources. MacGregor (1997: 07) supports that if a Governing Body wants additional tasks, it must apply for them in writing to the provincial Head of Department.

2.2.4 Historical Background

Prior to 1994, South Africa had seventeen apartheid education departments. The Department of National Education, which was responsible for national norms and standards, ten Bantustan departments, namely: Transkei, Ciskei, Bophutatswana, Venda, Kangwane, Lebowa, Gazankulu, Qwaqwa, Kwandebele and KwaZulu. It also had four racially-defined departments, Department of National Education for White, Department of Education and Culture: House of Representative for Coloureds, Department of Education and Culture: House of Delegate for Indians and Department of Education and Training for Blacks (Van Schalkwyk, 1990:66). Key elements of all departments were controlled centrally, notable finance, the system was configured as an assembly of sub-systems, constituted as independent departments of education Pampallis (2002:3). Each department had its own models, with its own funding formula, and its own distinct approaches to state parent relationships Pampallis (1993: 21 – 26) Karlsson et.al, (2001:147).

2.2.4.1 School Committees

Before 1997, black schools were run by school committees and controlled largely by inspectors, principal and the state. Parents were denied the right of entering

their children's schools as their own schools. Apartheid either disregarded parents and their community, or worse treated them with disrespect.

Parents of the black learners had no say in the education of their children. Curricular, admission and language policies, code of conduct for learners and mission statement were adopted and decided by the government. In black schools, the school committee was a body usually consisting of nine members, established by the then Minister of Education Gazankulu, Lebowa, Venda, Kangwane, Bophutatswane, Ciskei, Transkei, Qwaqwa, Kwandebele and Kwazulu for the purpose of controlling and managing schools.

Functionally the school committee represented the chief and the parents, and they were liaising directly with the principal. The school committees were faced with the task of erecting community school. Members serving in this committee were not democratically elected.

2.2.4.2 Parent Teacher Association (P.T.A's) and Parent Teacher Student Association (P.T.S.A's)

During the 1970s and 1980s the National Education co-ordinating committee attempted to bring democracy to South African School (Calitz 2002: 94). They introduced Parent – Teacher Associations in Primary Schools and Parent Teacher Student Associations in the secondary schools for blacks. Many Parent Teacher Association and Parent Teacher Student Association were banned and detained. The above structures exercised their function without any legal basis that's the reason they were banned and members detained.

In the 'white Model C' schools there were management councils who were the governance structures carrying out the governance functions.

Although the Parent Teacher Association were banned Teachers and parents worked together in many schools to make their schools better. (Department of Education 1997: 1)

2.3 Democratic Education

The emergence of democracy in South Africa in 1994 brought many changes in general and challenges particularly in the Department of Education. South Africa required a new national system for schools: a system that would provide an education of progressively high quality for all learners, advance the democratic transformation and uphold the right for all learners, parents and teachers.

The government wanted to lift education out of the divided and unequal past. They developed a comprehensive and complex framework, which was motivated by the principles of inclusive equity and redress Sayed and Soudie (2003) In the centre of this framework, was the idea of devolving power to the ground where the 'people' are. (Decentralization approach).

In 1997 the department introduced the School Governing Bodies, which were put into place through democratic election. They wanted to change the traditional structures in South African schools. Sasa placed governance of schools in the hands of school Governing Body. The logic for creating School Governing Bodies was the state cannot do everything for all the schools, parents and local communities are often in their best position to know what a school really needs.

2.3.1 Formation of School Governing Bodies

According to South African School's Act (Act 84 of 1996) a school Governing Body is a structure that governs the school. Ndlovu (2001:13) defines School Governing Body as a statutory body of people, called school governors, who have been elected from relevant stakeholders to determine the policy and rules by which a school is to be controlled and organised. This is supported by Calitz (2002:94) who states that it is a partnership between all people with an interest in education. South African School's Act gives people involved in education a far greater role in the governance and development of their schools.

Governing bodies fall under the authority of provincial ministers of Education (MEC's) and Provincial Heads of Department. They are statutory bodies, which were set up by an act of Parliament Department of Education (1996:3). Their main function is to assist the School Management Team on behalf of the community, to manage and organise the activities of the school effectively and efficiently.

2.3.2 Membership of a School Governing Body

According to SASA (1996:18) the membership of School Governing body comprises of elected and co-opted members.

Elected members are:

- Parents of learners at school
- Educators at the school
- Staff members who are not educators
- Learners at school who are in grade eight or above
- School principal who is an ex officio member.

Co- opted members are:

- Owners of school property if the school is privately owned
- Members of the community

Parents on any Governing Body must be one more than half of all members who may vote, stipulated by the South African School Act (SASA1996 :). There is Very big place for parents in the education of South Africa by the present government.

There are functions, responsibilities and allocated functions of the school Governing Body.

2.3.3

(i) Functions:

According to SASA (1996: section 20 and 21) the Governing Body of a public school must:

- Promote the best interest of the school,
- Adopt a constitution ,
- Adopt a mission statement, and
- Adopt a code of conduct for learners at school.

(ii) Responsibilities:

According to SASA (1996 :)

The governance of every public school is vested in its Governing Body.

- A Governing Body stands in a position of trust towards the school.

- A Governing Body, within national and provincial framework must determine the admission policy of a school.
- A Governing Body must function in terms of a constitution that complies with requirements determined by the provincial MEC, by notice in the Provincial Gazette, etc.

(iii) Allocated Functions

SASA (1996:7) allocate some of the additional functions that the school Governing Body may perform:

- Maintaining and improving the schools property, building and grounds,
- Determining the extra-mural curriculum and the choice of subject options according to provincial curriculum policy,
- Buying textbooks, educational material or equipment for the school, and
- Paying for service to the school.

2.4 Status of School Governance in South Africa

According to Vandeyar (in Calitz. 2002:92), School Governing Bodies are pivotal to the new, democratic model of organization, governance and funding of South African schools, as set down in the South African Schools Act. But they are not working effectively. The ideas of democratic schools governance as envisaged by the Department of Education has not come to fruition? (Vandeyar in Calitz. 2002:92).

The department's wish is to see the democratic governance at all levels of the school system. They need to see all levels of school system in improved academic standards. The government develop policies and regulations and expect them to be implemented. The School Governing Bodies, particularly those in previously disadvantaged communities, are not functioning as envisaged by the policy makers.

2.4.1 Factors influencing the implementation of School Governing Bodies in South Africa.

Research has shown the difficulty of using state policy to change what happens in schools. Mandated change, even when it is positive, often fails because it ignores the culture and context of the schools where change is meant to occur (Motala & Mungadi 1999). This is another reason why the efficient and effective functioning of School Governing Bodies differs between schools and school districts in South Africa. According

to Motala and Mungadi there are factors contributing to the difference in efficiency and effective functioning of the school Governing Bodies, namely:

- The school environment
- The school community
- Lack of training of governing bodies
- The leadership role and style of the school principal
- Lack of partnership between the home and school
- Access to information and resources
- Diverse and inaccessible school communities

2.4.2. Diverse and inaccessible school communities

The legacy of Apartheid continues to be felt in South Africa. This country is characterized by the highest income inequalities in the world with the majority of the people living below the poverty date line. Hartshorne (199:03) indicates that 18 million people (about 45, 7 % of the population) live in poverty. Motala and Mungadi (1999:12) states that, unemployment in this country stands at 33 percent. Parent involvement in such communities is often difficult as many parents are struggling to survive and have little or no energy left for school obligations.

One other problem with regards to previously disadvantaged schools communities is the high level of illiteracy. There is an estimated 37 percent of the population of the country, who are unable to read or write. This impact on the role parents are to play in decision-making. This has a detrimental effect between the school, its teachers and the community.

The school Governing Body must represent the parents of the learners in the school in terms of race, gender and class. If the school has 90% black learners the school Governing Body cannot be 100% white. In schools where the majority of learners are from homeless and unemployed communities, the school Governing Body cannot be composed of businessmen Mathonsi (2000: 9). Van Wyk (2004:05) states that the Act and its provisioning are built on the idea of “neighbourhood” of community schools (Van Wyk 2004: 5).

The school Governing Body must represent the school community. In the true sense, many governing bodies do not reflect the school population Motala in Van Wyk (2000:05). Since 1994 most parents have given up hope of meaningful education taking place in the schools. Parents are exercising their constitutional rights to choose schools of their choice, outside their communities Memela, 1998:11). Memela (1998:11) went on to say that many black working class parents have taught their children to sever ties with the communities they were born into. They enrol their children into previously white schools in the name of pursuing the culture of teaching and learning that does not allegedly exist in their own areas Memela, (1998:11). Parents are moving their children to better-resourced schools. The Department of Education has also noted that one of the major reasons why education is in a mess is the absence of effective school governance Department of Education. (1997: 02)

Motala in Van Wyk (2000:06) says that the previously “white schools” now admit children belonging to different ethnic groups, and the School Governing Bodies should be representatively according to all ethnic groups. Unfortunately many of these schools are situated far from townships, making parents participation in school governance difficult or impossible. Motala in Van Wyk (2000:06)). Although the student population in former white schools in terms of representation has changed, “but the staff and school Governing Body component has remained relatively the same Calitz, (ed) (2002:102). Poor parental representation on the school Governing Body can be attributed to the following Vandeyar in Calitz, et, al (2002: 102):

- Schools are now catering for children from different communities,
- Schools are no longer within close proximity Pilane (1999: 04),
- Black parents are still made to feel ‘inferior’ in terms of their lack of knowledge, and
- They do not believe they have the expertise and would rather leave the decision to be made by more ‘able’ candidates.

Summary

Most economically and better educated black parents, send their children to better educated “white schools” and these schools are situated far away from townships and this causes ineffective parental participation in school governance.

2.4.3 The School Environment

South African schools still bear testimony to unequal education provision among the different racial groups in the past. This problem is illustrated in the report of the school register of need survey. This difference shows a picture of neglect and deprivation in the South African education. There is still inequality provisioning of resources. There are still privileged reasonable well-resourced schools; these are former 'Model C' schools. The vast majority of children receive their education in conditions of extreme neglect. These are schools found in the rural areas.

Parents of a well-resourced school are able to fundraise because they have money and they are trained in finance management and administration. Parents of the vast majority of learners are poor and illiterate. They cannot raise money to improve the conditions of their schools. Secondly they are not trained in financial and administration management because of their illiteracy. Another thing is, they cannot improve because of their socio-economic status, which is low.

According to the research done by Van Wyk, she discovered that, in disadvantaged schools there are shortages of classrooms, "with three to four teachers sharing one classroom," in at least three provinces. It is clearly; poor physical conditions in many schools have a negative impact morale and confidence in schools. If the teacher's morale is low how can they influence the parents to participate in school activities?

Parents in this situation cannot improve the school because they are under resourced. Parents cannot improve the Schools since they are illiterate, and financially unstable. Even though it is one of their allocated functions by the Educational Act to improve Schools.

2.4.4 Lack of partnership between the school and home.

Van Wyk (2000) cites (Shield and Knapp) suggests that school improvement is likely to happen when collaborative professional culture is developed in practice. Teachers and parents have different perceptions of the roles they should be playing. School Governing Bodies view their roles as supporting the principal to improve the education offered to learners. Teachers on the other hand see as "fault finding" and others feel that School Governing Body members are "gunning for some teachers". During Van Wyk's interview,

with teachers, other teachers stated that, it was inconceivable that “illiterates” should be telling teachers what to do. Van Wyk, (1998) says teachers lack trust towards parents.

Effective partnership in schools is one of the major characteristics of effective schools. This is a universal phenomenon and can never be wished away, particularly in the present South Africa. Education system where more powers are vested on school’s Governing Body. The outcomes based education demand that parents should all be educators Nkuzana, J, K. (2004:03). The School Governing Bodies should in actual fact be implementing what is every parents view.

Successful teaching and learning depend on eliminating the boundaries between classroom and communities. The interaction between parents and school can alert educators to potential problems Brice Heath in (English Teaching Forum Vol. 37 number 4 October – December (1999: 15) unfortunately this is not always the case.

Although there is support for increased parent involvement. In practice it is generally poor and in some cases even non-existent (Lemmer and Squelch 1994: 96). Research and practice indicate that schools, which succeeded in encouraging active participation by parents, are more effective than those that failed.

In rural schools, the maximum support one can get from parents is, when they come to address a specific problem, so much that School Governing Body members are directed by the school instead of parents when making decision (Porter: 1987:07). Only parents who are motivated by bad experiences with the school are involved. It is very emotional and those parents are aggressive because they have suffered.

Too many parents shed their responsibility once their children enter the school Porter (1998:07). They breathe a huge sigh of relief and hand over the responsibility to the school, “they feel their part is done and all is left for the experts, meaning the school.” Porter (1998:08) went on to say that the boundary of the school should not end at the school gates, what is done at school should not end at the school gates. What is done at school must not be undone at home; this is the reason why parents must work in partnership with the school (Porter, 1998:07). Contribution by parents does not mean to payment of school fees only, parents are expected to contribute security, stability, time, encouragement, motivation, and being available, showing interest and offering assistance to school regarding the affairs of their children.

The government expect parents to set aside time for assisting and many other activities that will encourage the learner to like school. Schools need and require parent's support. The present government acknowledge the parent's collaboration and created a climate for this partnership by means of legislation. Parents have an important role to play in the educational system of South Africa. Involving parents in school governance is about establishing roles and developing trust relationship with parents.

Parents have to be involved in the formal education of their children, in a significant manner, and in all the essential aspects of formal education in the curricular, non-curricular and management aspects Badenhorst, (1995: 118). This means parents have to be involved in:

- Provisioning of quality education,
- Adopting a constitution for its school, and
- Assisting the principal and his/her management team in the performance of their professional functions as expected by the government.

2.4.5 The leadership role and style of the principal

The establishment of the democratically elected governing bodies has changed the political structure of the schools and the nature of the decision making (Squelch 2000; 10). In practice, principals are reluctant to delegate or share their power or authority. School Governing Bodies often "delegate authority back to principals", thus preserving the status quo Lindle in Van Wyk, (2000). This is mostly so in rural or disadvantaged schools, where the principal has not empowered the School Governing Body (Van Wyk, 200:04).

The School Governing Bodies are just the rubber stamps of the principal (Gowala, 1998:06). Parents are there in school Governing Body, just to confirm what ever is presented by the teacher component and school manager (Ndlovu, 2001:152, and Mabasa and Theman, 2002:115). Keith and Girling (1991:259) believe that parental participation in school activities contribute to effective governance.

School managers also contribute to the ineffective of parental participation in governance. Since there is no special training for these managers, most of them do not possess the necessary skills for the job Gowala (1998:06). Once a teacher is appointed

to the post, he/she relaxes and begins to think that “this is my school and if there is any bull that bellows here, it will be me.” He/she becomes a boss instead of a leader and retards progress and development (Gowala, 1998: 06).

Leadership plays an important role in nurturing any kind of change (Van Wyk 2000: 04). The principal, as a leader in a school, should be creative and initiative. A good principal should be able to plan, organise, motivate and direct people towards achieving genuine transformation and school improvement. Since the principal is a member of the school Governing Body (Calitz et.al 2002: 79) states that school Governing Body needs to acquire “... the leadership will have to be demonstrated, among other, in its ability to transform the governance, funding and organisation

Chilsholm and Vally (1996) contends that “the role of many principals in South Africa corresponds with that of former African Education, where the primary purpose was to control.” The manager / Principal still apply the old managerial styles of authoritarian, hierarchical and top-down. Many principals are still characterised by this, in many cases principals needs some training in new approaches to human resource management, school planning and administration, which can help to democratic management and governance.

Principals are sometimes afraid to share their power with parents (Gowala, 1998:06). Principals will therefore have to change their attitudes and focus on the ultimate aim of setting high education standards, rather on what they could personally gain from this situation.

Summary

Most principals contribute towards the ineffective parental participation because they do not have the skill to manage change. Principals should be creative and be able to initiate leadership that will motivate and direct parents to effective participation in school governance.

2.4.6 Lack of training of governing bodies

Although School Governing Bodies have been established in the schools, most of them are still characterised by poor management, leadership and administration (Memela

1998: 10). Changes in education have been proposed since 1994. There have been difficulties in providing sufficient government finance to implement the policies.

The National Department of Education determines the policy, while the provincial departments are responsible for the implementation of policies (Vally and Spreen 1998). Most provincial departments lack the resources to do so Review committee on Governance,(DE 2004: 23) states that, the distinction between what constitutes governance, and what management is, is at the heart of the difficulties that appear to be plaguing all kinds of schools. They do not know exactly what is expected of them. Many educators express unease about School Governing Body members 'not knowing their place'. School Governing Body members on the other hand made regular comments about either having to deal with arrogant educators, who disrespected them, or educators who were misbehaving and/or not doing their work and who needed disciplining Review Committee on School Governance, (DE 2004: 82)

This problem is also noted by Vandeyar in Calitz, (2002) where she states that the "School governing Bodies are dysfunctional." According to her, this is a major grievance, which has been voiced. The Department of Education spent a great deal of money employing a lot of consultants. These consultants were too far removed from the reality of schools. They came with theories that did not materialise. Many School Governing Bodies are ill equipped to manage the responsibilities and duties of the School Governing Bodies. In the circuit where the researcher is working, there has been too little training of School Governing Body members, and this training have not been sustained.

Since the introduction of the School Governing Body, orientation was done to the first group that is, in 1997. They need to be empowered so that they can be able to:

- Provide quality education for all learners
- Adopt a constitution for its school
- Adopt a mission statement that set out the school goals and the shared values of the school
- Adopt a code of conduct for learners at the school
- Assist the principal and his/her management team in the performance of their professional functions.
- Determine the times of the school days

- Have the responsibility of recommending to the provincial Head of Department, educators for appointment at school.

The Department of Education also expects the School Governing Body to familiarise with baggage of policies, that is, SASA, National Education Department Policies, Provincial Policies and directives. Many School Governing Bodies do not have time to empower themselves. As a result School Governing Body cannot be able to undertake the writing of the policies of school and thus this duty is simply delegated to the management of schools.

According to Radio broadcast of the 19th February 2004 (Radio talk in MLFM), Parents in one of the schools in Seshego in the Limpopo Province were involved in a school saga. The principal was alleged to have overcharged school funds. The parents, who are responsible for estimation of such funds, through School Governing Body should decide how much must be paid by each learner, are the one's disturbing and disrupting the school. They lack effective involvement in school decision-making. They are disrupting their own children's school activities by closing school gates for both the learners and the educators.

Summary

Lack of proper training of school governing bodies contributes to ineffective participation in school activities and school governance.

2.4.7 Access to information and resources

Governing Body members need ready access to knowledge and reliable to make sure that they are kept up to date, by making sure that relevant information is collected and disseminated in time Squelch and Lemmer (2000; 10) "In practice, this does not always happen."

Van Wyk (2004: 07) indicates that in the schools she visited when doing research, teachers and parents complained about policy documents not reaching them. They also indicated that they are kept in the principal's office and the documents are very difficult to understand. Van Wyk (:2004; 07) "The Department of Education seldom assist them in the interpretation."

Principals and departmental staff are to ensure that relevant information is collected and disseminated, and the policy documents are simplified or interpreted in the language of the majority of the children.

2.5 Summary

This chapter presented factors influencing the causes of ineffective parental participation in school governance.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

The purpose of this chapter is to highlight the reader about the methods that the researcher will apply to answer the research questions. One cannot skim across the surface. This is supported by Leedy and Ormrod (2001: 158) that in qualitative research, we dip deep: we collect forms of data and examine them for various angles to construct a rich and meaningful picture of complex, multifaceted situation.

3.2 Methodology and Research Design

3.2.1 Research methodology

Research is a systematic investigation to find answers to the research problem Robert (2003:3). It is a systematic process of collecting and logically analysing information for some purpose McMillan and Schumacher (1993:3). In order to increase our understanding of the phenomenon about which we are concerned or interested Leedy, et.al (2003:4). Research methodology refers to, the range of approaches used in research to gather information which is to be used as a basis for reference and interpretation, explanation and prediction Cohen and Manion (1994:38). In support of this McMillan and Schumacher (1993:9) defines research methods as ways one collects and analyses data.

In educational research, mainly two types of methods are used which are qualitative and quantitative approaches Creswell (1998:2). These two methods differ in their

methodologies of data collection and analysis. A qualitative approach is, an inquiry process of understanding a social or human problem based on building a complex holistic picture formed with words. Reporting detailed views of informants conducted in a natural setting Creswell (1998:2). Qualitative researchers mainly study small distinct groups or an individual. This kind of research is known as a “case study.” Whereas a quantitative approach is an inquiry into social or human phenomena, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisations of the theory hold true Creswell (1998:2). This approach relies on numbers in reporting results, which are manipulated by statistics, which lead to conclusion.

The researcher chose the qualitative approach in order to give a detailed report of the views of school governing bodies about the causes of ineffective participation of parents in school governance.

3.4.2 Mode of inquiry

This research will use the qualitative approach only. The choice of the research methodology depends on the problem to be investigated (its nature). Creswell (1998:2) defines qualitative approach as “an inquiry process of understanding social or human problem based on building a complex, holistic, picture, formed with words, reporting detailed views of informants and conducted in natural setting”. In support of this McMillan and Schumacher maintains that, qualitative research is based on naturalistic phenomenological philosophy that views reality as multi-layered. Qualitative is based on the notion of sensitivity of context. It constitutes an interpretative effort. It is believed that the physical and social environment in which people find themselves has a great bearing on what they think and how they act.

According to Grant and Fine (1992: 405), the qualitative research method is flexible and typically evolved contextually in response to the lived realities encountered in the field setting. The researcher have used multi-method strategies such as unstructured, open ended interviews, to study the problem from the participants perspectives with the aim to understand the meaning that people to events they experience on how school governing bodies give meaning around them.

By qualitative research it means that, the researcher will have to understand the experiences and meaning of words that principals, teachers and parents will provide as

to what are the causes of ineffective participation of parents in school governance, and how teaching and learning is affected with the ineffective parental participation in governance. Bryman (1998:61) states that “the most fundamental characteristics of qualitative research is its commitment to viewing events, actions and norms from the perspective of the people who are being studied”. Lecompte (1993:48) also argues that, when researcher uses the qualitative approach enters the world of his/her subjects to explore them in their socio-cultural and political context, but, the researcher must be careful not to disturb the subjects’ socio world by introducing the researchers own subjectivities, values and beliefs. What the researcher understands is, this mode of inquiry will enable me to see through the eyes and feel the experience of the school governing body members.

The aim of this study is to gather information from principals, teachers and parents about their experiences and problems with regard to ineffective participation of parents in school governance. What interest me is that, the data collected through qualitative approach, is in the form of words and narration. This is supported by McMillan and Schumacher (1993:4) qualitative presents facts in narration and words. This is further supported by Bless Craig Hirsom and Smith ((2000:38) that the words and sentences are used to qualify and record information about the world. Guided by the research topic, phenomenological design will be appropriate for this study because it will help the researcher to get closer to school governing body members.

3.4.3 Phenomenological study design

Phenomenological study design can be defined as a study that attempts to understand people’s perception, perspective and understanding of a particular situation Leedy et al (2001:153) the researcher selected Phenomenological strategy to help me to get closer to the participants that is principals, teachers and parents to understand their perception and feelings with regard to the ineffectiveness of the parents in school governance.

Phenomenological study tries to answer the questions, what is like to experience such-and-such? Leedy et al (2001:153). It will help the researcher to gain better understanding of the experience related to the topic. Phenomenological provides understanding of a concept from the participant’s views of their social realities (McMillan and Schumacher 1993:376). This will help the researcher to make some generalisation of what is like from an insider’s perspective.

What interests the researcher is that, phenomenological design will provide me with an opportunity of being part of the group. And getting to know their feelings and experiences and gain access to the knowledge the researcher would not otherwise have access to.

3.5 Sampling

3.3.1 Sample selection

A researcher cannot do without a sample because it forms the crux of the research. The time and money involved will not always permit a researcher to study all possible members of a population. Thus sampling comes to our aid by enabling us to study a portion of the population rather than the entire population. Hudgins and Vacca(1994:42).

There are two sampling techniques, namely probability and non-probability sampling. In probability sampling all participants have a chance to be selected. On the other hand in the procedure of non-probability sampling, there is no way that each member will be included in the sample.

Non-probability sampling will be used. This sample design is flexible and usually evolves as the sample progress. The individuals are often selected as you go along. The aim is to work longer and in greater depths with a few informants. *Reproduction Health Research Methods Course*, 31 July August 2000). Fraenkel and Warren (1996:11) defines sampling as a process of selecting the individuals who will participate in a study. Data collection cannot take place without the selection of individuals to participate.

Purposeful sampling will be used in this research. Patton (1990) defines purposeful sampling as an umbrella term that refers to a process of selecting information rich for study. A group of participants will be investigated to enable the researcher to understand the problem in-depth. Hoberg maintains that in qualitative research “a small distinct group of participants can be investigated to enable the researcher to understand the

problem in-depth. (Booyse, et al. 25) states that it is quite impossible to involve the entire population. My sample will comprise of 3 groups, namely principals, teachers and parents in school governance.

Merriam (1994:67) states, “Purposeful Sampling is a well known and widely used non-probability sampling strategy and therefore, commonly used in conducting qualitative research”. Through purposeful sampling the researcher aims at discovering and choosing a sample from which most can be learned.

3.5.2 Selection of the research site

According to McMillan and Schumacher (2000:401) “site selection involves the selection of a site to locate people involved in a particular event”. According to the researchers understanding she has to identify places where he /she will have to meet people who are going to be interviewed. The research will be conducted in three primary schools around Nkowankowa circuit, Mopani district in Limpopo. Participants will be members currently serving in school governing bodies of the selected schools. The information gained from this group will yield many insights about the topic. They are chosen because they are information rich key informants, and they are likely to be knowledgeable about the causes of ineffective participation of parents in school governanc (McMillan and Schumacher, 1993).

Sample size

The researcher will choose three participants from each school. The

Participants will be as follows:

PARTICIPANTS	NUMBER	SEX	EDUCATION LEVEL
PRINCIPAL	3	1 FEMALE	Different Educational levels
		2 MALES	
TEACHERS	3	2 FEMALES	Different Educational levels
		1 MALE	
PARENTS	3	2 FEMALES	Different Educational levels
		1 MALE	

All these participants had direct experience with the phenomenon being studied. Creswell, (1998:18) they are the people who can best shed light on the phenomenon under study.

3.6 Ethical Measures

De Vos (1998: 305) states that a researcher should keep and maintain the ethical Standards when conducting a research study.

Cohen and Manion (1995:51) regards ethics as guidelines for levelling the ground before commencing with the research ,Cohen et al(2005:51) further states that ethics are guidelines for reasonably informed consent. Ethical issues are laws that govern the research that involves human subject.

In the light of the above statement, the researcher will abide by the ethical values during the research study:

3.5.1 Informed consent

The researcher will seek for written permission from the circuit manager of Nkowankowa circuit. Such permission will also be produced to school managers, teachers as well as parents when requesting for permission to involve them.

The researcher will also present an informed consent to the participants. The participants will be given the choice of either participating or not participating. Any participation in a study should be strictly voluntary. (Leedy et .al 2001:107and Nueman 1997:456).

An informed consent form will contain the following information as suggested by Leedy et. al (2001:108)

- ◆ A brief description of the nature of my study.
- ◆ A description of what participation will involve, in terms of activities duration.
- ◆ A statement indicating that participation is voluntary and can be terminated at any time without penalty.
- ◆ A list of any potential risk.
- ◆ The guarantee that all responses will remain confidential and anonymous.

- ◆ An individual or office that participants can contact, should they have questions or concerns about the study.
- ◆ An offer to provide detailed information about the study.
- ◆ A place for the participant to sign and date the letter, indicating agreement to participate (when children are asked to participate, their parents must read and sign).

3.5.2 Right to privacy

The participant's nature and quality performance will be kept strictly confidential. When dealing with tapes, confidentiality will have to be kept at its highest level. This is going to be done by assigning participants the number in order to identify them.

3.5.3 Honesty with professional colleague

The researcher will guard against plagiarism. It means that the use of another person's ideas or words demand full acknowledgement. "Honest researchers do not hesitate to acknowledge their indebtedness to others" (Leedy et. al 2001:108).

3.6 Data Collection

3.5.1 Data collection techniques

When collecting data, it is important to know how data will be collected to answer the research question. Leedy et. al (2001:158) maintains that qualitative can use observation, interviews and anything that can answer their research question .The researcher will use individual Interviews to collect data in this study.

In this study the researcher will use the unstructured interviews. This technique was selected because it will enable the researcher to work together with participants to "arrive at the heart of the matter". Tesch in Leedy et .al (2001:160)further states that unstructured interviews are of course more flexible and more likely to yield information that the researcher had not planned to ask for. Unstructured interviews are described as social interaction between equals in order to obtain data Berg (1995:29). It is a way of

getting people to express their views broadly on a certain issue and which consists of asking respondents to comment on widely defined issues Bless (2000:16).

The unstructured interview may take different forms and the most commonly used are:

Conversational: This form of interview may be described as a dialogue between the researcher and informant .Again, in this form a real exchange of views takes place. The interviewer in research must always have an idea to analyse what it is that the researcher does, when interviewing Burgess, (1984:55).There are many types of interviews, but for this study the, the unstructured open-ended interview was used, to discover and describe how ineffectiveness of parent component affect school governance.

Non-directive unstructured interviews

The researcher may lose control of the interview, and the respondent simply takes over, and does what the researcher is supposed to do.

The non- Directive interview facilitates:

- a) Flexibility
- b) Free response
- c) The modification of questions, and
- d) Pursuit of new unexpected topics provided they are relevant.

Kvale (1996:31) indicates that the “main task in interviewing is to understand the meaning of what the interviewees say”. In other words, by using this technique, the researcher will be able to describe and explain the causes of ineffective participation of parents in school governance. This will enable the researcher to understand and know the events, action, experiences, and feelings of the principals, teachers and parents ineffective participation of parents in school governance. It will provide most evidence of participants concerning the causes of ineffective participation of parents in school governance. Interviews will also enable the researcher to collect the data through sustained contact with school governing body members in setting where they normally spend their time Bogdan and Bikken in Booyesen (1999:2).

The researcher is also aware of the limitations of this tool that may be detrimental to her study, such that not all people are equally articulate and perceptive and that her presence as a researcher may be bias to their responses Creswell (1994:150).

The researcher will also use tape recorder. Tape recorder will help to get spoken quotations since data collected qualitatively are always in the form of words, statements rather than numbers. Notes taking will be back up against possible mechanical difficulties.

The researcher knows that it is essential that data collection methods are consistent with ethical principles Leedy et al (2001:158).The researcher must disclose who she is and why she wants to conduct the interviews otherwise they cannot disclose information to her. Established relation of trust and suspend any preconceived notion or personal experience during data collection.

At the end of the interview it is important to thank the interviewee for his/her co-operation.

When conducting interviews Leedy et al (2001:159), guidelines were followed:

- 1) I made sure my interviewees were representation of the group.
- 2) I found a suitable quiet place where my interviewees and I were not distracted or interrupted.
- 3) I took few minutes to establish rapport, small talk to make my interviewees comfortable.
- 4) A written permission was obtained. Voluntary participation of the participants was encouraged with their right to withdraw from the study at any time. I also offered to provide a copy of the research report once I have completed the study.
- 5) I focused on the actual rather on the abstract or hypothetical. This helped me to get revealing information because I asked what the participant “does or would do in a specific situation”.
- 6) Participants were allowed to express themselves in their own way. Did not channel them.
- 7) Responses were recorded verbatim. A tape recorder was also used to accurately reflect the participants' thoughts.

- 8) I kept my reaction to myself: My non-verbal communication did not show surprise or disapproval of what someone told me because I did not want to spoil my interviewee's response.
- 9) I treated everything that my participants told me as important.

3.6.2 Interview schedule

The major steps in constructing interview schedule are the same as in preparing questionnaire McMilan and Schumaker (1993:250). Interviews are different from questionnaires only because they involve direct interaction between the individuals Bless and Highson Smith (2000:107). They further indicate that open-ended questions leave the interviewees completely free to express their answers as they wish Bless & Highson Smith (1995:120)

3.6.3 Protocol useful in conducting interviews

It was important for me as a researcher to plan the following when conducting interviews:

- ◆ Researchers opening statement,
- ◆ The key questions to be asked,
- ◆ Probes to follow key questions,
- ◆ Transition message for interviewer, and
- ◆ Space for recording the interviewer's comments. The researcher used both tape recorder and notes.

3.7 Data Analysis

Data analysis means a search for pattern in data, recurrent behaviours, objects or a body of knowledge Neuman (1997:426). Qualitative data analysis is primarily an inductive process therefore data is used to think with.

According to Cresswell (1994:153) data collection and data analysis are the activities that occur simultaneously. After data collection, the researcher has analysed the data collected from the participants. Collected data from individual interviews have been

recorded.

Data have been classified according to the themes or patterns.

Data have been coded into categories, for example; principal, educators and parents

The research findings have been summarised and checked if they have answered the research questions relevantly.

Lastly the researcher interpreted the data using descriptive methods. Relevant recommendations have been provided.

3.7 Reliability

Reliability is described by Polit and Hungler (1987:32) as the degree of consistency with which one measure the information. As the researcher was the only person conducting the interviews, the information obtained was consistent and this fulfil one of the aims of reliability.

3.8 Validity

It is important that the research instrument first be considered in terms of their validity. Validity may actually refer to degree of relevance of the instrument and, in that way, the instrument may be considered more reliable. Undoubtedly a reliable instrument will be measured by its ability to obtain information that is free of measurement errors. Therefore, in this research, the validity of the measuring instrument will be based on content validity. The relevant content was obtained from the literature.

3.9 Credibility

De Vos et.al (1998:351) describes credibility as a strategy that ensures that inquiry was conducted in such a manner that the participants were accurately identified.

The researcher interviewed sampled principals, educators and parents who are currently members of the school governing body. Audio tape recorder was used and written notes were taken during interview.

Field and written notes are available from the researcher for anyone who wants to verify the findings.

3.10 Summary

In this research, the researcher discussed the research design for the study, reliability, validity and credibility of the research instruments, sample design and size. Data collection procedures were also discussed.

CHAPTER 4

4. ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The aim of this chapter is to analyse, discuss and interpret the data collected during interviews.

Data analysis is an ongoing cyclical process that integrates all phases of qualitative research McMillan and Schumaker, (1993:48). The researcher was involved with responses and data that were gathered.

The inductive approach has been used to analyse data since the study employed qualitative approach. An inductive approach means categorising patterns that emerge from data rather than poised before data collection.

An attempt was made by the researcher to make the data more understandable for the reader by grouping related findings together. To maintain anonymity the researcher assigned numbers to interviewees that is. Participant 1, 2, 3, 4, 5, 6, 7, 8 and 9.

4.2 Analysis and Interpretation of Interview Findings

This section presents a summary of responses gleamed from the interviews and are followed by a detailed analysis. Questions were posed to principals, educators and parents who are School Governing Body members involved with school governance.

4.2.1 The leadership role of the school governing body

Not all participants know the role of the School Governing Body. Participants 1, 2, 5, 3, 6&8, indicated that the role of the School Governing Body is to govern. They further stated that it is to look into affairs of the learners, parents and school problems.

Some participants are not clear about the role of the School Governing Body. This is supported by participant 4 who said that the role of the School Governing body is to “assist and help the principal and the Educators to educate the learners and to make them understand why are they at School.”

It is interesting to note that some of participants can not draw a clear line between governance and management. For example, participant 7 said “is to make sure that the workload is easier for the principal and educators for that particular School” arguing on the same line, participant 9.

4.2.2 Access of information and resources of school

When the researcher asked the participants on how do they access information and resources of the school, the participants indicated that they access information through the principal, circulars and policies with regard to school are obtained from the principal’s office. This is supported by participant 6 who said “all circulars especially those concerns the smooth running of institution, they get them from my office as a principal where we keep them”.

Other participants indicated that the people who have access to information of the school is the chairperson of the governing body. Participant 8 indicated that “the chairperson, deputy and treasurer are the only people who have the access the information of the school” then the rest can get information when they meet during the meeting. There are other problems which they encounter with regard to information and resource, participants said that distribution of information like circulars and policies is not done regularly. Participant 2 states that “But the problem is that we don’t receive them regularly.

Some participants said that the information they have concerning governance date back to 1999 where as we are living in time of intense policy development relevant information must be regularly. This is supported by participant 5 who said “Circulars must be

distributed to School Governing Body members regularly so that we can know the latest development about governance. The policy documents that we have date back to 1997 or 1998” they further indicated that they do not receive workshops where such circulars can be distributed.

4.2.3 The implementation of information and resources accessed

When the researcher asked the participants how do they implement the information accessed, one of them answered that:

“Usually the principal use the information. In most cases the information is given to the chairperson or be discussed by the whole staff members for example, participant 1 said “we just see the School Governing Body Chairperson getting into the principal’s office they tell him the information received from the government”.

Some participants explained that the principal is the only one who is involved. The School Governing Body cannot implement any information because they are not trained on how to implement or they do not know their roles and functions. Other participants made it very clear that they do not know what is expected of them. Participant 4 said “we don’t know what is expected of us since we are not trained and we never went far with our schooling”

4.2.4 Trained after election, time spent and the trainer

When the researcher asked the participants about the duration of their training and their trainer, participants indicated that since they were put into office they were not trained. One of them indicated that “promises were made to us that we will be trained”.

Participant 1 and 5 said it was one afternoon for 2 to 3hours an ex-college lecturer and a government official from the regional office under governance gave them brief orientation on governance respectively. According to my understanding they were not trained.

Only participant 1,5 and 6 who said they were trained for 3 days by Mr. Lediga from a non governmental organization. Later they trained other School Governing Body Members in their respective schools. They received their training in town but not from the circuit.

Generally, all participants raised a concern that this is a problem they are experiencing. They further indicated that they need a week's training so that they can be equipped with the roles and functions of the School Governing Body. For example participant 3 when emphasizing the issue of thorough training, said that "it is difficult to work in this type of situation where a person does not know whether he/she is right or wrong". And the government is expecting them to execute their roles successfully.

4.2.5 Parent participation during meetings

When the researcher asked participants about parents participation during the School Governing Body meetings, they answered that the participation is minimal or low. Only few participate, only when they are directed by the principal or teacher component. This is supported by participant 1 that "The principal tells them what to do but the chairperson does sometimes talk" arguing on the same line, participant 2 said that ' they do come to register their presence but all look at the principal to lead and answer all questions".

Some participants indicated that the reason for minimal participation is due to lack of training and they are not sure what is expected and most of them were not trained as to how to involve themselves in school activities. This is supported by participant 4 who said "the most of the members don't come because most of us don't understand our roles and we don't get paid".

Furthermore, some participants indicate that the other problem is remuneration. They leave their families alone to come and discuss issues for nothing. They do not even get a cent.

4.2.6 Level of formal education

When the researcher asked the participants about their level of formal education, most of them indicated that is "Post Matric".

Participant 8 also indicated that he is busy with self development .

Only two participants that fall between grade 8 –12 and participant 9 whose education level falls under Grade R-7 and the participant further indicated that she volunteered to be included in the School Governing Body because parents don't want to be part of.

4.2.7 General participation by parents

The researcher asked the participants about the response of parents during general meeting. Most of the participants answered that most of parents do not attend the meetings. Every time you see the same faces, and when you check from the register because there is a roll call that circulates during the meeting. The very same parents are the ones attending every time. This is supported by participant 7 who said “although few parents respond or the same parents always when you call for the meeting’.

The researcher wanted to know what could be the cause of poor response of parents in meetings. Most participants indicated that most parents are illiterate, that is the reason why they don’t respond. Participant 1 said “about 80% of parents are illiterate that’s the reason they don’t respond”. They also indicated that they think the meeting is about payment of school fees. Those who did not contribute to voluntary school fund contributions do not attend. Participant 8 supports this by saying “those who are coming are the ones who their children are up to date with what they are supposed to contribute”.

The participants further indicated that parents do not see the need of participation because they believe it is the duty of the “experts” (meaning the educators) to be involved in any school activities. This is supported by participant 5 who said “they do not see the need of coming to school. They believe that is the duty of educators to do everything for the learners at school” participants indicated that they put everything in the shoulders of the school.

Furthermore the participants indicated that parents come only if they know they are coming to collect progress reports. Parents are after the results, they are not interested in school progress, how to improve the school etc... They do not want to involve themselves in planning the future for the school. Participant 1, 4, and 8 state that “only if they know they are coming to collect learners school progress reports, but just came to discuss progress they don’t respond”. The participant also have a problem of parents being unemployed

Only participant no 3 who said that they respond. The participant further supported the statement by saying that “they are invited 30 days in advance and in most cases they

discuss funding and school progress. The chairperson addresses the meeting but sometimes the principal had to intervene because parents sometimes undermine the chairperson.

4.2.8 The relationship between the Parents and Educators

When the participants were asked about the relationship between the parents and educators, most participants answered that parents who are serving in the school governing body could not draw a line between governance and management. They interfere with issues which should be done by management.

Participants further indicated that since their parents are mostly illiterate, they still believe that coming to school to help solving problems of the learners is the duty of educators. Some participants said that, parents shift their responsibility to educators saying that they are not remunerated for participating in school activities this is supported by participant 4 who said “Most shed their responsibility to teachers as experts. They say they can not help with the school work because they do not get remuneration”.

Some participants said that although in some of the schools, educators are organizing parent evening so that parents can come and discuss their children’s problems. Parents are still afraid to come in numbers and meet with the teachers. They believe that since they are not educated, teachers will not accept them. But in some schools the initiative of “parents evenings” is helping. This is supported by participant 8 who said “....parent evening where they display their books... you find that most of the parents are starting to build u p very good relationship with educators”.

4.2.9 Support from the principal

When the researcher asked the participants about the support from the principal, the participants answered that, they do get support from their principals. Supported by participant 1who said “Yes we do get support always” participants further indicated that the principal is always in the meeting. If the principal is not there, there won’t be any meeting. Parent component even the chairperson depend on the principal to guide them. If there is anything that needs their attention you see the principal saying “yes, ja, Principal that is your question you have to answer”.

One participant indicated that their principal usually encourage them to help their children in their school work and what is expected to be done by parent. This was said by participant 4 supporting this, participant 7 “As a secretary of School Governing Body every time when we call the meeting, the principal is the one who contributes much” Most participants indicated that their principals are the ones who have an idea on the roles and functions of the members of School Governing Body. One participant even mentioned that since they are not trained, they go to the principal for direction. According to the participants, most principals accept suggestions from the other members of the School Governing Body

When the researcher asked the principal (participant) if they do give support to their members, the participant answered that they give support.

One participant also indicated that since the school is in rural area, where most of the parents are not educated and working in the farms, they workshop them that is. They are being capacitated. Participant 6 said that “I encourage my school management team. To sometimes workshop the School Governing Body it is supported by participant 8 who said “I try by all means to make sure that they get all information that they are supposed to get” the participants try by all means not to undermine the parents. Any positive suggestion that they come with is supported.

4.2.10 Governance support cervices

When the researcher asked participants about support services and how they utilize the officials from governance. They answered that they do not know of any support services of governance from the department. Participant 3 said that “I know nothing sure of the support services of the governance and I haven’t personally met them” this is supported by participant 4 that “No we have never seen any official from governance since we were elected”.

Participants further said that usually they ask the circuit to help them whenever they experience some problems with regard to governance and there is no one to help.

When they get to the circuit to access help they are sent from pillar to post. Participant 8 said that “the government is not doing enough, members who are serving in the School Governing Body are just using their common sense”. The Government expect them to function properly but they are not supported.

Participants made it very clear that they need to be serviced time and again, they need the support from the governance section. Participant 7 supported by saying “I have never made use of them because I don’t know them” And they were hearing it for the first time.

4.3 Conclusion

The study confirmed that the schools in Nkowankowa circuit still experience problems concerning effective parental participation in governance. The community needs to be educated on how to support the education of their children. It is still a problem to get parents to be involved in school.

Most participants especially teachers and principals know what governance is, but parents cannot draw a line between management and governance. They can not differentiate between the day-to-day running of the school, which is the work of the principal. The School Governing Body guides the principal about the school policy and the direction of the school.

With regard to implementation of information or resources accessed, the school governing body shifts the responsibility back to the principal, thus preserving the status quo. This seems to be common to all the schools visited. This proves to the researcher that School Governing Body members are unsure of their tasks. They rely on instructions from the principal than taking the initiative.

With regard to their level of education, principal and teachers indicated that their levels of formal education are post Matric. Only the School Governing Body members, who fall between the categories of grade R up to grade 12.

With regard to training the participants said that they never received any training. This makes them to be ineffective. Participants emphasised that they need in-dept training so that they can perform their roles and functions effectively.

With regard to support services of governance, participants indicated that, they do not know of such services. They do not know who to help them. As a result they experience problems in accessing help concerning governance issues. They emphasised that it would be good if they can visit their schools, train and workshop them.

With regard to support from the principal, all participants said that the support is good since the principal seems to be the only one who knows what to be done. Most participants said that their principal is flexible, accepts suggestions from other School Governing Body members. One participant (parent) further said that the principal even encourage them to help the learners.

CHAPTER 5

5. SUMMARY OF WHOLE STUDY

5.1 Findings

This problem of ineffective parental participation in school governance needs more attention. According to the findings it is therefore concluded that parents lack the understanding required to navigate their ways through the complex laws and regulations that define the field of school governance. The parent component in the school governing body do not know their meaningful functions as stipulated by SASA. The study revealed that parents are not well capacitated. Lack of sufficient training of School Governing Body members on their rights, duties, roles and functions as partners, hinders progress at schools.

School Governing Body members need to understand their roles and functions more effectively so as to improve the quality of teaching and learning.

Challenges facing the governance as well as the department were identified. The information gathered was also analysed and interpreted.

Serving on School Governing Body is not simple, this is one of the complex tasks for all stakeholders.

One can not run away from the challenges that the government faces. There are obstacles that stand on the way of achieving the promise offered by the government

order. For example: misunderstanding between educators and under-educated parents around the meaning of management and governance.

Transforming the education system or change it for the better, requires the active participation of all stakeholders. Parents, teachers and members of the community should be able to participate in the school's activities so that there must effective parental participation in school governance. Transforming education means that all stakeholders have new rights and responsibilities, to do with the way schools are run and the way education takes place.

5.2 Recommendations

The following recommendations can be initiated and implemented at school level and by the governance support services.

- 1- Training: It is important for governance support services to give in-depth training to all members of School Governing Bodies to perform their important functions. There must be training in roles and responsibilities of school governing bodies every three years i.e. when the new committee comes into office.
- 2- There is a need of support, induction and follow-up programme after training by support service officials.
- 3- Principals of schools must organise workshops for the school Governing Body members (at school level) to capacitate them.
- 4- The principal must encourage parents who are under educated to enroll at Abet centres so that they can be competent, efficient and effective enough.
- 5- The department must make use of non-governmental organisations, teacher unions and experts to train School Governing Body members if there is any shortage of man power within the department.

5.3 Limitations of the Study

As the study proceeded, the researcher experienced difficulties

- 1- The researcher's work responsibilities interrupted the plan of action,
- 2- Participant's rights were respected and protected ethically and legally, and also taken into consideration, which delayed the research.
- 3- Lack of resources from university library.

5.4 Conclusions

The introduction of South African Schools Act No 84 of 1996 brought in new challenges to South African education system. The aim is to take the nation back to school. Parents now have the right to closely intervene on the affairs of their children's education, the right they did not enjoy during Apartheid dispensation.

The school governance framework is now 8 years old, a lot has been achieved in these years, for example, school governance gained acceptance by all stakeholders in the education system. That is the country has a model that is owned by the people

It is in view of the researcher that recommendations made in this study, and in-depth training is the only method whereby School Governing Body members are helped to participate effectively in school governance.

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APPENDIX

PARTICIPANT 1

QUESTION 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

In my understanding, the School Governing Body is expected to govern the school. To look into affairs of learners, parents and school problems like sports field, school building and buy school uniform.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

Sometimes I just see them going to the principal's office and later on, because I am the secretary of the School Governing Body if there are things that are looking for, that I

know of them the principal will call me then give them. Sometimes they really come and ask if there is anything I give them.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

Usually when we attend some workshop, sometimes the principal use to ask. Sometimes she doesn't. We just see the School Governing Body chairperson get into the principal's office. They use or tell him or he tells us the information she have received from the government. Sometimes she discusses the information with the whole stuff.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

No I can't say I was trained. It was just one afternoon from 12 hours until 16 hours. It was organized by the governance department in the circuit office, the officials from the then regional office under governance.

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION?

DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC?

- Post Matric

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

Most of the time they just sit there and nod their heads. The principal tells them what to do, but the chairperson does sometimes talk but not too much.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Most of the time they just sit there and nod their heads. The principal tells them what to do, but the chairperson does sometimes talk but not too much.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

This days are improving because what I have realized as a problem is that, the parents who are serving in the School Governing Body they do really know which line should they operate. They wanted to interfere with the management issue which sometimes should be done by the school. Yet instead of looking at governance mess, why are you not at school? How many preparations have you done? And all those things. They don't look at the things that they have to look into like buildings and all other things. This creates a lot of problems because they don't know their functions and roles.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

Yes, we do get support because always, she is always there. If she is not there who is going to run the meeting because even the chairperson will look at the principal. You ask the question, the chairperson will say Ja, yes, principal that is your question you have to answer it. So I can say she is there to support.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

This days I don't know who is supposed to help us. Then I knew at the district, then regional office, we had Mr. Masele. Now I don't know who is to help us. As a result we are having problems in accessing help. You go to the circuit office with regard to governance they send you from pillar to post.

PARTICIPANT 2

QUESTON 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

They deal with school governance such as recommending educators appointment and also educating the parent community about the roles and how they can help the school. They also buy material at school, also looking after the building and maintenance of the buildings.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

We get them from the circuit and then we then distribute them to the School Governing Body but the problem is we don't receive them regularly.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

Normally is not easy to implement the information because sometimes is the information directed to the School Governing Body and they don't know how to use the information.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

- No

QUESTION 5

**WHAT IS YOUR LEVEL OF FORMAL EDUCATION?
DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC?**

- Post Matric

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

They come to register their presence but they all look at the principal to lead and answer all the questions.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

They don't respond. They sometimes sends the very own learners from this school to attend the meeting.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENTCOMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

The relation is not that good. Parents still believe that this is the duty of the educators they don't help. Most of our parents are illiterate. You still find parents who don't understand what is their role as far as homework.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

We do give them support. Just like now the deputy chairperson was here, he wanted to make some copies I gave them money. I do support, I usually work hand in hand with them.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

We haven't met them, they haven't come to us we have never make use of them.

PARTICIPANT 3

QUESTION 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

The leadership role of the School Governing Body is to work hand in hand with the parent and school that is the management.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

The School Governing Body acquires its information regarding the school from the school itself that is the school management and they convey the same message to the parents.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

The management rotate between the management and the parents of the school, and must share this information, must see that through this information the school is being run.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

Unfortunately that is the problem that we are experiencing since we resume our office. We were never trained, but promises were made to us that we will be trained. Let me go on by saying it is difficult to work in this type of situation where a person does not know whether he/she is doing right or wrong.

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION?

DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC?

- Grade 8-12

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

They are participating they are really active during the meeting. They participate and that is they give their views but directed by the principal.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

They do, only those who know they are clean when it comes to fees. But those who are not clean with their fees they don't come.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

The relationship up to now, we have never received any complaint yet, this is my second year in the office but I haven't heard anything that is displeased. That is according to me things are going well.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

Our principal is a very, very, open somebody to the fact that surely we would have complained if she gave us a problem, or anything. She is open to us we discuss anything with her as if she is not a principal. We are not afraid of her. I am representing the parents. We are not afraid of our principal. We discuss a lot of things since she is open to us which we think it might of help.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

I know nothing sure of the support services of governance and I haven't personally met any governance official, and it would be good if sometimes we could meet and give them our problems we haven't received any help from them.

PARTICIPANT 4

QUESTON 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

According to my understanding School Governing Body is to assist and help the principal and the educators to educate the learners and to make them understand why are they are at school.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

The information mostly that we receive we don't understand it. Then it is the duty of the principal to respond to the information since it's beyond our understanding.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

The principal is the only one who is involved. The School Governing Body cannot implement any information because they don't know exactly what is to be done since most of us never went far with our schooling. Secondly we don't know what is expected of us since we are not trained.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

No. We are not trained, and we have never received any pamphlet that stipulate the functions and roles of School Governing Body and how to operate.

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION? DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC?

- Post Matric

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

Parent-participation is low. Most of the members don't come because most of us don't understand our role and we don't get paid.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Most of the parents don't turn up, they don't see the need of coming to school. They believe that it is the duty of educators to do everything for the learners at school. They only want to get the results at the end of the year either pass or fail.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

In most cases the relationship is a bit better, few parents participate in education of their children. Most shed their responsibility to teachers as experts. They say they can not help with the school work because they don't get remuneration for participating in homework.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

Yes, we do get support from the principal, because we are encouraged to help our children in their behavior and school work and what is expected to be done by the parents.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

Yes, we do get support from the principal, because we are encouraged to help our children in their behavior and school work and what is expected to be done by the parents.

PARTICIPANT 5

QUESTION 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

According to my understanding the role of leadership of School Governing Body they have to take control and make sure that there is good relationship among parents and school. They must make sure that there is discipline in schools and at the beginning of the school year the School Governing Body must come and assist with admission of new learners and make sure that they pay school fees. Are teachers cooperating. There are a lot of things that School Governing Body must do.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

As far as I know there are no circulars that we get from the governance. There are only files in the principal's office that speaks about the roles and functions of each member of

School Governing Body we don't receive workshops or training where such circulars can be distributed so that we can go back to our schools and read. Circulars must be distributed to School Governing Body regularly so that we can know the latest developments about School Governing Body the documents that we have date back to 1997 or 1998.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

The S.G.B. plays the most important role at school. They must see to it that things run smooth at school the parents are not using the information well as I have observed...

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

No, we were not trained except the workshop that I attended which lasted for 2 and half to 3 hour. It was an official from the department of education those old lecturers from the ex-colleges of education now stationed at the multi-purpose centres.

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION?

DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC?

- Post Matric

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

The participation is low. They only participate when we lead them as teacher component. They promise to help us whenever we have a problem but they don't. They say they are not getting paid. E.g. if we have a problem of the school fees they give us hope that they

will help. But at the end of the meeting they shift the responsibility to school management and us (teacher component) to demand the fees from the parents.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Only few parents do come to the meeting. Most parents don't come to school especially those who didn't pay their fees. Maybe they think we are going to discuss about the payment or they are going to be asked why they didn't pay for their children.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

Things are still backward with our parents. The relationship is not good. We don't get support from parents we face a lot of problems because when we invite them to come and solve their children's problems, they say we must solve them because we are trained. They have nothing to do with this only 1% respond. When it comes to homework it worse they don't help they say it must be done at school. When asking the learners they indicate that their parents say they are not educators. They should help them with family shores like cooking, cleaning etc...

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

Yes, as the head of the school, the principal give us support. We get support in everything so that things can go well. At the School Governing Body meeting she is always there and when we come with some suggestion as teacher component she helps us and we appreciate her relationship with us.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

No not at all. They don't visit and we don't make use of any support services because they are not there.

PARTICIPANT 6

QUESTON 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

Leadership role of the School Governing Body is to govern. The School Governing Body's role is to see that each and everything that falls within governance it falls in their boundaries under governance where they must see to it that things like buildings, school fence whatever is needed in school it concerns the school governance.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

The information, they get from my office, from SMT, from whomsoever within the institution. All information special those concerns the smooth running of the institution

they get them from my office as a principal where we keep them. Everyone knows because the files are there, which one belongs to what they will simply quote which one they want. When we have meetings all circulars that concerns them we read to them and they also read themselves. Sometimes myself H.O.D or S.M.T. gives them the information.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

We use it according to the needs of the School Governing Body cause if we are given, lets say norms and standard we sit down and discuss which one and later on we prioritize what is wanted in the School Governing Body we first discuss with S.M.T. and later as an ex-officio in the School Governing Body present it to the School Governing Body and the secretary also conveys the information.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

Yes, we have been trained for 3 days by Mr. Lediga from the N.G.O. 1998. They trained the principals and the secretaries of S.G.B. later we went back to school to train School Governing Body's but this was not in the circuit it was in town.

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION?

DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC

- Post Matric

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

The participation is minimal.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Yes they respond. We invite them 30 days in advance. We have an A.G.M. once a year, where we discuss funding etc... the chairperson of the School Governing Body. is the one who is addressing the parents. I as a principal only come in whenever there are problems you sometimes find that some of the parents undermine the chairperson.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

It is smooth but there are many things that are happening. Some parents come with funny questions. There is good relationship between parents but remember, most of our parents work in farms and they are illiterate. When it comes to homework they don't help.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

As a principal, I encourage my School Management Team to sometimes conduct workshop to School Governing Body in short we capacitate them.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

They sometimes call us or invite us to the circuit office where they read us from the books. (These are subject advisors).

We don't have any support services for governance. There are no officials dealing with governance in our circuit.

PARTICIPANT 7

QUESTION 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

The School Governing Body is responsible for smooth running of the school, and to make sure that the workload is easier for the principal and educators of that particular school and to make sure that the community is involved since it represents the parent.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

The School Governing Body access information of the school through letters written to parents by the school or visiting the school to know what is happening at school.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

The information that is accessed by the School Governing Body is used to improve the school and everything that is happening at school, whether be it in their classroom situation or in surrounding.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

I was never trained and since I was never trained there is no time frame and there is no one who trained me.

QUESTION 5

**WHAT IS YOUR LEVEL OF FORMAL EDUCATION?
DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC**

- Post Matric

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE S.SCHOOL GOVERNING BODY MEETINGS?

They do participate though is few because a lot of them are not sure what is expected and most of them where never educated as to how to involve themselves in school activities, and so many things that are happening at school. So the participation is not good.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Ja, yes they do. Although a few parents respond or the same parents that respond you see same parents always when you call for the meeting.

Most of the parents are afraid of the school fees, they think we are calling them because we want money so they prefer to stay at home

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

The relationship between them is gradually improving but is not yet up to standard because parents are still afraid of teachers. So they still think that we are people who cannot help them we have money so we will not listen to their problems. They don't even want to relate with us because they are not sure if we are going to accept, understand support and help them in whatever way they will need help, so I think that gap still needs to be closed. Parents need to be educated and taught as to how to relate with teachers and be involved in the smooth running of the school and everything that is happening at school. Teachers already to receive and help the parents . all I can say teachers even call evening parent meeting whereby each teacher wants to meet each parent of his/her particular learner in that particular class.

During the meeting the teachers are ready to meet the parents and talk to each parent, get ideas from parents and even after the meeting, teachers adopt contributions by parents.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

We get support, as secretary of School Governing Body every time when we call the meeting he's the one who contributes much in the agenda of that particular day. Although I wont say he is the one who gives all the items, but we sit with him drawing the agenda. During the meetings he participates as he is there for the parents and he contributes a lot. Like I said earlier on that we are not trained, we go to him for help the knowledge that he shares with parents and people. He is a kind of a person who accepts suggestions from parents in most cases he is there.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

I just heard about support services but I don't know about any and I have never seen them because I don't know them. I have never made use of them because I don't know them. I so wish to meet them.

PARTICIPANT 8

QUESTION 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

I think the most important part is the school governance I don't know whether the members know their roles.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

School Governing Body as you know that they consist of different members. There is a chairperson, the deputy, treasurer. Those are the only people who have access of the

information of the school. When it comes to circulars unless the circulars are indicated that they are supposed to attend meeting is then that they get such circulars. But the other information in connection with the school they don't get, but, I think such information should be conveyed to them when we have meetings.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

The information or resources accessed by the from the department, comes to school in form of request e.g. can you furnish us with 1,2and 3. But the information which is supposed to be used fruitful is through policies which are forwarded to schools.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

No, this is the answer to all question. There was no training, no induction that is why you see most members of School Governing Body they don't even know what their role is in school situation. Personally, I was having that suggestion that as a school we must get a person who is knowledgeable to come and train our School Governing Body members and be certificated.

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION?

DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC

Post Matric and I am still developing myself. I am busy with senior degree.

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

I as the principal and the teacher component always take the lead. They just sit and say you are the people who knows the school better. We don't know what is circular or Outcome Based Education the government must tell us what subjects our children must do and sports activities. Participation is not good.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Yes they do but we try by all means that when we call for such meetings there is something that we upheld for them that they come and collect like reports. Otherwise you find that the attendance is low . most of the parents who are not attending are those who are not contributing when it comes to voluntary school fund contributions. Those who are coming are those who their children are up to date with what they are supposed to contribute.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENTCOMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

Relationship is good. This is visible in the foundation phase you find that they hold the parent evening where they are displaying their books showing their learners work and you find that most of the parents are starting to build up the good relationship with the educators parents and educators interact sometimes they visit the class to come and see how the work is going on sometimes they phone to find out what is the problem of their learners.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

I do give support to School Governing Body I try by all means to make sure that they get all the information that they are supposed to get and when they come up with suggestions I try to make sure that I don't undermine them. If you can see outside there are projects for parents where they are planting sweet potatoes, where they are cleaning..

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

No, unfortunately the government is not doing enough that is why I have indicated that the School Governing Body members who are serving they are just using their common sense. They are not trained, they are not given information of what is expected of them.

PARTICIPANT 9

QUESTION 1

IN YOUR UNDERSTANDING WHAT ARE THE LEADERSHIP ROLE OF SCHOOL GOVERNING BODY?

The leadership of governance is to hold meetings, take care of the school and to oversee the school needs and to approve.

- To come and solve problems at school
- To see to it that learners get nutritional food.

QUESTION 2

HOW DO THE SCHOOL GOVERNING BODY ACCESS THE INFORMATION AND THE RESOURCES OF THE SCHOOL?

We don't get information. The only information that we get is from the principal and the secretary. I only see the principal and the principal and some of the staff members at school doing things e.g. school beautification. I don't know whether is the information that they have accessed from the department thereafter they show us when we are attending the School Governing Body meetings.

QUESTION 3

HOW DO YOU USE/IMPLEMENT INFORMATION AND RESOURCES ACCESSED?

Same as question 2.

We don't get information. The only information that we get is from the principal and the secretary. I only see the principal and the principal and some of the staff members at school doing things e.g. school beautification. I don't know whether is the information that they have accessed from the department thereafter they show us when we are attending the School Governing Body meetings.

QUESTION 4

WERE YOU TRAINED OR INDUCTED AFTER YOU HAVE BEEN ELECTED, HOW LONG AND WHO TRAINED YOU?

No not trained

QUESTION 5

WHAT IS YOUR LEVEL OF FORMAL EDUCATION?

DOES IT FALL UNDER GRADE: R-7; 8-12 OR POST MATRIC

- Grade 8-12

QUESTION 6

HOW IS THE PARENT PARTICIPATION DURING THE SCHOOL GOVERNING BODY MEETINGS?

Yes we do come. When I attend the meeting it means that I am participating because I am present.

QUESTION 7

WHEN CALLING FOR GENERAL MEETINGS DO PARENTS RESPOND?

Only a few respond most don't attend. Those who don't respond are the parents who does not see the value of education. Others are held by some serious commitments, others are working or attending funerals.

QUESTION 8

HOW IS THE RELATIONSHIP BETWEEN THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY AND EDUCATORS?

The relationship is good because we get them when we meet them. The problem is, they give our children a lot of homework. Sometimes they don't even find time to watch T.V. but the relationship is good.

QUESTION 9

DO YOU GET SUPPORT FROM THE PRINCIPAL AND WHAT KIND OF SUPPORT DO YOU RECEIVE?

TO PRINCIPALS: DO YOU GIVE SUPPORT TO SCHOOL GOVERNING BODY MEMBERS AND WHAT KIND OF SUPPORT DO YOU OFFER?

Yes he gives us support, he's always at the meeting. Otherwise if he does not come the meeting will not take place.

QUESTION 10

DO YOU KNOW OF ANY SUPPORT SERVICES OF GOVERNANCE, HOW OFTEN DO THEY VISIT OR HOW OFTEN DO YOU MAKE USE OF THEM?

I have never seen them. I do not know them. I only know the circuit inspector.

