

**AN EXPLORATION OF SECONDARY SCHOOLS PRINCIPALS`
PERCEPTIONS ABOUT THE EFFECTIVENESS OF SCHOOLS
GOVERNING BODIES IN GA-RANKUWA: TSHWANE WEST DISTRICT**

by

JAMES KEBOITSILE MOATE

Submitted in accordance with the requirements

For the degree of

DOCTOR OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR LDM LEBELOANE

28 April 2018

DECLARATION

MOATE JAMES KEBOITSILE

STUDENT NO: 2864266

DEGREE: DOCTOR OF EDUCATION.

**AN EXPLORATION OF SECONDARY SCHOOLS PRINCIPALS` PERCEPTIONS ABOUT
THE EFFECTIVENESS OF SCHOOLS GOVERNING BODIES IN GA-RANKUWA:
TSHWANE WEST DISTRICT,**

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

Date: 28 April 2018

DEDICATION

I dedicate this work to my wife, **Tshinangwe Priscilla Maria Moate**, for her endless support, encouragement, motivation and patience throughout my studies.

I am also grateful to my parents, brother, sisters, father-in-law, mother-in-law, sisters-in-law and brothers-in-law who taught me the virtue of hard-work, sacrifice and determination. They had been a source of encouragement throughout my studies. Special thanks go to my parents, father-in-law and mother-in-law, all of whom passed away during the course of my study. Their voices were a source of inspiration and encouragement. They encouraged me to work hard during their lifetime.

To my children, Thabo, Kgomotso, Neo, daughter-in-law, Lesego and grand-son, Kgaiso, thank you for believing that I could make it. You also served as my technical advisors. I am proud to have set a standard for you and wish you to continue with your studies.

I should thank all my cousins and family members for sharing my vision throughout my studies.

ACKNOWLEDGEMENTS

I want to express my thanks and gratitude to my supervisor, Professor LDM Lebeloane, for guidance, motivation and endless support. I wish to acknowledge my indebtedness to him as my supervisor. He provided me with expertise, encouragement, fatherly advice and painstaking guidance throughout my studies. He patiently and professionally guided me throughout my study and at times changed his busy schedule to accommodate me.

Special thanks go to Ms Lumka Masenya, who always made the appointments with my supervisor and her ever-smiling welcome to her office. She played an important role towards the completion of my studies. Mrs. Refilwe Matatiele, librarian, helped me with turn-it-in report. Special thanks go to Prof E.M. Lemmer who did the language editing and Ms Magda Botha for the technical editing of my thesis.

I am also grateful to the secondary schools' principals of Ga-Rankuwa, Tshwane West District who timeously and sincerely participated as respondents and interviewees in the study. I sincerely thank them for their support and co-operation. Special thanks go to the school governing bodies of secondary schools in Ga-Rankuwa, educators, non-teaching staff and learners.

I wish to thank Mr Ramotshabi Tlhoale, official in the Tshwane West District, who granted me permission to do research in the secondary schools. I also appreciate the permission granted to me by the Gauteng Department of Education to do research in schools under their supervision.

ABSTRACT

The focus of the study was an exploration of the perceptions of secondary schools' principals about the effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District. The main research question was formulated as follows: What are the secondary schools' principals' perceptions about the effectiveness of school governing bodies in school governance? The main aims were to determine how the findings of the study could add to new knowledge about the effectiveness of school governing bodies in Ga-Rankuwa and to ascertain if the perceptions of secondary schools' principals play a role in the effective functioning of school governing bodies. A review literature worked a synthesis of perspectives on functions and roles of school governing bodies. The study examined the roles, functions of school governing bodies in selected developed, and developing countries and discussed in detail school governing bodies in the South African education system after 1994. Informed by the literature review, an empirical inquiry using a mixed method; combination of qualitative and quantitative methods to explore the perceptions of secondary schools' principals about the effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District. Sampling of respondents was purposeful. Qualitative and quantitative methods of data gathering were used in order to produce reliable and valid results. The study involved seven (n=7) secondary schools principals who responded to a researcher-designed, pen-and-paper questionnaire and participated in semi-structured interviews. Ethical requirements were met and the identity and privacy of participants were protected. Data presented were mainly derived from documentary sources, the questionnaire and interviews. Data were analyzed, the findings presented, interpreted and the significance noted. Findings indicated that little had been documented in relation to the exploration of perceptions of secondary schools' principals about the effectiveness of school governing bodies in Ga-Rankuwa. Overall, the principals were positive about the role played by the school governing bodies; although they identified several areas in which both school governing body members and principals required ongoing training. Based on the findings of the literature and the empirical study, the researcher recommended the establishment of a special unit for the training and induction of secondary principals and newly elected members of school governing bodies to ensure effective school governance. The constraints of the study were financial. The findings of this small-scale study cannot be generalised; however, several areas for future research were identified.

Key terms: Secondary schools principals, perceptions and effectiveness, School governing body, Tshwane West District, Ga Rankuwa, South African Schools Act No 84 of 1996.

Table of Contents

DECLARATION	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
LIST OF FIGURES	vi
LIST OF TABLES	xiii

CHAPTER 1 ORIENTATION

1.1	INTRODUCTION	1
1.2	BACKGROUND INFORMATION	1
1.3	PROBLEM STATEMENT	5
1.4	AIMS OF THE STUDY	6
1.5	RESEARCH QUESTION	6
1.6	THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK.....	6
1.7	IMPORTANCE OF THE STUDY	7
1.8	ETHICAL CONSIDERATIONS.....	8
1.9	DEFINITION OF KEY TERMS	9
1.9.1	Perceptions	9
1.9.2	Effectiveness.....	10
1.9.3	School governing body.....	11
1.9.4	Secondary school	12
1.9.5	Ga-Rankuwa	13
1.9.6	Tshwane West District	13
1.10	LITERATURE REVIEW.....	14
1.11	RESEARCH METHOD.....	15
1.11.1	Types of basic research methods	16
1.11.2	Qualitative research method	16
1.11.3	Quantitative research method	17
1.11.4	Mixed method of research.....	17
1.11.5	Population	18

1.11.6	Purposive sampling.....	19
1.11.7	Data collection	19
1.11.8	Data analysis	20
1.11.9	Reliability and validity.....	21
1.11.10	Research structure.....	22

CHAPTER 2

MEMBERSHIP, FUNCTIONS AND PERCEPTIONS OF PRINCIPALS ABOUT EFFECTIVENESS OF SCHOOL GOVERNING BODIES IN SOME SELECTED DEVELOPED AND DEVELOPING COUNTRIES

2.1	INTRODUCTION	23
2.2	MEMBERSHIP, FUNCTIONS AND PERCEPTIONS OF PRINCIPALS OF THE EFFECTIVENESS OF SCHOOL GOVERNING BODIES IN SELECTED DEVELOPED COUNTRIES	24
2.2.1	Historical background of United Kingdom	24
2.2.1.1	Membership of school governing bodies.....	25
2.2.1.2	Functions of the School Governing Body	26
2.2.1.3	Perceptions of school principals about the effectiveness of school governing bodies in the United Kingdom	28
2.2.2	Historical background of the United States	30
2.2.2.1	Membership of the school governing body.....	32
2.2.2.2	Functions of the school governing body.....	32
2.2.2.3	Perceptions of school principals about the effectiveness of school governing bodies in the United States of America	35
2.2.3	Historical background of school governance in New Zealand.....	38
2.2.3.1	Membership of the school governing body.....	39
2.2.3.2	The functions of the school governing body.....	40
2.2.3.3	Perceptions of school principals about the effectiveness of school governing bodies in New Zealand.....	42
2.2.4	Historical background of school governance in the state of Israel	44
2.2.4.1	Membership of the School Governing Body.....	45
2.2.4.2	Functions of the school governing body.....	45

.2.4.3	Perceptions of school principals about the effectiveness of school governing bodies in the state of Israel	47
2.3	MEMBERSHIP, FUNCTIONS AND EFFECTIVENESS OF SCHOOL GOVERNING BODIES IN SOME SELECTED DEVELOPING COUNTRIES	48
2.3.1	Historical background of school governance in Zimbabwe	48
2.3.1.1	Functions of the School Governing Body	49
2.3.1.2	Perceptions of school principals about the effectiveness of school governing bodies in Zimbabwe	52
2.3.2	Historical background of Kenya	54
2.3.2.1	Membership of the school governing body.....	55
2.3.2.2	Functions of the school governing body.....	55
2.3.2.3	Perceptions of school principals about the effectiveness of School governing bodies in Kenya	58
2.3.3	Historical background of school governance in Botswana	60
2.3.3.1	Membership of the school governing body.....	61
2.3.3.2	Functions of the school governing body.....	61
2.3.3.3	Perceptions of school principals about the effectiveness of school governing bodies in Botswana	64
2.4	CONCLUSION	66

CHAPTER 3

MEMBERSHIP, FUNCTIONS AND EFFECTIVENESS OF SCHOOLS GOVERNING BODIES IN SOUTH AFRICAN PUBLIC SCHOOLS

3.1	INTRODUCTION	68
3.2	HISTORICAL BACKGROUND OF SOUTH AFRICA	68
3.3	MEMBERSHIP OF SCHOOL GOVERNING BODY IN A PUBLIC SCHOOL	71
3.4	FUNCTIONS OF SCHOOL GOVERNING BODIES IN PUBLIC SCHOOLS.....	72
3.4.1	Adoption of school mission and constitution of the school governing body.....	73
3.4.2	Code of conduct of members of the school governing bodies and learners.....	74
3.4.3	Budget and fund-raising	75
3.4.4	Admission policy	78
3.4.5	Freedom of conscience and religious observances	79

3.4.6	Voluntary services.....	79
3.4.7	Appointment and staff development.....	80
3.4.8	Allocated functions of school governing bodies	81
3.4.8.1	Maintenance of school buildings	82
3.4.8.2	Purchase of textbooks and educational materials.....	82
3.4.8.3	Adult education	82
3.4.8.4	Extra-curricular curriculum	83
3.4.8.5	Pay services to the school	83
3.4.9	Withdrawal of functions from school governing body	83
3.5	THE PERCEPTIONS OF PRINCIPALS ABOUT EFFECTIVENESS OF SCHOOL GOVERNING BODIES	84
3.5.1	Ineffective in the townships	84
3.5.2	Lack of interest.....	85
3.5.2.1	Lack of influence	85
3.5.2.2	Passive participants	85
3.5.2.3	Poor administration and maintenance.....	86
3.5.2.4	Poor reporting	87
3.5.3	Powerless	88
3.5.3.1	Leadership crises.....	89
3.5.3.2	Lack of interest in learning/ Lack of skills.....	90
3.5.4	Poor implementation	92
3.5.4.1	Personal versus learner interest	93
3.5.4.2	Religious observances	94
3.5.5	Lack of resources.....	95
3.5.6	Limited roles.....	96
3.5.7	Lack of appreciation.....	96
3.5.8	Lack of inductions and mentorship.....	97
3.5.9	Lack of team spirit.....	98
3.5.10	Textbooks and resources.....	99
3.5.11	Infrastructure and maintenance	100
3.5.12	Conflict resolutions.....	101
3.5.13	Educational inequality	101
3.5.14	Decision-making and school governance.....	101

3.5.15	Professional versus school governance.....	102
3.5.16	Poor training and experience	104
3.5.17	Procurement of textbooks	104
3.5.18	Lack of mentorship.....	105
3.6	CONCLUSION	106

CHAPTER 4

RESEARCH METHODS AND RESEARCH DESIGN

4.1	INTRODUCTION	108
4.3	RESEARCH METHODS	109
4.3.1	Qualitative research method	111
4.3.2	Quantitative research method	114
4.3.3	Mixed methods.....	115
4.4	TYPES OF RESEARCH DESIGN.....	116
4.5	POPULATION.....	116
4.6	PURPOSIVE SAMPLING.....	117
4.7	SAMPLE	118
4.8	DATA COLLECTION INSTRUMENTS AND PROCEDURES	119
4.8.1	Data collection instruments	119
4.8.1.1	Advantages of questionnaires.....	120
4.8.1.2	Disadvantages of questionnaires	121
4.9	PILOT STUDY	122
4.10	COVERING LETTER	124
4.11	QUESTIONNAIRE ADMINISTRATION.....	124
4.11.1	Advantages of direct contact with respondents.....	125
4.11.2	Disadvantages of direct contact with respondents	125
4.11.3	Distribution of Ga-Rankuwa secondary schools.....	125
4.12	FOLLOW-UP.....	126
4.13	INTERVIEW SCHEDULES	127
4.14	ETHICAL CONSIDERATIONS.....	128
4.15	STATISTICAL ANALYSIS.....	129
4.16	LIMITATIONS OF THE STUDY	130

4.17	CONCLUSION	131
------	------------------	-----

CHAPTER 5

PRESENTATION, DATA ANALYSIS, INTERPRETATION AND SIGNIFICANCE

5.1	INTRODUCTION	132
5.2	DATA ANALYSIS AND INTERPRETATION	133
5.2.1	Age of respondents	133
5.2.2	Gender and race	134
5.2.3	Period of service as a principal	134
5.2.4	Highest professional qualifications	136
5.2.5	Type of settlement and standards offered.....	137
5.2.6	Membership of School Governing Body.....	137
5.2.7	Functions and responsibilities of School Governing Body.....	147
5.2.8	Curriculum development	160
5.2.9	School governance and management.....	166
5.2.10	Language and religious policies.....	173
5.2.11	Code of conduct of educators, learners and school governors	179
5.2.12	School improvement and culture of teaching and learning.....	184
5.2.13	General	189
5.3	DETERMINATION AND USE OF VALIDITY, RELIABILITY AND STANDARD ERROR	198
5.3.1	Validity	198
5.3.2	Reliability.....	200
5.3.3	Standard Error	201
5.4	OVERVIEW OF RESPONDENTS AND INTERVIEWEES.....	202
5.5	CONCLUSION	202

CHAPTER 6
SUMMARY OF THE STUDY, FINDINGS, RECOMMENDATIONS, SIGNIFICANCE AND
CONCLUSION

6.1	INTRODUCTION	204
6.2	SUMMARY OF THE STUDY	204
6.3	RESEARCH FINDINGS	206
6.3.1	Membership of School Governing Body.....	206
6.3.2	Functions and responsibilities of School Governing Body.....	209
6.3.3	Curriculum development	214
6.3.4	School governance and management.....	216
6.3.5	Language and religious policies.....	218
6.3.6	Code of conduct of educators, learners and school governors	220
6.4	RESULTS FROM LITERATURE REVIEW.....	226
6.4.1	Patchy and incomplete data.....	227
6.4.2	Disadvantages of international practice	227
6.5	RESULTS FROM EMPIRICAL STUDY.....	228
6.5.1	Issue 1: Perceptions of secondary schools principals on effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District	228
6.5.2	Issue 2: Contributions of the findings to improved perceptions of effectiveness of school governing bodies in Ga-Rankuwa.....	230
6.5.3	Issue 3: Contributions of perceptions to effectiveness of the school governing bodies in Ga-Rankuwa	232
6.6	RECOMMENDATIONS.....	235
6.6.1	Establishment of a training unit for mentorship and workshops	235
6.6.2	Use of indigenous language.....	236
6.6.3	<i>Ex-officio</i> position of the principal.....	237
6.6.4	The perceptions of secondary schools principals about the effectiveness of the school governing bodies in Ga-Rankuwa	238
6.6.5	Strategies to improve the perceptions of secondary schools principals about the effectiveness of school governing bodies.....	239
6.6.6	Areas for further studies.....	240
6.7	SIGNIFICANCE OF THE STUDY	241

6.8	LIMITATIONS OF THE STUDY	241
6.9	CONCLUSION	242
	LIST OF REFERENCES	244

LIST OF FIGURES

Figure 5.1:	Age of respondents.....	146
Figure 5.2:	Period of service as a principal	147
Figure 5.3:	Highest academic qualification	148
Figure 5.4:	Highest professional qualifications.....	149
Figure 5.5:	Is there any link between School Governing Body effectiveness and school improvement?	207
Figure 5.6:	Is the School Governing Body effective in the school?	208

LIST OF TABLES

Table 5.1:	Membership of School Governing Body.....	133
Table 5.2:	Functions and responsibilities of a School Governing Body	134
Table 5.3:	Curriculum development	135
Table 5.4:	School governance and management	136
Table 5.5:	Language and religious policies.....	137
Table 5.6:	Code of conduct of educators, learners and school governors	196
Table 5.7:	School improvement and culture of teaching and learning	197

CHAPTER 1 ORIENTATION

1.1 INTRODUCTION

The first chapter provides background information of the study, the problem statement, the aim of the study, research question and importance of the study. Ethical considerations have been discussed. Terms have been defined and literature reviewed. The research method has been discussed with a focus on population, sample, data collection, data analysis, reliability and validity. Lastly, the organization of the study has been outlined.

1.2 BACKGROUND INFORMATION

Parent representativeness was not highly prioritized in the school governance of South African schools during the apartheid period. There were no significant South African trends with regard to perceptions of secondary schools' principals about the effectiveness of school governing bodies before 1994 (Taylor, Van der Berg & Mabogoane, 2013: 1-2). Sinyola (2012:31) describes a multitude of interactions and growing interdependence among government, organizations, business and the citizenry in South Africa. Tshifura (2012:20) argues that various racial groups strove for fairness, justice and equal education. Sinyola (2012:139) further points out that principals were not the only important members of school governance in the South African schools during this period. They were members of the school boards. The school governing bodies were schools boards (Taylor, Van der Berg & Mabogoane, 2013: 1-2)

Educators shared similar opinions in developed countries like the United Kingdom (UK), Australia and New Zealand. The churches played a vital role and their opinions were recognized. Principals felt that parents did not add value to the effectiveness of school governing bodies and challenged their existence (Tshifura, 2012:20; Mpfu, 2014:60).

Churches played an important role among black communities before the introduction of the apartheid system in South Africa in 1948. The education system changed drastically after the emergence of the Nationalist government under Dr DF Malan and the subsequent introduction of the Bantu Education Act No 47 of 1953. Apartheid led to separate education systems for racial groups, namely blacks, Coloured, Indians and whites. Blacks perceived Bantu Education as inferior because it did not receive equal funding to education as whites did (Davids, 2011:1; Mpofu, 2014:60). The education system was organized along racial and ethnic lines from 1948, during apartheid period. There were great differences between the provisions for black and white learners during the period of Bantu Education. Black learners had limited opportunities. Black learners were not allowed access to quality education. Any improvement of the Bantu education system was seen as superficial by blacks. Limited funding of black education led to inadequate facilities in comparison with education for white learners (Beckmann & Prinsloo, 2009:176; Davids, 2011:1). Academic standards and democratic participation among blacks were poor (Taylor et al, 2013:104; Mpofu, 2014:6).

The new dispensation of 1994 ended inequalities in the education system. The first black president of democratic South Africa, Nelson Mandela, stated that democracy should enhance ownership, responsibility and accountability on the part of all stakeholders (Taylor et al, 2013:1-2). The South African Schools Act No. 84 of 1996 led to the establishment of democratically elected school governing bodies. The South African Schools Act, No 84 of 1996, section 16(1) stated that "...the governance of every public school is vested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by the act (SASA, 1996, 27)".

The functions of school governing bodies as outlined in the Act indicated that school governing bodies should manage or govern effectively and efficiently, "promote the effective performance..." (RSA, 1996, section 19, subsection (1) (b). They should also govern schools democratically and involve all stakeholders. According to South African Schools Act No 84 of 1996 (SASA), section 16, subsection (1), the governance of every public school was vested in its governing body. School governing bodies should take care of school buildings, draw up language and school policies, budget,

and gave guidelines for school discipline in relation to learners, educators, non-teaching staff and members of the school governing body (RSA, 1996, section 20, subsection (l) (a-m). Furthermore, the Act recommended the appointment and dismissal of staff in accordance with legislation governing schools in the country and made education accessible to all (RSA, 1996: section 20, subsection (1) (jA); Davids, 2011:1; Taylor et al., 2013:104; Mpofu, 2014:156).

Very few school governing bodies were offered training and public meetings were at times considered sufficient for the training, capacity building and empowerment of school governing body members (Xaba & Ngubane, 2010:140; Beckmann & Fussel, 2013:4). However, the empowerment of school governing bodies was to be encouraged through training as stipulated by section 19, subsection (1) (b) of the South African Schools Act No. 84 of 1996. For example, Mikro Primary, an Afrikaans medium school, won a ruling in the Supreme Court in the Western Cape Province against the Department of Education that the Department did not have the right to enforce the admission of 40 English-speaking learners into the school in 2005. The then government of National Unity did not consider the rights and the powers of the school governing body to determine the language policy of the school (Beckmann & Prinsloo: 2009:176). School governing bodies found it difficult to govern due to lack of proper training of members. Most were uninformed about their functions with regard to teacher discipline. They were frequently locked in conflicts with teachers, parents and learners over school governance (Beckmann & Prinsloo, 2009:176; Davids, 2011:32).

Stakeholders lacked a shared vision on how to cascade information about school governance. Developed countries like the UK experienced challenges similar to those experienced presently by South African schools. Similarities may be drawn between South Africa and developed countries (Davids, 2011:1; Tshifura, 2012: 20).

Sharp criticism was usually levelled against circuit managers, principals, educators, parents and learners about lack of teaching and learning culture in public schools. The challenge was whether school governing bodies were responsible and accountable to restore the culture of teaching and learning in schools (Xaba & Ngubane, 2010:1). School governing bodies were expected to deal with matters related to culture of

teaching and learning. The challenge was whether the school principals perceived school governing bodies as effective, productive, efficient, accountable, self-sufficient as well as self-reliant. Other challenges of school principals were based on distinguishing between school governance, administration and school management (Beckmann & Prinsloo, 2009:176; Davids, 2011:4).

Literature indicated similarities in school governing bodies in South Africa in terms of responsibilities, accountability and experience with other developed and developing countries. School governing bodies function in various developed countries (UK, the United States, Australia and New Zealand). School governance structures were known as school boards and school committees during the apartheid period in South Africa (Beckmann & Prinsloo, 2009:176). School governing bodies had a long history worldwide. Irish schools were one of the first in Europe to broaden the base of management to include parents and teachers in school governance. Before that, parents had no noticeable place in school governance. Article 42 of the Irish Constitution of 1937 stated that the state acknowledged that the primary and natural educator of the child was the family and parents were given statutory rights to sit on the school board. There were also financial incentives created by establishing the *Scheme of Capitation Grants* towards operation costs. The involvement of parents established a closer relationship between home and the school. The laws were sufficient to achieve the full involvement of parents in the life and activities of the school. Membership in governing bodies reflected the increasing desire for participation and partnership in the running of the schools on the part of the teachers and parents. The idea of school governing bodies spread worldwide (Tshifura, 2012:48).

The preceding background information focused on school governing bodies. It discussed their origin, names and functions in South Africa before apartheid was dismantled. It also discussed what they were called as well as their functions in other parts of the world. From the preceding background the problem statement was generated.

1.3 PROBLEM STATEMENT

The perceptions of principals about the effectiveness of school governing bodies have not been formally investigated in Ga-Rankuwa, Tshwane West District prior to the current study. That has been endorsed by the absence of documented records on the subject. School governing bodies have an important role to play in schools. The problem is the attainment of the purpose of their roles in school governance. The South African Schools Act No 84 of 1996, section 16A (1)(a) states that the “principal of a public school represents the Head of Department in the school governing body when acting in an official capacity as contemplated in sections 23 (1)(b) and 24 (1)(j)” (RSA,1996). The principal as a member of the school governing body has a role to play and influenced decision-making. Principals developed perceptions about the role of the school governing body. Since 1994, the number of learners attending school has increased in South Africa but the quality of education provisioning has not matched the demand. Contributing factors include poor school governance, infrastructure and leadership especially in the underprivileged township schools (Sepuru, 2010:40-41). Mpofu (2014:6) indicates a steady increase of learners from middle class families that were migrating from poorer township schools to better-equipped, former model C schools in the inner city of Tshwane. Many township schools are unable to repair their badly dilapidated buildings due to financial challenges and poor school governance and leadership.

Township principals encounter challenges relating to governance, school management, poor results and poor relationships among learners, parents and educators. Educators become demotivated and frustrated. Further issues are composition of the school governing bodies, capacity building, and control of school funds, disciplinary measures, procurement, and exemption of parents from payment of school fees, school operation and development of school policies.

The problem statement is a clear, concise description of issues that need to be addressed and why the researcher wants to undertake the study (Mawela, 2016: 8). The researcher identified the need to explore the perceptions of secondary schools' principals about the effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District. This has constituted the problem statement of the study.

1.4 AIMS OF THE STUDY

The aim of the study was to explore the perceptions of secondary school principals about the effectiveness of the school governing bodies in Ga-Rankuwa, Tshwane West District.

1.5 RESEARCH QUESTION

The main research question was: What are the perceptions of secondary schools principals about the effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District?

1.6 THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

The researcher developed a theoretical framework within which the rest of the study was confined. Most research projects have a theoretical conceptual framework. The researcher argues his/her point in a research project through a theoretical lens. Simon (2011:1) defines theoretical framework as a plan that established theory and empirical facts obtained from credible studies through literature review.

A theoretical framework is defined as a structure that holds or supports theory of a research study. It is defined as a strategy through which phenomena are explained, predicted and understood to challenge the existing knowledge within critical assumptions. It explains why the research problem was undertaken. It demonstrates an understanding of theories and concepts relevant to the topic. It relates to broader areas of knowledge under investigation. It is explained as a strategy that addresses questions of 'why' and 'how' in the research problem (Gabriel, 2013: 2). That is, it guides the researcher how (s)he should philosophically, methodologically and analytically approach the whole research project (Grant & Osanloo, 2013: 13-14). Mawela (2016:80) defines a theoretical framework as a means that provides a well-supported rationale to conduct the study.

This study aligns itself with the definition of Grant and Osanloo (2013:17) that a theoretical framework is a system of concepts, assumptions and beliefs that guide and

support the research plan. That is, it explores specific directions of a research plan and lays down key factors, constructs or variables. It offers a logical structure of connected concepts that help to provide a picture of how the ideas relate to one another in the study. It offers the opportunity to specify and define concepts within the problem. It further requires deep and thoughtful understanding of the problem, purpose, significance and research questions. A conceptual framework is defined as what best explains the natural progression of a phenomenon (Grant & Osanloo, 2013:17).

Through the theoretical framework a researcher interprets new research data and identifies solutions and strategies. The researcher gives old data new interpretations and new meanings and maximizes better understanding of issues. Professional discipline is provided with a new common language and frame of reference that may guide and improve professional practice (Gabriel, 2013: 3). It reflects the aim of the study which in the current study is an exploration of the perceptions of secondary schools principals about the effectiveness of school governing bodies.

There is a difference between the theoretical framework and conceptual framework. Theoretical framework explains theory and interrelated concepts. The theoretical framework provides representation of relationships between things in a given phenomenon. On the other hand, a conceptual framework embodies the specific direction which the research takes. The conceptual framework describes relationships between specific variables identified in the study. It specifies the variables explored. A conceptual framework is used in qualitative research and a theoretical framework is used in quantitative research (Gabriel, 2013: 3-4; Grant & Osanloo, 2013: 17).

The theoretical and conceptual framework used in the empirical research is discussed in detail in chapter 4. It outlines the plan the researcher followed.

1.7 IMPORTANCE OF THE STUDY

Research has been conducted about the perceptions of principals in relation to effectiveness of school governing bodies in developed countries like the UK and United States (US) and in developing countries such as Kenya. A similar study was

conducted in Mpumalanga, South Africa (Ockerman & Mason, 2014:141; Rammapudi, 2010:44). However, no prior study on the perceptions of secondary school principals about effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District has been conducted. It was envisaged that this study would identify gaps and formulate new concepts. Rammapudi (2010: 44) argues that there is a link between the effectiveness of school governing bodies, school improvement and school excellence. It was envisaged that this research will help to determine whether the perceptions of secondary school principals may enhance the effectiveness of school governing bodies in the long term (Rammapudi, 2010:44; Madue, 2011:6).

1.8 ETHICAL CONSIDERATIONS

Research ethics clearly defines a set of guiding principles on how the researcher should go about his or her research project. Participation should be voluntary and the participants should give consent for participation. Thus, the infringement of the freedom of the individual is avoided and participants are protected from abuse by researchers. The researcher should not disclose identity of participants and should maintain their anonymity, privacy and confidentiality (MacMillan, 2012:17; Madziyire, 2015:15). A code of ethics guides the researcher about the fundamental rights of participants, informed consent and their freedom to participate in a voluntary manner (Mashaba, 2012:21; Ockerman & Mason, 2014:159; Madziyire, 2015:15). Ngwenya (2010:15) argues that care should be taken not to harm individual dignity and reputation throughout the research project. Consent should be sought after carefully and truthfully informing the respondents about the conditions of participating in the research.

This study was conducted in full compliance with the ethical requirements as stipulated by the Unisa Research Ethics Committee (cf. Appendix 3). The guiding principles of research as issued by the Unisa Research Ethics Committee were respected throughout the project. Participation was voluntary and participants could withdraw from the research project at any stage and any time, if they so wished. Participants were given a consent form to read and sign voluntarily (cf. Appendix 7). The researcher adhered to a code of ethics throughout the research project and made participants aware of their rights and responsibilities (Ockerman & Mason, 2014:159).

Participants were invited by a letter to engage in the study and were not under any obligation to participate in the study (cf. Appendix 4). The letters explained the rationale behind the research project, scope of work, parameters, time factor and duration of participation. Turn-it-in report (Appendix 12) reflected the originality of the research work.

1.9 DEFINITION OF KEY TERMS

Key terms as used in this study are defined in this section. The following terms, namely, perceptions, effectiveness, school governing bodies, secondary school, Ga-Rankuwa and Tshwane West District are identified as key terms and defined for purposes of this study.

1.9.1 Perceptions

The term perception is defined differently in various sources (Manwadu 2010: 15; Davids, 2011:16; Mahlo, 2011: 51; Xaba & Ngubane, 2011; 143). Xaba and Ngubane (2011:143) defines perceptions as a noun derived from the verb "*perceive*". Perceptions are an act of receiving information through the senses whereby external and internal stimuli interpreted and they gave a particular impression. External stimuli are smell, touch, hearing, sight and taste. Internal stimuli may be psychological or physiological such as nervous system, motivation, interest and desire. Information received through sight, sound, touch and smell.

Mahlo (2011:51) defines perceptions as items of information gathered by the senses. Individuals may organize or interpret their sensory impression and give meaning to the environment through natural processes. Different individuals see things in different ways. People make judgements about others all the time based on perceptions (Mahlo, 2011:51). Perceptions enable an individual to interpret objects and create a tendency, which is built into physiological, psychological and needs. They express individual attitudes and feelings towards something (Mahlo, 2011:51).

Davids (2011:16) defines perceptions as "characteristics to help a person make sense and were inborn stimulation". He further defines perceptions as an ability to see

patterns as wholes. He explains perceptions as pivotal as they help people to give meaning to objects by their characteristics in totality.

Dominant patterns determine similarities, proximity, continuity and closure. Patterns that have similar elements tend to be grouped together and arranged in rows rather than at random to avoid uncomfortable emotions and sensation (Xaba & Ngubane, 2011:143).

Manwadu (2010:15) defines perceptions as stimuli that create the spirit of self-worth, positive attitudes related to self-control, courage and positive expectations which lead to a collaborative and effective decision-making culture.

Perceptions enable people to discriminate among stimuli and attach meaning to sensory experiences. Ineffective observation may lead to misconceptions, misunderstandings, pre-conceived ideas and ineffective learning or misinterpretations. If perceptions are not accurate, they may lead to false reality. Perceptions depend on previous experiences. They are affected by experiences negatively or positively. Perceptions may help someone to discover positive meaning, understand rather than rote learn and built up patterns of knowledge and meaningful relations. Perceptions give the total picture rather than a piece-meal one. They may enhance promotion of fairness, justice and objectivity. Perceptions are subject to developmental limitations. They are regarded as an elementary experience related to brightness of light, hotness, loudness of sound and the central nervous system (Davids, 2011:16).

1.9.2 Effectiveness

Ngwenya (2010:22) defines effectiveness as the extent to which goals or purposes achieved. Effectiveness is defined as the amount of resources utilized in producing a unit of output. The assessment of effectiveness was considered a legitimate demand in this research. School governing bodies' effectiveness cannot be separated from the school improvement strategy. There should be commitment if school governing bodies' effectiveness is to be achieved.

Effectiveness is defined by Sepuru (2010:17) as improved skills, knowledge and attitudes to cope with wide range of new demands and challenges. It aims to build relationships and ensure effective service delivery in school systems.

Davids (2011:1) defines effectiveness as the effective execution of compulsory governance functions by the school governing body. It is a goal-directed activity meant to ensure efficiency in the execution of duties as outlined by the South African Schools Act of 1996.

Effectiveness is defined as improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges in this study. It is meant to help the reader to understand the operational meaning as how well and effective was the school governance executed.

1.9.3 School governing body

Section 16 (1–2) of the South African Schools Act No 84 of 1996 defines the term school governing body as the entity in charge of the governance of every public school and stands in a position of trust towards the public schools (RSA 1996).

Davids (2011:1-2) defines the school governing body as a statutory body that comprises elected members: parents of learners at the school, principals in their official capacity, educators at the school and non-teaching staff in the case of secondary schools. It has specific functions to ensure the smooth running of the school and to give the principal, learners and educators necessary support.

Ngwenya (2010:15) defines the school governing body as a statutory body responsible and accountable for the governance of the school. It is the body which should establish the vision and mission of the school in relation to the wishes of the community around it. The school governing body is defined as a legally established organization of laymen and professional people who are democratically elected to govern a school. The school governing body is responsible for governance and formulation of school policies. The school governing body has the ultimate responsibility for school governance.

It consists of educators, parents, non-teaching staff, learners in case of secondary schools and the principal. It is democratically elected by parents of the children at the school to ensure that their children benefit accordingly (Ngwenya, 2010:15; Tshabalala, 2013:645).

Chris (2013:414) defines the school governing body as a body, democratically elected which has to deal with school budget, control school premises, account to parents about the progress of learners under their control, raise funds and make resources available to all stakeholders. The school governing body is primarily concerned about the achievement of children at school in different school activities.

Tshabalala (2013:645) defines the school governing body as an organ to promote understanding, morale, welfare of the school and above all the welfare of the learner. It constitutes an important link between the school and the Department of Education. The school governing body members are supposed to have knowledge of the school, know the aims of the school as well as difficulties and help to determine the curriculum of the school in general. School governors should show interest and commitment towards the school and spend reasonable time at school (Tshabalala, 2013:645). There should be commitment on the part of a member of school governing body to function effectively.

A school governing body is defined in this study in line with Section 16 (1–2) of the South African Schools Act No 84 of 1996 as a body in charge of the governance of every public school and in a position of trust towards the public school.

1.9.4 Secondary school

South African Schools Act (South African Schools Act 84 of 1996) defines a secondary school as a public school or independent schools, which enrolls learners from Grade 8 to Grade 12.

1.9.5 Ga-Rankuwa

Ga-Rankuwa is defined as previously black African only residential area located in the northwest of Tshwane Metropolitan, Pretoria City (www.gov.za; Wikipedia.org; Nthathe, 2016).

1.9.6 Tshwane West District

Gauteng Department of Education has a number of districts through which it is in a position to monitor and facilitate better operational needs in schools in line with the National Education Policy Act No 27 of 1996, the Gauteng Education Policy Act No. 12 of 1998 and the Regulations on the Gauteng and Training Council, District Education and Training Council of 2001 as reflected by General Notice 4430 of 2001 (www.education.gov.za/Districts).

Tshwane West District is defined by Department of Basic Education as a hub which provides communication lines among the Provincial Education Department and the institutions under its care. Tshwane West District collects data from schools through school circuits and analyses it for future planning. Tshwane West District helps schools to compile school improvement and development plans and integrated district plans. Tshwane West District works collaboratively with principals, educators, parents and learners, gives professional support and ensures schools achieve excellence in learning and teaching. It serves as an information node for schools, facilitates connectivity in schools through technology and holds principals and staff accountable in the district (www.education.gov.za/Districts).

Tshwane West District is defined in relation to roles and levels in the bureaucratic hierarchy. Tshwane West District is one of the 15 districts of the Gauteng Department of Education as advised by national and provincial government policies. It administers schools in the following townships: Soshanguve, Mabopane, Winterveldt and Ga-Rankuwa. The District Director and Circuit managers manage it. There are five circuits in Tshwane West District (www.education.gov.za/Districts).

This study was confined and delimited to only the Tshwane West District.

1.10 LITERATURE REVIEW

The literature review presents the synopsis of the scholarship based on the synthesis of various relevant sources provided in the study. It also provides the study with the conceptual framework and theoretical framework.

The literature review points out the gaps identified from the critical synthesis of other researchers' findings. The strong argument for the study is crafted around the contesting perspectives with the purpose of coming up with the new knowledge that could contribute to the existing knowledge.

Sources consulted in this study included books, official documents, relevant legislation, articles, the computerized library catalogue, theses, and statistical data relating to the topic under study, newsletters, journals, newspapers, pamphlets and relevant reports. They formulate a framework for the study and develop a historical overview of the previous research on the same or similar subject. Library staff members were consulted to help with selection of primary and secondary sources (Madue, 2011:62).

The literature review is defined as a means that enabled the researcher to obtain an in-depth understanding and insight into the phenomenon. It provided the foundation on which the research was to be built and helped to develop a good understanding and insight into previous research and trends that had emerged. A literature review identified theories and ideas which were to be tested using data (Saunders & Lewis, 2009:58; Manwadu, 2010:15-16; Mashaba, 2012:18). It further demonstrated the awareness of the current state of information, knowledge and limitations in what has been published and brought ideas of others together.

In this study primary and secondary sources provided a background to the empirical investigation. Careful choice of literature provided the researcher with reliable, current and applicable data. The review of literature assisted the researcher to formulate research questions, detected inconsistencies and contradictions (Manwadu, 2010:15-16; Mashaba, 2012:18).

According to Saunders and Lewis (2009:27), the literature review is defined as a strategy to generate research ideas from recent books and journal publications. The literature review implied synthesizing research findings, locating recent research conducted in the field of study and organizing information related to the specific research. The literature review provides the context for the study and frames the problem. It is used for comparing and contrasting data collected. Related research provided background and context for the research problem. It provided researcher with the necessary information, an insight on where to start and enabled him to determine a necessary sequence. It also enriched knowledge in the related field and provided information and knowledge of previous theories (Madue, 2011:62; Panigrahi, 2012:29).

The researcher used literature that was relevant to support the adopted method.

1.11 RESEARCH METHOD

The researcher provides a brief outline of the procedures used for empirical study under this sub-heading: choice of research paradigm, research design and methodology adopted for selecting population, sample, data collection and data analysis.

Leedy and Ormrod (2010:1-2) define the research method as a systematic process of collecting data, analyzing and interpreting information in order to increase understanding of the phenomenon. It comprises what the research activities entail, how to proceed with the research work, how to measure progress and what constitutes success in the research process. It is a strategy to obtain a deeper understanding of the phenomenon. It is a technique to collect data scientifically (Abdalla, 2012:7; Tshifura, 2012:94; Rammapudi, 2014:-63; Madziyire, 2015:136).

McMillan (2012:5) defines research method as a systematic process of gathering and analyzing information. It is a systematic disciplined inquiry applied to educational problems and questions. Atkins and Wallace (2012:20) define the research method as a systematic, carefully planned and carried out process. Its objectives are data collection and reporting of results. It is free from personal bias, beliefs and attitudes of

the researcher. Research based on sound principles is honest, genuine and based on sound ethics.

The research method is defined in this study as a strategy to collect data and create meaning through interpretation and used creative thinking techniques. It was a method used to solve managerial problems in real life. It may be empirical or non-empirical in approach.

1.11.1 Types of basic research methods

The researcher discussed three basic types of research methods used in a study, namely, qualitative, quantitative and mixed method research. They are briefly described to facilitate understanding of each. The mixed method research was identified as the most relevant and appropriate research method for the study.

1.11.2 Qualitative research method

The qualitative research method is rich in description and does not use statistical procedures to investigate topics in all their complexities and to understand the behaviour of the subject. Data are collected through sustained contact with people in settings or situations where the subjects normally spend their time and record responses (Sayed, 2013:109; Mogale, 2014:9).

The qualitative research method is defined as a multi-perspective research approach. A large amount of information is obtained quickly and a variety of information is obtained from a spectrum of informants such as documents and participants. Qualitative research is presented in a narrative in form to give meaning to phenomena. It allows the phenomenon to speak for itself. Data are used to describe the behaviour, intensity, degree, attitude, personality and reaction. Qualitative data covers emotional expression and self-help. Qualitative research requires that data be carefully collected and be rich in description (Saunders & Lewis, 2009:480; Madue, 2011:116; Martella, Nelson & Morgan, 2013:352).

The researcher quantified some qualitative data collected by means of a questionnaire and semi-structured interviews. He counted frequency of certain events, considered fragmentation of data, retained the integrity of data and used verbatim transcripts and complete sets of notes. Data analysis was done in-depth (Sepuru, 2010:14).

1.11.3 Quantitative research method

Quantitative research is defined as a positivist or pure scientific approach used for measurements and statistical analysis of numeric data to describe and understand phenomena. It is classified as experimental and non-experimental research. It may involve the manipulation of variables. Quantitative research may use tangibles and intangible variables. Tangibles are concrete numbers and intangibles are psychological and sociological constructs such as attitudes, opinions and values (Johnson & Christensen, 2012:528; Madziyire, 2015:136).

In quantitative research, data are analyzed in terms of numbers. Scores are used to compare and draw conclusions. Statistical descriptions are related to different facts. Collected data are presented in percentages and pie charts, when analyzed (Mogale, 2010:9).

1.11.4 Mixed method of research

Mixed methods are used for the data collection procedure in this study. Johnson and Christensen (2012: 429) define mixed method of research as combination of qualitative and quantitative approaches. It combines both qualitative and quantitative research methods in order to provide a better understanding of both research approaches in order to produce good results. It uses combined strengths of methods which complement each other rather than contradict each other. When used together, they may give a close-to-real picture (Madue, 2011:32; Cohen, Manion & Morrison, 2011:165; Johnson & Christensen, 2012:429; Sayed, 2013:143).

Check and Schutt (2012: 239) define mixed methods as a unique strategy of research that combines the strengths of qualitative and quantitative approaches. Mixed methods approach capitalizes on assets of both qualitative and quantitative methods

in data collection in order to allow a broader understanding of the research project than one approach alone (Martella & Nelson & Morgan, 2013:352).

Arthur, Waring, Coe and Hedges (2012:147) define mixed methods as the research approach that entails a combination of qualitative and quantitative approaches with the aim to generate a more accurate and adequate understanding of social phenomena than would be possible using only one of these approaches. Qualitative and quantitative approaches have their own strengths and weaknesses. The combination of the two may be useful and fruitful and lead to triangulation. Triangulation is the corroboration of results from different methods and designs studying the same phenomenon. The elements of qualitative and quantitative research approaches are used for broad purposes and obtain breadth and depth of understanding and corroboration (Cohen & Manion & Morrison, 2011:165).

In order to gain an in-depth understanding of perceptions of secondary schools principals, a mixed method of research was used. The researcher felt that the mixed method of research was the most appropriate for this research. The qualitative method was used for collection of rich data and the quantitative method was used to draw graphs, simple tables, variables, statistics, frequency and percentages (Saunders & Lewis & Thornhill, 2009:425; Sayed, 2013:143).

1.11.5 Population

Sepuru (2010:107) defines population in research as respondents (people) who participate in the research process by providing useful information that could contribute towards new knowledge. Population was defined by Mpofo (2010:74) as the entire collection of individuals being considered in the research study. The population is any group of individuals that share one or more characteristics (Leedy & Ormrod, 2010:146-147).

In this instance, the population was secondary principals in Tshwane West District. The target population was further broken down into samples that will be discussed below. Population in this study defined as respondents or people who participated in the research process by providing useful information towards building new knowledge.

1.11.6 Purposive sampling

Nziyane (2009: 8) defines sampling as the means whereby a given number of subjects from a population are selected to represent the population under research (Mashaba, 2012:17; Mpofu, 2014:18; Madziyire, 2015:14). According to Khine and Saleh (2011:83), it is not possible to collect data from the entire population due to time and financial constraints. Therefore, one should take a manageable number for research purpose to collect data and give results quickly.

In this study the respondents were selected by means of purposive sampling. In purposive sampling, the population representatives are chosen for a particular purpose and in order to get results quickly. Purposive sampling is meant to yield the most useful information about the topic under investigation (Saunders & Lewis & Thornhill, 2009:234, Leedy & Ormrod, 2010:147; Mpofu, 2014:18; Madziyire, 2015:14). The researcher decided to use the purposive sampling method with an appropriate focus on secondary school principals in Ga-Rankuwa. The purposive sampling criterion was used as there were only seven secondary schools with seven schools principals in Ga-Rankuwa. There were no criteria used to discriminate participants on basis of gender.

The researcher chose a manageable number with the purposive sampling method: seven (n=7) secondary schools in Ga-Rankuwa.

1.11.7 Data collection

Data collection is a method or strategy of collecting information from respondents during the process of conducting research. Data may be collected through various ways: interviews, observations or questionnaires (Mahlo, 2011:93; Mogale, 2014:80; Madziyire, 2015:14). Data were collected through questionnaire and interviews in this study. A pilot study was used to validate the questionnaire. A detailed account is given in chapter 4.

1.11.8 Data analysis

Data analysis is defined as a process of organizing data, breaking it into manageable units, synthesizing them and searching for patterns. Its aim was to discover what was important, learnt, what to tell people and how to make sense out of what was collected. It makes data more manageable. Data analysis is a process to get a broad understanding of data collected and to focus on issues of interest based on what is feasible and not to pursue everything (Sayed, 2013:143; Morale, 2014:93; Madziyire, 2015:14).

Data analysis is concerned about understanding more about the phenomenon investigated and describing what has been learnt with a minimum of interpretation. Propositions and statements are developed and derived from rigorous and systematic data analysis. The researcher should be objective throughout the research, remain open to all possibilities and be able to see alternatives and explanations for the findings (Panigrahi, 2012:69; Mogale, 2014:93).

Data collected by questionnaires and interviews were analyzed and interpreted in order to have a better understanding of the perceptions of principals about the effectiveness of school governing bodies in Ga-Rankuwa. The interviews were intended to fill the gaps in the information gleaned from the questionnaires.

Data gathering provided all information needed for analysis. Careful record keeping and systematic follow-up procedures reduced unnecessary problems. Computer based software (Excel spreadsheets) was used for data analysis (Saunders et al 2009:480; Madziyire, 2015:173). The t-test and value test were employed in data analysis to determine the level of statistical significance between the views of different respondents. The said test was used to test reliability and validity. The t- test was used to determine the reliability and validity of information collected by questionnaires and interviews. If the results were the same, the information was considered valid, reliable and may be generalized.

1.11.9 Reliability and validity

Arthur et al. (2012:244) define reliability as a procedure to measure the degree of consistency or dependability of data which research produces. Reliability is about consistency of measurements obtained from a test administration. It is measured by degrees, 0% and 1%. It has to do with consistency and similarity of scores over time. Reliable measurement procedures should produce the same outcomes when applied repeatedly or applied by another researcher (Luttrell, 2010:279).

Reliability is defined as the consistency of the results over time. It indicates whether the participants responded the same way at different times and is concerned about stability of measurement devices. If measurement of data collected is reliable, then it is valid (Martella et al., 2013:71). Martella et al. (2013:78) define reliability as a means that yields consistent results.

Reliability is used to reflect concern with stability and accuracy on how the tool functions. Reliability is the correlation between two or more indicators. It is concerned with the question of stability and consistency. It is a measure of consistency of a coding process when carried out on different occasions. It is the operational way of measuring something consistently. It should be noted whether the operation yields the same results or whether the components were consistent with each other (Ngwenya, 2010:16-17; Madue, 2011:36-37; Mpofu, 2014:20). The researcher used t-tests in order to verify whether the information was reliable and credible.

Mpofu (2014:20) defines validity to mean that the researcher's conclusion was true and correct. Martella et al. (2013:352) define validity as concerned about accuracy of the inferences drawn from data. It refers to the extent to which an individual's score on a measurement device is used to predict his or her score on another measurement device. Luttrell (2010:279) defines validity as correctness or credibility in a dissertation, conclusion, explanation, interpretation or other sort of account in research. Martella et al. (2013:83) define validity as a strategy that answers the question of whether the measurement device is an appropriate one for what needs to be measured.

Validity is what determines whether the research truly measured that which it was intended to measure or how truthful the results may be. Validity estimates how well constructs were measured by particular sets of indicators. Validity involves the extent to which a tool measures what it purports to measure. Validity is the extent to which the questionnaire assesses what it sets out to assess. Questionnaires should be constructed in such a manner as to satisfy the purpose for which they were required. Validity often explores by comparing patterns between variables that have been measured with different tools. It is a device to evaluate every use of a measurement tool (Madue, 2011:30; Arthur et al., 2012:28; Taylor et al., 2013:104; Mpofu, 2014:20).

Validity, determined by *t-test*, was used in this research to verify whether the information was valid and reliable.

1.11.10 Research structure

Chapter 1 provided an orientation of the study. Literature was reviewed in chapters 2 and 3. The description of the design of the empirical research was given in chapter 4. Data was analyzed and interpreted in chapter 5. A summary of findings, recommendations, limitations, suggestions and conclusions were presented in chapter 6.

CHAPTER 2
MEMBERSHIP, FUNCTIONS AND PERCEPTIONS OF PRINCIPALS ABOUT
EFFECTIVENESS OF SCHOOL GOVERNING BODIES IN SOME SELECTED
DEVELOPED AND DEVELOPING COUNTRIES

2.1 INTRODUCTION

The purpose and value of chapter 2 is to mirror understanding of the conceptual framework for democratization of school governance in South Africa. Educational laws from various countries were discussed to bring general background and views of various perspectives to effectiveness of school governance reflecting divergent philosophical and ideological approaches in the schooling system. The study of educational laws of other countries had far-reaching implications for the study of effective governance and perceptions of principals.

Focus was on discussing the membership, functions and perceptions of principals about the effectiveness of school governing bodies in each of the identified developed countries, namely, the UK, the US, New Zealand, Israel as well as developing countries, namely, Zimbabwe, Kenya and Botswana.

The information gathered through literature review was used as a building block for the in-depth understanding of the topic under discussion.

Literature review required competence, critical analysis of concepts, views and ideas about the phenomenon of focus in the study. Presentation of the synthesis of views, ideas, conceptual knowledge assisted the researcher to build up and support the argument advocated in the problem statement, research question and rationale for the study.

Chapter 2 presented the literature review to provide a theoretical and conceptual framework for the empirical study presented in chapter 4. The framework was used for discussing data presented in chapter 5 as well as for interpreting findings of the study. Four subheadings constitute the sub-sections of this section, namely, historical background, membership of the school governing body, functions of the school

governing body and perceptions of principals about the effectiveness of school governing bodies.

2.2 MEMBERSHIP, FUNCTIONS AND PERCEPTIONS OF PRINCIPALS OF THE EFFECTIVENESS OF SCHOOL GOVERNING BODIES IN SELECTED DEVELOPED COUNTRIES

2.2.1 Historical background of United Kingdom

The UK was established on 1 May 1707. It was a constitutional monarchy and does not have a codified constitution but an unwritten one, formed of Acts of Parliament, judgments and conventions (Wikipedia.org, 2017).

School governing bodies were established to govern schools by the Education Act of 1870 in the UK. The Elementary Education Act of 1880 established compulsory school attendance from five (5) to ten (10) years (Wikipedia.org, 2017).

The Education Act of 1944 allowed the Local Education Authority to group schools under a single School Governing Body for effectiveness. The provision of this Act triggered new thoughts and raised high expectations and public debates over a long period of time about the effectiveness of school governing bodies (Boaduo, 2009:97; Davids, 2011:2; Chris, 2011:414; Gillard, 2013:1; Clen-Hayes, Ockerman & Mason, 2014:142).

The Education Act of 1986 widened the powers of the school governing bodies as a means to address challenges experienced. The school governing body became legally responsible and accountable for the conduct, improvement and performance of its school. The emphasis was on how well and effectively a school governing body did its work and its concrete impact on the success of the school. The effectiveness of the school governing body became a focus of attention among the public (Gillard, 2013:1; Chris, 2011:414).

The Education Schools Act of 1992 established a system of school inspections by the Office for Standards in Education, Children's Services and Skills, known as Ofsted.

This body published the criteria for inspectors to judge the effectiveness of the school governing bodies and ensured consistency across the country (Boaduo, 2009:97; Chris, 2011:414).

The laws in education passed over the years improved the system of education in the UK.

2.2.1.1 Membership of school governing bodies

The Education No 2 Act of 1986, section 3 (2) (a-e) prescribed that in a school with less than 100 learners, the school governing body should consist of two (2) parent governors, elected from parents whose children were registered in the school, two (2) school governors appointed by the local education authority, one (1) teacher governor elected by teaching staff, principal as *ex-officio* member and one (1) person co-opted to serve in the sub-committee of the school governing body as an associate member due to his or her skills and who did not necessarily had a child in the school. The voting rights of associate member were decided by the school governing body. The non-teaching staff members also elect one (1) member to represent them in the School Governing Body.

In the case where learners were from 101 or more than 599, Education No 2 of 1986, section 3 (5) (a-e) provided that five (5) parents governors were elected by parents, five (5) school governors appointed by the Local Education Authority, two (2) teacher governors elected by teaching staff, four (4) foundation governors and two (2) persons, co-opted as school governors based on their skills. The principal was to act as an *ex-officio* member of the school governing body. Section 7(3) made provision for the appointment of a representative of a voluntary organization designated by the Local Education Authority.

According to Education Act No 2 of 1986, section 8 (2) made provision that members of the school governing body held office for a term of four (4) years. The elections were held before the end of the term so that new members can take over. Section eight (3) allowed the school governors to be re-elected for the second term provided

they still have children in the school. The chairperson, vice chairperson, secretary and treasurer were elected by the school governing body from within its membership.

The laws passed created consistency in the administration of education system. Shortcomings were used as learning curve towards improvement of school management.

2.2.1.2 Functions of the School Governing Body

Education Schools Act of 1992, section 1(1-2) established offices of inspectors to ensure the effectiveness of the school governing body. The Education Schools Act of 1992, section 1 (4) (a-c) empowered Her Majesty to remove from duty any official on grounds of incapacity or misconduct. In terms of section 1 (4) (c) of the Education Schools Act of 1992, incapacity, inefficiency and misconduct became punishable offences and Her Majesty may remove members of the school governing body on the ground of ineffectiveness.

According to Education Schools Act of 1992, section 21(1) (a-b) empowered the school governing body to determine the times at which the school session was to start and end on any day. The school governing body is to encourage regular attendance by learners and determine secular curriculum of the school. The school governing body was to ensure clarity of vision, ethos, and strategic direction in school governance as well as teaching and learning matters. The school governing body was also to hold the principal accountable for the educational performance of its school and learners.

Education No 2 Act of 1986, section 22 (a-f) empowered the school governing body to promote self-discipline among learners, encouraged good behaviour on the part of learners, secured standards of behaviour in the school, made rules generally known in the school and it was empowered to exclude a learner after consultation with the local education authority. The school governing body took reasonable steps to inform a parent of the learner about any exclusion. The school governing body also informed the local education of any exclusion. Parents of the affected learner had the right to

make representation about the exclusion. The school governing body may reinstate the learner having considered all the relevant facts.

According to Education No 2 Act of 1986, section 28 I (3) (a-b) ensured that the school governing body increased public awareness of the quality of education offered; the standard achieved and assessed the degree of efficiency in school governance.

Section 29 (1) (a-e) of Education No 2 Act of 1986 empowered the school governing body to draw up the school budget, raise funds, control expenditure and ensured that school funds and resources were well spent. It was to maintain the school, prioritized school safety and built a productive and supportive relationship with the principal and staff.

Section 30 (1-3) of Education No 2 Act of 1986 empowered the school governing body to prepare annual reports for the parents once every school year. The annual report was to cover any resolutions passed at the previous meeting, arranged next general elections of parent governors, gave a financial report, gave details of any gifts given to the school, gave information related to public examinations and made the report available for inspection.

Admission of learners was dealt with by section 30 (1-2) of Education No 2 Act of 1986, which determined arrangements for the admission of learners for the coming year. Section 34 (1) empowered the school governing body to determine the staff complement of teaching and non-teaching staff in consultation with the local education authority. The Education No 2 Act, of 1986, section 35 (1) made provision for the appointment and dismissal of staff members after a disciplinary hearing. It was also responsible for the appointment of the principal. It was the responsibility of the school governing body to appoint a high quality clerk to advise them on the nature of their functions, evaluated their performance regularly and made changes if necessary in order to make the school governing body more effective.

The school governing body ensured the effective quality of governance and that local communities played a key role in school governing bodies through participation of parents. The school governing body was also to evaluate its own effectiveness

regularly and get feedback in order to improve its effectiveness in school governance matters (Chris, 2011:414).

The school governing body was to take strategic decisions with the principal and other stakeholders. It ensured that school governors had necessary skills to deal with admission, show commitment, draw up a vision statement and appoint an effective chairman to lead and manage the school governing body effectively. The school governing body was to ensure that public resources were used effectively and efficiently. The school governing body was expected to be effective and efficient in executing its functions (Chris, 2011:414; Tshabalala, 2013:653).

The principals played a pivotal role in taking strategic decisions. Findings from other studies undertaken reflected the perceptions of principals as negative towards school governing bodies.

2.2.1.3 Perceptions of school principals about the effectiveness of school governing bodies in the United Kingdom

Principals were skeptical about the functions, roles, powers of school governing bodies and level of commitment of parents in school governance issues. Principals perceived that the layman cannot set a strategic direction for the school and make parents more accountable and responsible than the principals of schools (Gillard, 2013:3).

Principals argued that members of school governing bodies were not full-time and were less involved in school activities on a daily basis. The principals regarded them as mere volunteers who should not be given more powers. They further stated that members of the school governing bodies did not attend meetings regularly not show any sign of commitment to school activities. On the other hand, parents, as voters, forced the government to give them more powers about the education of their children. Parents stated that they were also taxpayers responsible for the salaries of principals and teachers. They forced the government to pass the Employment Rights Act of 1996, which compelled employers to give anyone involved in school governance,

reasonable time off in their employment, to carry out their functions and responsibilities as school governors (Gillard, 2013:3).

Principals perceived the Education No 2 Act of 1986 as silencing them by widening the functions of the school governing bodies to control the curriculum. School governors were to make primary decisions about staff development, curriculum and distribution of resources and to deal with discipline in the school. Principals were not happy as they were merely *ex-officio* members of the school governing bodies without powers. Principals were also not happy that parents were to be in the majority in the school governing body but were obliged to comply (Chris, 2011:414; Gillard, 2013:3).

According to Nziyane (2009:1) and Taylor et al. (2010:10), school principals criticized the government for trying to attain quality teaching and learning in schools without considering their contribution. Principals felt that involvement of parents in schools was not enough to improve school performance without consulting principals. The school governing bodies could become effective if all stakeholders were considered and empowered to ensure basic functionality of schools (Nziyane, 2009:1; Taylor et al, 2010:10).

Principals perceived the Employment Rights Act of 1996 as weakening their powers and gave members of the school governing bodies more powers to force the employer to give the school governor a chance to attend a meeting during working hours. The Employment Rights Act of 1996 reduced the powers of the principals and gave members of the school governing body the right to attend school governance meetings during working hours in order to make it more efficient and effective. Due to criticism by principals, school governing bodies were forced to raise standards for schools through principles for setting a strategic direction, accountability and school improvement plans (Taylor et al., 2010:10; Ngwenya, 2010:45).

Gillard (2013:2-3) argued that the Education No 2 Act of 1986 silenced the criticism of principals as it trained school governing bodies to control, maintain and make primary decisions regarding the development of curriculum, distribution of resources, school discipline and monitoring of school performance. Principals were responsible for day to day management of the schools and provided strategic management of the schools.

The British government established the National Governors Association in order to make school governing bodies more effective and efficient. Principals perceived the National Governors Association as generally helpful; however, they saw the National Governors Association as a strategy by the government to protect ineffective school governing bodies. The Association was expected to develop effective working practices, organize effective school governance meetings, equip schools with resources, foster respect among all stakeholders, monitor school performance, micro-manage school leadership and be involved in strategic issues. The Association further fostered commitment of teaching staff and offered training to all stakeholders. It also committed the principals to account for school performance. Perceptions of principals about the school governing bodies were changed by training received from the Association. Principals started to become co-operative and positive towards school governing bodies (Davids, 2011:28).

Principals were skeptical about section 1 (4) (c) of the Education Schools Act of 1992. In terms of section 1 (4) (c) of the Education Schools Act of 1992, incapacity, inefficiency and misconduct became punishable offences and Her Majesty may remove members of the school governing body on the ground of ineffectiveness. Principals felt that Her Majesty had little knowledge about the administration of schools.

The above literature review highlighted the importance of principals' perceptions towards school governing bodies in the education system of UK.

2.2.2 Historical background of the United States

Thomas Jefferson was requested by parliament to compose the US Declaration of Independence. It was ratified on 2 July 1776 and serves even today as the basis of the US Constitution. The US was declared independent on 4 July 1776. The US Constitution was signed on 17 September 1787 and guaranteed certain basic rights for its citizens, among others, education. George Washington was inaugurated on 30 April 1789 at Philadelphia, Pennsylvania as the first president of the US (Chris, 2011:422).

The principles of democracy, liberty, fraternity and equality were used in order to establish school governing bodies. Several court cases forced the US federal governments to pass laws with the objectives of improving school governance as early as 1789. In 1837 school governing bodies, known as school boards, were informally established in order to make schools more effective and efficient (Chris, 2011:422).

The Federal Elementary and Secondary Education Act of 1965 formally led the establishment of school governing bodies known as school boards. The law showed commitment to equal opportunities for all students and was strengthened by the Elementary and Secondary Education Amendment Act of 1966. School boards operated as organizations for non-professionals in the state education system. Section 201 of the Elementary and Secondary Education Act of 1966 recognized the educational needs of the American child. Section 201 of the Elementary and Secondary Education Act, intended to serve as an unbiased broker for education decision-making. Section 201 focused on the big picture, articulating the long-term vision and needs of public education. It made policies based on the best interests of the public and youth of the United States of America ([www.nasbe.org/ state-boards](http://www.nasbe.org/state-boards)).

The American education system was centralized when the National Department of Education was introduced in 1867. School governance was poor because the National Department of Education was downgraded to just collecting statistics and was not in control of the education system. The federal government was still trying to find constitutional justification for its involvement in education. The National Defence Education Act of 1958 empowered the federal government to control education. City districts were formed in order to consolidate school governance (Burke et al., 2016: 1-2).

A nonprofessional or an ordinary citizen had no power over administration of schooling. Americans struggled to free the education system from politics and encouraged participation of non-professionals. Teaching and learning was weak and it became necessary to improve school governance. The states became active by enacting compulsory attendance of learners, provided funding for schools, setting standards for teacher certification and consolidating rural schools. Efficiency and effectiveness came into focus in order to improve the quality of teaching and learning.

Parents were given responsibility to support their children`s learning at home (Ngwenya, 2010:44).

Litigations against the federal government helped Americans improve the standard of their education system.

2.2.2.1 Membership of the school governing body

According to School Board Governance Improvement Act of 2012, section 6 (a), residents of the county elected five (5) board members. The governor appointed 36 members, seven (7) were elected by parents in the district or ward. Three (3) were elected by the school board and approved by the local governor, twenty-three (23) chief state school officers (CSSOs) were appointed by the school state board. Twelve (12) chief state school officers (CSSOs) were elected on partisan or non-partisan ballots and four (4) were mixed elected and appointed members.

Public Law No 89 of 1966, section 310 (a-c) stipulated that the sizes of the school board should differ from one district to the other. The population was taken into consideration when deciding about the size of school board. At least one principal was appointed in the school board to represent other principals in the district. All stakeholders were represented on the school board.

2.2.2.2 Functions of the school governing body

The school boards controlled several schools in the districts or wards. Section 205 (1-10) (a-d) of Elementary and Secondary Education Act of 1965 empowered the school board to raise funds, accept grants, ensured that there were enough school facilities, draw up a budget, develop strategic plans and manage and co-ordinate school projects. School boards were also responsible for financial matters of the school and provided a high standard of education. The school governing body managed change effectively, developed and disseminated clear vision and mission statements. Members of the school boards provided leadership for local schools adopted a unifying vision, ensured that schools conform to standard of ethical behaviour and provided a framework for setting goals. Members of the school boards ensured frequent

monitoring of schools, academic goals were achieved and administrative leadership in the schools and built school environment that promoted and encouraged learning. The school board encouraged strong leadership from the principal and school governing body. The school governors played a pivotal role in making the school governing body effective.

Education Policy No 221 Act of 2012 established a movement to deal with the functions of school governing bodies in the US. Section 1 (2) of Education Policy No. 221 Act of 2012, empowered local school boards to govern local schools and set policies, promoted teaching and learning in districts. School board members were expected to administer and supervise schools effectively and work in the best interest of the schools. Members of the school board were expected to comply with the code of conduct and participate in orientation and on-going training. Training focused on the roles and responsibilities of the school board in order to be effective. The school governing body controlled and promoted public education, dealt with reforms in the school system and introduced effective practices.

Education Policy No 221, of 2012, section 1 (1-2) empowered the school boards to promote excellence, ensured accountability to the community and advocated on behalf of children at public schools and local community level. They were responsible for staff development, supporting parents, providing leadership, ensuring high quality of education, using time effectively and giving clear goals and high expectations at school level. The school governing body ensured that there were organizational commitments and enforced rules and regulations. The school governing bodies ensured financial accountability in the school and accountability for programmes. School governing bodies established co-ordination and ensured learner performance and achievement.

Section 21 (e) of Education Policy No 221, of 2012 empowered the schools boards to appoint a school superintendent as an educational leader for the district and adopted collective bargaining agreements. The school superintendent was responsible for carrying out the policies adopted by the school boards. He or she was to provide the schools with essential information, guidance, advice and improvement of educational programmes for the school and community. The superintendent was expected to have

a clear vision of the education system and carry out the ideals of the community and ensured effective school governance. The schools boards and the superintendent were to work as a team, ensured positive feedback and praised others when they deserved it, took time to listen to others and ensured good leadership. Members of the school boards were to avoid tension and grievances amongst board members and to control their emotions and anger.

According to section 11 (g) of Education Policy No 221 of 2012, school board members were to show confidence, self-assurance, had appropriate technical knowledge of the work and maintained a good code of conduct. They were to show empathy for group problems, maintained group respect and maintained consistent standard of performance and achievement. They further demanded good work of high quality from all stakeholders, avoided favouritism, maintained good relationships, sought inputs from work groups and developed a comprehensive plan to anticipate and shape the future.

The National School Boards was established in order to ensure the effectiveness of schools boards in the whole of the US. The said association was also in charge of the training of school boards members in order to make them efficient and more effective. The organization was to ensure that schools boards become accountable to the communities, understand teamwork and adopt positive attitudes in the conduct of their business. The school governing bodies were to ensure respect for professional staff, develop an environment of trust and build a system of open and honest communication with everyone. Schools boards were to build staff morale and ensured fairness, justice, firmness, accountability, effectiveness, stability and consistency in schools (Gongotha, 2010:16; Beckham & Wills, 2016:5).

The schools boards reflected effectiveness and accountability in their demonstration of commitment to vision, high expectations for learners, strong shared beliefs and a priority on ability. The school boards were seen to be effective when they showed a collective relationship with staff and community. School boards were to align and sustain resources to meet district goals, lead as a united team with the superintendent and take part in team development and training (www.nsba.org/about-us/frequently-asked-questions).

The National School Board Association established expectations of effective school governing bodies. In order to be effective, school governing bodies were to have strong leadership, emphasized mastery of basic skills, maintain a clean and orderly school environment and entertain high teachers' expectation of learner performance. Strong instructional leadership, staff stability, staff development and organizational commitment were seen as key to effective school governing bodies. School boards are expected to set goals, ensure feedback on performance and ensure purposeful leadership of the principal and staff. There was to be frequent assessment of learners' progress and achievement and consistency among teachers and school board members. School governing bodies should ensure that they managed change effectively, built positive teacher models, ensured good record keeping and frequent monitoring and gained trust. The school governing body was also to use time effectively and disseminate the school vision and mission. The school governing body was also to ensure community support and involvement (Gongotha, 2010:16).

Members of the school board engaged community members by talking with parents, media, and local organizations and brought communities together on a variety of issues. The Federal Elementary and Secondary Education Act of 1965 concentrated on economically disadvantaged learners and made grants available for them in public schools. School board members managed budgets, developed curriculum choices and measured learners' performance well (www.nsba.org/about-us/frequently-asked-questions assessed 21 May 2016).

2.2.2.3 Perceptions of school principals about the effectiveness of school governing bodies in the United States of America

Many principals in the US perceived members of the school governing body as non-professionals who had no power over the education of their children. Principals felt school governing bodies were not effective because education was not free from political interference. The principles of liberty, fraternity and equality did not encourage parents to become involved in the education of their children. Instead, parents challenged the role of principals, questioned efficiency and effectiveness of schools and contributed too little towards the education of their children. Principals and teachers felt offended and started to question the involvement of parents through

school governing bodies in the local education system. Principals criticized the education system of the US and called for greater decentralization. The principals wanted school governing bodies to strive for excellence at local level (Ngwenya, 2010:45; Davids, 2011:26).

Research findings highlighted that the perceptions of principals towards the functions of the school governing bodies were radical and principals challenged the federal government in courts. They felt that school governing bodies were not functioning effectively as they were not empowered to deal with daily school activities. Principals questioned why school governing bodies were empowered to monitor efficiency and effectiveness of schools (Ngwenya, 2010:44; World Bank, 2010:54; Beckham & Wills, 2016:8).

Principals perceived that it was not the responsibility of school governing bodies to monitor school performance. It was within the powers of the principals and not school governing bodies to monitor performance of learners and their academic achievements (Ngwenya, 2010:44; Beckham & Wills, 2016:8).

Research highlighted by international studies pointed out that some principals criticized the members of school boards. According to principals, lay people had limited experience and some held outdated beliefs about best practices. Principals felt that members of the school boards were insensitive to public criticism rather than taking a proactive role, resulting in crisis and conflicts. School boards were also challenged by policy-makers who were politically influenced (Beckham & Wills, 2016:8-9).

Some principals in the US felt that their profession was undermined by school governing bodies when they were put under the control of a layman. They questioned the effectiveness of school governing bodies on matters of professionalism. School governing bodies were to keep communities informed about developments in education through annual meetings. Principals perceived members of the school governing bodies as not committed because they did not attend meetings regularly. School governing bodies were to maintain and control school buildings. They dealt with budgets and demanded high quality work from principals and teachers. National

School Boards were placed in charge of training members of the school governing bodies instead of professionals. Principals doubted whether members of the school governing bodies were well trained to carry out such functions. Principals further questioned why teachers were to be accountable to school governing bodies rather than to parents or the government. Principals questioned how school governing bodies could facilitate and participate in professional issues when they were seldom at school (Davids, 2011:28; Beckham & Wills, 2016:9).

Litigations by principals through federal courts forced the government to deal with the inequalities amongst communities and professionalism of teachers. Decentralization became the centre of the debate in school governance, improvement of school performance and increased participation of parents. School governance structures were revised and school boards made to function better. Principals questioned the roles of school governing bodies especially when the laws placed appointments of teaching staff and principals in the hands of school boards. Principals felt that school governing bodies were not skilled to draw up a school vision, policies and budget and to deal with staff development. Principals questioned how members of the school boards could evaluate learners' achievement and monitor school performance. Principals and teachers were not happy that they were to account to the school governing bodies and felt that it was not appropriate. They wanted to account to the government, as school governing bodies were not skilled in curriculum matters. Such drastic changes made the principals question the powers and effectiveness of the school governing bodies in carrying out certain functions and responsibilities (Ngwenya, 2010:45; World Bank, 2010:57; Sayed, 2013:271).

Principals were skeptical about school governing bodies and a national movement was launched that dealt with the effectiveness of the schools and monitored principals' performance. Principals questioned why they had to report to school governing bodies and be evaluated by laymen on professional matters. Principals felt that there was no sign of strong leadership or mastery of basic skills on the part of members of the school governing bodies. All the functions assigned to school governing bodies were in fact carried out by principals, yet principals were not acknowledged for such duties. Principals felt overburdened with responsibilities, such as, providing for staff development and stability, supporting parents, maintaining stakeholder commitment,

setting clear goals and conducting frequent assessment of learner performance. Principals felt that school governing bodies were ineffective in their duties, yet they were given more powers with fewer responsibilities and less accountability (Sayed, 2013: 271).

Principals felt they were forced to accept and accommodate the ineffective leadership of the school governing bodies without proper consultation. The school governing bodies were supposed to determine the quality of education, foster teamwork in schools, inspire and adopt positive attitudes towards their members. Principals felt that members of school governing bodies were poor in those skills. Federal laws on education enforced principals to comply and accept school governing bodies. Principals perceived that members of the school governing bodies were poorly skilled and ineffective as they became more involved in school activities (Sayed, 2013: 275).

2.2.3 Historical background of school governance in New Zealand

School governance in New Zealand had strong similarities with the UK but did not use the latter's acts of parliament to undergird its education system (www.gov.za; Wikipedia.org).

New Zealand had no fixed date of independence. It was one of the British dominions or colonies within the British Empire and gradually evolved to self-rule. New Zealand Constitution Act of 1852 granted self-rule status. The national concept of Independence Day does not exist in New Zealand. The British monarch is still the head of state of New Zealand (www.gov.za; Wikipedia.org).

School governing bodies were established in terms of Education Act No 80 of 1989 in New Zealand. School governing bodies were known as school boards or school boards of trustees as stipulated in section 93 of Education Act No 80 of 1989 (www.gov.za; Wikipedia.org).

The New Zealand education system has undergone enormous and dramatic change over the years. The government of New Zealand set up the Picot Commission under Brian Picot to review the education system in 1987. It reviewed management

structures, cost-effectiveness of education and school governing bodies. The Picot Commission compiled the Picot Report in 1988 that recommended that the New Zealand education system be decentralized. It also emphasized the effectiveness of school governing bodies. Tomorrow's School Reforms of 1989 created self-managing schools which were privately owned and subsidized by the government. It was meant to make school governing bodies effective and efficient. It set into motion reforms and improvements across all public services in the country. Each school was given a large degree of independence, autonomy and its own charter. Each school operated as stand-alone entities. Schools were to compete with each other in terms of effectiveness in relation to school management, achievement of learners and efficiency of school governing bodies. That comprised radical decentralization (Robinson, 2009:2; Levin, 2013:2).

New Zealand passed its own education laws in order to address its local challenges in education.

2.2.3.1 Membership of the school governing body

Education Act No 80 of 1989, sections 94A, 94B, and 95 (1) led to the establishment of school governing body known as school board of trustees. It also outlined the membership of the school board of trustees. Parents whose children were registered in the school, elected not more than seven (7) parent representatives but not fewer than three (3) parents. The principal was a member of the school governing body. At least one (1) teaching staff member represented teachers in the school. The number of teachers on the school board of trustees was determined by the members of board of trustees. The corporate bodies also sent their representatives in the case of a board that administers any integrated school; not more than four (4) trustees were appointed by the school proprietors and in case of a board that administers a school where students were enrolled full-time in classes above the level of form 3 or grade 9, one (1) student representative was required. The school board had the power to co-opt up to four (4) additional members for equity in relation to gender, disability and race. The school board trustees were elected by the parents and caregivers of the learners of an individual school for a three (3) year term.

According to Education Act No 80 of 1989, section 94A (3) (a-b) provision was made for the appointment of a commissioner to act on the school governing body also as known as the school board of trustees.

Participation of parents was encouraged through the acts of parliament.

2.2.3.2 The functions of the school governing body

Section 94B (1-9) of Education Act No 80 of 1989 empowered the school governing body to increase or decrease its members who were parent representatives. School boards of trustees approved representatives of corporate bodies and without reason may withdraw any member of the corporate bodies. The school governing body had powers to hold meetings with parents and take resolutions. The school governing body may also co-opt any person to serve in it, on basis of skills, experience or abilities. Tomorrow`s School Reforms empowered parents to remove bureaucracy in education.

According to Education Act No 80 of 1989, section 94C (1-9) empowered the school governing body through Tomorrow`s School Reforms to concentrate on the improvement of the learning opportunities for all learners and ensured an education system responsive to local needs. It encouraged participation of local communities in the school system. The school board of trustees was empowered to run the schools effectively and efficiently. The Act made provision for the establishment of self-managing school boards and self-managing schools. Self-managing schools were given a large degree of independence by school boards.

Section 95 (1-4) of Education No 80 Act of 1989 empowered school governing bodies to administer special schools and ensured the education system was responsive to local communities` needs, ensured parents, and caregivers` involvement with the school. School governing bodies` ensured greater decision-making authority at school level, drew up school budgets, controlled expenditure, met distinctive needs of the local community and encouraged community participation. The school governing body also ensured that school board members became accountable to the local

communities, maintained the national curriculum, set standards, monitored and audited the performance of the schools.

The school governing body with the parents is responsible for organizing an annual report according to section 100 (a-b) of Education No 80 Act of 1989 and for making it available for inspection at the school by the members of the public during opening hours. The school board of trustees should be sensitive to ethnic and socio-economic diversity of learners. The character of the school should be considered when taking decisions. The school board members should be highly skilled.

Section 101 (1-4) of Education No 80 Act of 1989 empowered the school governing body to organize the elections of new school board members. The members arranged the date of elections in consultation with the Minister of Education. The school governing body prepared election forms, nomination forms and voting papers and arranged elections.

New Zealand is a high achieving country in international assessments due to effective school governing bodies. The country has skilled, competent and efficient teachers who are effective as a result of effective school governing bodies. New Zealanders has strong positive ethos towards education and a positive and practical view of school governors. Initially many New Zealand school governing bodies had difficulty of finding people willing to serve as members of school governing bodies and members varied greatly in their capacity and effectiveness. New Zealand principals work hard and spend considerable time on non-academic matters. They are responsible for all aspects of the school including transportation and its physical plan in order to make school governing bodies effective (Levin, 2013:2).

New Zealand has a high degree of inequality in education outcomes due to social-economic status and ethnicity. School governing bodies of Maori and Pasifika were not as effective as those of their European counterparts. Educators for Maori and Pasifika ethnic groups had lower expectations for their learners, resulting in poor learner performance. The school environment was also not conducive for teaching and learning amongst the Maori and Pasifika groups (Robinson, 2009:3; Levin, 2013:2).

The National Certificate of Education Achievement (NCEA) was established in 2002 to ensure effectiveness of the school governing bodies and high quality of education. The emphasis was on high quality work and focused on the challenges of more equitable outcomes. The Ministry of Education emphasized literacy, numeracy and Maori education. The Ministry of Education established the Best Evidence Synthesis programme to improve leadership issues for Maori and Pasifika groups in 2009 (Robinson, 2009:3; Levin, 2013:2).

Levin (2013:2) argued that effective school governing bodies in New Zealand were accountable, supported by the appropriate authorities, developed effective working practices, and were respectful of each other and mutually supportive of all school activities. School governing bodies participated actively in school strategic issues, self-evaluation and were committed to training and the professional development of educators.

2.2.3.3 Perceptions of school principals about the effectiveness of school governing bodies in New Zealand

Principals perceived the effectiveness of the school governing bodies as the centre of education system. However, there had also been debates about the effectiveness of school governing bodies in New Zealand. School governing bodies were challenged by skilled teachers and principals who were concerned about their effectiveness. Principals questioned the effectiveness of school governing bodies especially among the Maori and Pasifika. The National Certificate of Education Achievement ensured school effectiveness and high quality of education. Some principals felt that the school governing bodies were unnecessary. Principals felt that they were doing their best to improve school performance and were promoting self-management in schools. The emphasis was to be on high quality schoolwork and better and more equitable outcomes. The Best Evidence Synthesis programme improved the leadership of principals and ensured good practice. The argument of principals was that the school governing bodies were unnecessary and they interfered with the day-to-day running of the schools (Robinson, 2009:2; Levin, 2013).

New Zealand encountered challenges in effecting decentralization and addressing inequalities. The Ministry of Education encountered challenges as it tried to make school governing bodies more effective. Principals saw schools as autonomous and resisted anything that looked like imposition from the Ministry of Education (Levin, 2013:2).

Some New Zealand principals perceived school governing bodies negatively because most parents were not willing to serve in the school governing bodies. It became difficult to find parents willing to serve as school governors and those attracted to serve were less skilled. The influence of principals and other stakeholders forced the New Zealand government to embark on decentralization. Each school was given a large degree of independence, a charter, governance board, budget and control of its staff members. The New Zealand model required schools to compete with each other to drive schools towards improvement. New Zealand principals criticized members of school governing bodies that they did not have the will to serve or skills to manage school budget, draw up the school vision statement, look after buildings, decide over curriculum matters and manage teaching staff. New Zealand principals became unhappy and challenged the national government that wanted to empower school governing bodies and give them more powers in school governance at expense of the will to serve or ability to do the work. Principals started to question effectiveness of school governing bodies in monitoring achievements of learners and their commitment in school activities. They questioned the functions of the school governing bodies and their effectiveness (Davids, 2011:4; Levin, 2013:1-2).

Principals were critical and skeptical towards school governing bodies especially amongst the Maori and Pasifika. They cited a high level of inequality in education among the Maori, Pasifika and the white settlers. Principals criticized the establishment of the National Certificate Education Achievement that outlined the powers and functions of the school governing bodies. They felt that it was imposed on parents without empowering them. The principals argued that school governing bodies were supposed to ensure good practice and effectiveness of school governance, yet they lacked training and experience. Principals forced the government through legal battles to emphasize high quality work, school improvement, good practice and purposeful leadership. The government was then forced to pass the Best Evidence

Synthesis in order to improve quality of leadership and good practice among parents and educators (Robinson, 2009:2; Levin, 2013, 2).

Robinson (2009:2) argues that school governing bodies enjoy powers and functions to make schools effective and develop a powerful approach in school practice. Principals perceived room to improve school governing bodies and encouraged good practice among them. The Ministry of Education aimed at enhancing the effectiveness of school governing bodies but the mechanism used was not effective. Principals questioned the effectiveness of school governing bodies in so far as school governance was concerned. The principals argued that they did most of the work to make the school governing bodies responsible and accountable and to ensure effective service delivery and efficiency (Levin, 2013:2).

The functions of the school governing bodies were to share vision, encourage educators to develop according to their abilities and show commitment. Principals argued that it was their responsibility as professionals to develop staff members and not the school governing bodies. Principals were to be accountable for the performance and development of teachers. High standards and expectations were to be set by principals and not by school governing bodies. Principals felt that members of the school governing bodies were not knowledgeable about school performance, management of classroom activities and learner assessment (Ngwenya, 2010:22; Levin, 2013:77).

Principals became accountable for the development of educators and set expectations for educator performance.

2.2.4 Historical background of school governance in the state of Israel

The state of Israel was established by Great Britain in 1948. It was a home for heterogeneous and democratic societies, consisting of a population of 80% Jewish people and 20% Arab people (Elazar, 2016:1). The State Education Act of 1953 led to the establishment of school boards or school committees and divided the country into districts. The Act centralized the education system. All public education services in

Israel were managed on a national level (<http://kavlnoar.org> 2014 accessed 21 May 2016).

2.2.4.1 Membership of the School Governing Body

According to the State Education Act of 1953, the state of Israel established a framework for state education and formed the school governing body known as the parent council or school board (Elazar, 2016:1). Local superintendents manage each district. Every classroom has its own class parent committee, elected by parents whose children are in that classroom. A representative from each class parent committee forms the parents' council. The parent council elects its secretary and chairperson among themselves. The size of the school governing body depends on the number of learners in the school. The principal is a member of the school board. Learners are not represented in the parents' council. The school governing body is elected every three years (Elazar, 2016:1; Adler et al, 2016:11; www.jcpa.org).

Israel is one of the developed countries that do not accommodate learners on the school governing bodies.

2.2.4.2 Functions of the school governing body

The school boards are empowered to set a framework of state education and determine a set of uniform objectives. The school boards promote a state-religious education system, determine the curriculum and regularize the supervision of state education. The school boards appoint inspectors, principals and educators. They determine enrolment of learners and prevent any form of party and political propaganda within educational institutions. The amendments of the State Education Law of 1953 intensified the integration of Jewish values into the curriculum, Jewish mentality of learners and Jewish lifestyle in schools. The school boards adjusted the provisions of the law to fit the compulsory education needs of non-Jewish learners (<http://cms.education.gov.il> accessed).

School governing bodies articulate the school vision based on expectations, needs, and values considered desirable and worthy to the community. They are expected to

translate the school vision into a pedagogic, organizational and budgetary work plan based on an analysis of the school's internal and external data. They evaluate and re-examine the school's vision and educational policy on basis of mounting information relating to changes. They raise pedagogic issues in meetings, plan school trips with parents and musical performances, plan school extra-mural activities and deal with disciplinary and social problems at school level. The school governing body should work hand in hand with the principal and staff, ensure resources in the school, deal with concerns related to the welfare of learners and recruit and hire high quality staff suited the needs of the school (Adler, 2016:11).

The school governing body provides individual and professional support, fosters school based leadership and shapes the principal's educational and professional identity through professional development. It enriches the staff educationally, develops a sense of belonging, creates the school ethos and builds an atmosphere of respect, caring, empathy and expression of individuality. It enhances self-esteem and fosters personal development. It ensures that aspirations of learners are catered for by efficiently allocating resources to the school, encourages teachers' educational initiatives and provides scholastic and social support to learners and staff (Adler, 2016:11).

School governing bodies foster healthy and safe schools. The schools have a great influence on the life of learners and teaching staff and are perceived as effective by principals as they increase interest in the formative and transformational leadership of all stakeholders. The school culture is based on the Jewish system of norms, attitudes, beliefs, values, ceremonies, traditions and myths. School governing bodies are a source of inspiration for learning by both adults and learners. Principals define and maintain the organizational structure of schools and shape the climate of the school effectively. The school governing bodies focus on educational leadership, professional and academic goals (Adler, 2016:19; Elazar, 2016:59).

Adler (2016) found that principals perceived school governing bodies as effective as they were in a position to ensure teachers were given opportunity to learn about changes, created professional discussions, fostered the school vision and controlled the budget effectively to the benefit of the school. The school governing bodies

ensured a close connection between school vision, the work plan and professional staff development. The school governing bodies were perceived effective as they pooled resources for schools and provided feedback efficiently to the parents and government. They ensured that principals devoted considerable time to develop relations with officials and organizations within and outside the school community to address a range of needs and obtain advice from various sources (Adler, 2016:19).

The school governing bodies articulated school vision in relation to expectations and aspirations of the community.

2.2.4.3 Perceptions of school principals about the effectiveness of school governing bodies in the state of Israel

Principals perceived the effectiveness of school governing bodies in Israel very positively and school governing bodies were seen as a source of knowledge and accountability. Every school governor in Israel undergoes training. Principals perceived school governing bodies as the mouthpiece for parents and helpful to the school administration. School governing bodies exercise great influence on both principals and parents. There was teamwork between the school and parents. They were seen as complementing each other (World Bank, 2010:30).

School principals perceived school governing bodies as organizations that inculcated a spirit of respect at schools and facilitated and monitored the quality of teaching and learning activities. The functions and responsibilities of school governing bodies were seen as something dynamic and dictated by parents' perceptions. Parents and principals ensured that there was mutual respect and good rapport and avoided blaming each other or name-calling (Greyling, 2013:39).

Elazar (2016:1) found that principals had positive perceptions about school governing bodies in Israel. Principals had a strong belief that school governing bodies fostered confidence and discouraged feelings of helplessness and hopelessness. Instead they encouraged personal knowledge and discouraged name-dropping amongst principals. Principals viewed school governing bodies as a source of strength, positive influence and encouraged parents to acquire classroom knowledge.

Principals' perceptions were that parents had been given more powers to plan, raise funds, deal with disciplinary problems, care for learners' welfare and encourage mutual relationships among all stakeholders. Parents were from time to time debriefed about the performance of their children by principals and teachers. School governing bodies ensured a high degree of reliability, respect for ethical issues and confidentiality (Burrun, 2011:76).

Thus, the literature review revealed that Israeli principals' perceptions of school governing bodies were positive as they were empowered to raise funds; they considered them desirable in the community and the bodies enjoyed professional support from all stakeholders. There was also mutual respect between principals and parents.

2.3 MEMBERSHIP, FUNCTIONS AND EFFECTIVENESS OF SCHOOL GOVERNING BODIES IN SOME SELECTED DEVELOPING COUNTRIES

2.3.1 Historical background of school governance in Zimbabwe

The Zimbabwean government was formed out of a protracted and bitter conflict between the blacks and the white settlers in 1980. Black African Zimbabweans were the natives of Zimbabwe. A civil war dealt a devastating blow to human life, property and resources. The new government was forced to redress the injustices of the colonial past through a wide range of sweeping reforms in the socio-economic, political and educational spheres. Universal fundamental rights triggered a massive social demand for education. The government realized that it cannot be a sole player in the provision of education in the public schools (Ngwenya, 2010:4; Tshabalala, 2013:645).

The Education Act of 1987 led to the establishment of the school governing body known as the Parent Teacher Association (PTA). The Education Act of 1987, section 28 established the School Development Committee (SDC) and the School Development Association (SDA). It also led to the establishment of the National Education Advisory Board that is to oversee all school governing bodies in Zimbabwe (Tshabalala, 2013:645).

Few black children attended school during the civil war in Zimbabwe. Growth in school enrolment was realized in 1980. The primary school enrolment increased from 819 586 to 2 281 595 learners while the secondary schools increased from 662 215 to 708 080 learners. The government improved efficiency and effectiveness of service delivery in education (Ngwenya, 2010:4; Boonstoppel, 2010:1; Tshabalala, 2013: 645).

The Education Act of 1987, section 29 provides for the establishment of the school governing body with a chairperson and not fewer than four (4) parents but not more than fourteen (14) members. The school governing body members are elected from the parents whose children attend that school. The principal is an *ex-officio* member of the school governing body. The number of school governing body members depends on the size of the school. Teachers and non-teaching staff are represented on the school governing body. Guardians also play an important role in the elections of the school governing body members. The Minister of Education may appoint other persons on basis of their experiences in administration, education or professional qualifications. The secretary, treasurer and chairperson and vice chairperson are elected by the school governing body from within its membership.

Local education authorities, church organizations and different sectors are also represented according to section 29 of the Education Act of 1987. Section 31 indicates that school governing body members shall hold office for a period of three (3) years.

Literature review highlighted that parents play an important role in the structure of school governing bodies similar to the developed countries.

2.3.1.2 Functions of the School Governing Body

Section 35 of Education Act of 1987 empowers the school governing body to raise funds, receive grants and use them carefully. Involvement of parents is a pre-requisite for improving the culture of teaching and learning in schools. The parent and teacher relationship is also seen as important to the attitude of learners towards their school work

Section 36 (1-3) of the Education Act, 1987 gave the School Development Committee (SDC), another type of school governing body, the power to develop and improve school buildings and premises. The School Development Committee is more concerned about development of schools and is vested with control of the financial affairs of the school. It is also the responsibility of school governing body to give parents and the Minister of Education annual financial reports. The school governing body is also to control boarding fees if a hostel is attached to the school.

Section 47 (1) (a-d) of the Education Act, 1987 empowered the school governing body to keep school records and arranged that financial books be audited annually. Books are audited by the Controller and Auditor-general as school funds are public funds. The secretary of the school governing body should keep the Minister of Education informed about the development in the school. The school governing body should avoid dishonesty and fraud.

Section 4 (1-5) of Education Act of 1987 empowered the school governing body to ensure total commitment of all stakeholders, to satisfy the present and the future needs of the country and encourage high expectations of parents and learners. Education is a fundamental right of children in Zimbabwe and no child is to be refused admission or discriminated on basis of race, tribe, and place of origin, political opinions or ethnic origin. The school governing body is to avoid misunderstandings and malpractices and demonstrate the vital role of the local community in the education of children. It is accountable to the local community to increase participation of parents and strengthen purposeful leadership. It is to draw up a shared vision, get rid of racially skewed education policies and educate learners to become good and productive citizens. It is also to encourage meaningful teaching and learning, encourage correct conduct on the part of staff and all stakeholders and ensure positive communication between parents and their children. School governing bodies encourage informal and formal consultations and exchanges correspondence with all stakeholders and undertake home visits.

Section 7 of Education Act of 1987 expects the school governing body to promote and enhance education. It encourages progressive development and conflict management, educates parents about parenting styles, creates an inviting school

climate, and shows moral commitment in school activities and trains and coaches members of the school governing body and staff to be more effective and efficient in fulfilling their responsibilities. It is also tasked to provide learners with high quality education, build partnerships among stakeholders, encourage volunteerism in school activities and promote the welfare of learners. The school governing body should provide resources, maintain school property in a good working condition and employ additional teachers, if necessary, to serve the needs of the school. It is expected to take professional advice on matters affecting the activities of the members of the school governing body in order to make them more effective and efficient in monitoring and supervision. It is also expected to develop sustainable interventions to address causes of problems rather than symptoms and promote a greater accountability in schools.

The Education Act of 1987 encouraged participation of parents in order to promote the effectiveness of school governing bodies. Educational reforms brought a new dispensation in empowering parents with technological skills and knowledge among the downtrodden who need high quality education. School governing bodies are expected to be effective as the government decentralized school governance to local communities to raise up the downtrodden (Ngwenya, 2010:7).

Section 8 of the Education Act empowered local education authorities to ensure fair and equitable provision of primary education throughout Zimbabwe. School governing bodies should maintain and secure primary education for children in the areas under their jurisdiction.

Boonstoppel (2010:1-2) emphasizes the effectiveness of school governing bodies in that they have provided a multi-stakeholder platform countrywide and have dealt effectively with deficiencies of school governance. He also argues that capacity building is the centre of effectiveness of school governing bodies. For the school governing bodies to be more effective here should be a willingness and commitment by communities to bring change to the school system by being involved as parent governors in decision-making.

In Zimbabwe the training and coaching of School Development Committees or School Development Association members has increased their effectiveness, flexibility and responsiveness and determined the environment conducive to teaching and learning. Fundamental human rights are catered for in the school. School governing bodies ensure that their meetings are effective and parents obtain feedback from time to time. School Development Committees promote effective communication and encourage positive development. Parents are also trained for financial management and how to hold effective parents meetings. The history of Zimbabwe has had a bearing on the perceptions of principals about the effectiveness of school governing bodies and the development of its education system (Ngwenya, 2010:4; Tshabalala, 2013:645).

The literature review indicates that the roles and functions of the school governing bodies of Zimbabwe are similar to those of developed countries.

2.3.1.3 Perceptions of school principals about the effectiveness of school governing bodies in Zimbabwe

The end of civil war in 1980 led to the reconstruction of education in Zimbabwe. Education became a national pride and principals became the centre of control and management of schools. Teachers came under regular inspection in order to improve efficiency and effectiveness of service delivery in education. Total Quality Management was a strategy to manage schools efficiently and effectively. Principals became concerned when the government started to empower parents to become accountable and responsible for the education of their children. Principals felt left out and started to question the efficiency and effectiveness of the school governing bodies (Ngwenya, 2010:24; Levin, 2013:75).

Principals outlined the deficiencies in school governance. They pinpointed lack of capacity building, poor commitment of parents, lack of sustainability, poor educational level of parents and limited accessibility to education as reasons to refrain from giving school governing bodies more responsibilities. The principals felt that they should be more accountable and responsible for both governance and management of schools (Ngwenya, 2010:7; Levin, 2013:17).

A further reform was brought by Statutory Instrument 339 of 1998 in education. Statutory Instrument 339 of 1998 made parent involvement a pre-requisite for improving the culture of teaching and learning in schools. There was a belief that participation of parents could lead to school effectiveness and improvement of parent and teacher relationships. Principals blamed the lack of the culture of teaching and learning to lack of parental skills. Principals stated that ineffective parents' meetings were due to lack of skills of members of the school governing bodies on meeting procedures. Technical issues led to poor communication between parents and School Development Committees (SDC's) and the School Development Associations (SDA's). The relationships improved after government intervention and training was given to members of the school governing bodies. The latter became more effective in giving feedback to parents, set high expectations to learners and parents and ensured good school performance (Tshabalala, 2013:647-648).

Most principals perceived school governing bodies as poorly managed and lacking skills. Principals felt that some members of the school governing bodies lacked experience and the ability to promote effective communication, give feedback and manage effective meetings during parents' meetings. Principals felt that school governing bodies were not building partnerships between the school and the home. Principals pointed out that parents' attendance of meetings was very poor. The significance of the establishment of school governing bodies was to ensure parents played an effective role in the school governance. The perceptions of some principals were negative towards the involvement of school governing bodies in fundraising, management of school budget, preparation of annual reports and school governance. Principals felt that school governing bodies interfered in sound school management. They stated that the strong culture of teaching and learning was due to purposeful leadership of principals and not to the contribution of school governing bodies. The absence of the culture of teaching and learning, according to principals, was due to interference of school governing bodies who exaggerated their functions with the support of the government (Ngwenya, 2010:22; Tshabalala, 2013:651)

Principals felt left out when the government of Zimbabwe encouraged parents through school governing bodies to become members of the School Development Committees without proper consultation with principals. Perceptions of principals were that parents

were not familiar with school policies, financial management and participation in decision-making, communication and academic issues. Thus, their contributions were limited and at times seen as valueless (Ngwenya, 2010:88; Tshabalala, 2013:653).

The negative perceptions of principals changed drastically when they realized that parents had the skills to manage conflict, exchange correspondence with other stakeholders, promote proper attitudes on the part of staff and enhance positive communication among parents. The school governing bodies were also empowered to get rid of racially skewed education policies. Parents were empowered to increase teamwork and school effectiveness through school governing bodies. Empowerment of school governing bodies improved perceptions among principals about the powers and duties of the school governing bodies (Ngwenya, 2010:25; Levin, 2013:77).

The literature review indicated that the perceptions of principals in Zimbabwe improved as the school governing bodies were empowered and supported by the government.

2.3.2 Historical background of Kenya

Kenya became independent from Britain in 1963 and adopted the British education system after independence. No act of parliament was passed on education immediately after independence. The Kenya Education Commission of 1964 led to the establishment of the school governing bodies known as school boards, school committees or Parent Teacher Associations (PTA's). The expansion of primary education remained a crucial problem during the colonial period and even after independence. Education played an important role in the development of human and natural resources. It also provided the necessary participatory skills which were necessary in a developing country (Serem & Kipkoech, 2012:87). The National Committee on Educational Objectives and Policies was established in 1976. It was concerned with the restructuring of the formal system of education and the effectiveness of school governance. It aimed at enhancing access, quality and relevance of the education system. The inability of parents and communities to pay for education led to restricted access to education (Musera & Achoka, 2012:111).

2.3.2.1 Membership of the school governing body

Education Act of 1980, section 29 (1) (a-f) led to the establishment of the school governing bodies. Each body was to consist of ten (10) or fifteen (15) members. One (1) represented the Provincial Education, a clerk of the local authority for the area, three (3) were nominated by the local authority for the area of the jurisdiction of the board of governors or school governing body, three (3) were nominated by the managers or sponsors of the school, one (1) was nominated by the registered Union recognized by the Minister of Education, representing the interests of teachers, and six (6) were nominated by the Minister of Education to represent other interests.

Section 29 (2) of the Education Act, 1980 empowered the Minister of Education to appoint a chairman of the school governing body. The District Education Officer was appointed as the secretary of the school governing body. Subsection (3) of Education Act, 1980 gave the members of the school governing body permission to hold office for a period of three (3) years from the date of appointment unless he or she dies or resigns. Section 30 (2) of Education Act, 1980 empowered the school governing body to co-opt any person on basis of his or her skills to take part in the proceedings without voting rights. The parent component elected its secretary, treasurer and chairperson from amongst themselves. All elected members of the school governing body qualified for re-election.

Finally, Kenya was one of the African countries that had provincial representation in the school governing bodies.

2.3.2.2 Functions of the school governing body

The Education Act of 1980, section 31(a-h) outlined the functions of the school governing body. The school governing body was empowered to prepare and submit estimates of revenue and expenditure to the Minister of Education for approval. It received grants or grants-in-aids from the public or the local education authority on behalf of the school. It drew up plans for development, promotion of education in the area and carried out approved plans. The school governing body was also to submit financial reports to the Minister of Education and parents.

Section 32 (1) of Education Act of 1980 gave the school governing body the power to keep books of accounts and other records. The school governing body was to adopt the school budget, submit estimates of revenues and expenditure to parents' meetings. Section 35 (a-e) of Education Act 1980 outlined how the school governing body was to use school funds, charge school fees and make parents liable for payment of school fees. It should maintain school buildings, raise funds and draw up a code of conduct for learners and members of the school governing body. Public funds were allocated for the maintenance or assistance of schools. The reception and administration of the school funds was in the hands of school governing body.

Section 34 (1) of Education Act, 1980 stipulated that the school governing body should ensure that discipline was maintained at school, was responsible for school development, promoted education in their area of influence and provided learners with transport and scholarships. It was also the responsibility of the school governing body to tender advice to the Minister of Education on the establishment of new schools and on the submission of reports to the Minister of Education. The school governing body was responsible to promote co-ordination of education, to ensure welfare of learners, to manage educational development and to provide for the re-imbursment of the expenses of anybody constituted under the Education Act of 1980. The school governing body was to meet at least three times a year and tender advice to the District Education Board and Local Authority Education Committee. The secretary of the school governing body was to submit reports to the Minister of Education and gave feedback to the school governing body at its next meeting.

Section 37 of Education Act, 1980 assigned the school governing body power to make education accessible to all communities through its five-year development plan. The achievement of independence heightened pressure to increase the school population. The purpose of education was political, social, cultural, humanistic and economic. The community believed that education contributed profitably to society and built individuals as a whole. Children were expected to acquire basic skills, attitudes and values in life.

The Kenya Education Commission of 1964 proposed that school governing bodies' should foster national unity and produce the necessary skilled human resources for

national development and promotion of social justice. Education was also to promote morality, social obligations, responsibilities, accountability, self-development and self-fulfilment through school governing bodies. They should foster positive attitudes and develop respect for the diverse rich cultural heritage (Musera & Achoka, 2012:111; Abdalla, 2012:25).

The government of Kenya realized school performance was becoming weak due to poor parent participation in school governing bodies. It encouraged parent involvement through school governing bodies in order to improve the quality of education (Tatlah & Iqbal, 2012:35; Duflo, 2012:3).

The effective school governing body practiced preventative management skills and maintained positive relationships to resolve problems. The effectiveness of the school governing body was reflected by strong administrative leadership, creating a climate of high expectations and the ability to divert school energy and resources into fundamental objectives when necessary. The school governing body ensured professional leadership and a shared vision in the school, monitoring of progress of learners, effective outcomes in teaching and learning, positive attitudes and cost effectiveness. The school governing body was to focus on academic achievement through frequent monitoring of learner achievement. It built a positive climate of parent involvement, maximum communication with all stakeholders and prioritization of the acquisition of basic skills over other school activities (Panigrahi, 2012:16).

The effective school governing body maintained good behaviour of all stakeholders, dealt with complacency, monitored behaviour of learners and managed inappropriate behaviour promptly. School governing bodies in Kenya proved their ability to stand up for their legitimate rights in ways. School governing bodies applied penalties consistently, strove for common goals in the best interests of the child and sought ways to work together (Evertson & Emmer, 2013:175; Tshabalala, 2013:73).

The school governing bodies mobilized resources for school development, monitored academic progress carefully, authorized school expenditure, ensured that all stakeholders shared responsibility, inspired and encouraged hard work on the part of teachers. They ensured employee satisfaction, motivation, efficiency, quality of

leadership and created a sense of ownership and professionalism. Principals were accounting officers in the school governing body, who ensured sound financial management in the school (Duflo, 2009:14; Musera & Achoka, 2012:112).

The Ministry of Education was in charge of secondary schools and controlled and managed primary schools. It delegated powers to local authorities in order to make education more effective. Authority was exercised from top to bottom. Education was centralized with communities left with little say in the administration and management of education (Makori & Onderi, 2012:2).

School governing bodies created quality leadership, sense of ownership and professionalism in Kenya. School governing bodies made education accessible to the rural communities of Kenya.

2.3.2.3 Perceptions of school principals about the effectiveness of School governing bodies in Kenya

Principals criticized parents for establishing schools, which were left in the hands of principals and teachers. There was little encouragement for community participation in the school governance by the government. Principals felt that teachers should be regarded as kingpins in educational structures. They became concerned when the government encouraged participation of parents in the school activities through school governing bodies (Achoka, 2012:111-112; Tshabalala, 2013:653).

Principals registered their concerns about the efficiency and effectiveness of school governing bodies. Principals felt that the Kenya Education Commission of 1964 and the National Committee on Education and Policies of 1976 forced principals to acknowledge the functions and effectiveness of school governing bodies. They were not happy to be monitored by the school governing bodies in their professional work. The Kenya Education Commission of 1964 and the National Committee on Education and Policies of 1976 fostered national unity, promotion of social justice, morality, social obligations, self-development, self-fulfilment and positive attitudes. Civil servants, like teachers, were to undergo training to develop positive attitudes towards the diverse, rich cultural heritage. The restructuring of the formal education system provided

access to quality education and addressed the inability of parents to pay for their share of education. Principals felt that the government indoctrinated them to change their perceptions about the effectiveness of the school governing bodies (Achoka, 2012:111). They were skeptical that school governing bodies would be able to develop the morale of teachers and inspire, encourage and foster hard work and effective teaching and learning (Achoka, 2012:112).

Principals perceived tension and conflicts due to overlapping functions and responsibilities of the school governing bodies after independence of Kenya in 1964. Principals felt that these conflicts affected the effectiveness of school governing bodies. Some stakeholders overstepped their boundaries and lack of sufficient finances undermined the effectiveness of school governing bodies in discharging their functions and responsibilities. Principals questioned the experiences and ability of the school governing bodies to govern. Principals doubted the appropriate competences, integrity, financial management and skills of the members of the school governing bodies. They questioned efficient use of available resources. A presidential decree forced principals to change their negative attitudes towards school governing bodies. The achievement of independence heightened pressure to increase the school population. Participation of parents enhanced the effectiveness of the schools (Kipkoech, 2012:87; Nyaegah, 2013:3-4).

Principals perceived that parents were not directly involved in schooling at independence in 1963. The Kenya Education Commission of 1964 empowered parents to foster national unity through school governing bodies. Principals felt that school governing bodies brought disunity among communities instead of building unity. They criticized school governing bodies for failure to foster skilled human resources for national development, the promotion of social justice, morality, social obligations, self-fulfilment and self-development. They failed to foster positive attitudes and developed respect for the diverse, rich cultural heritage. Principals were forced by law to support and encourage parents to participate in school activities. School governing bodies were designed to promote excellence in learning achievement, school organization and school governance. Principals were skeptical whether school governing bodies would be able to fulfil this mandate and felt that it was their

responsibility as professionals to enhance quality education and effective teaching (World Bank, 2010:57).

The Kenya Education Act of 1980, chapter 211 gave school governors more powers than principals in terms of control of school system. It provided school governing bodies with powers that demanded respect from all stakeholders. With the support of principals, school governing bodies became responsible for educational development, research, the welfare of learners and the co-ordination of education. Perceptions of principals gradually became more positive towards school governing bodies in deference to the laws of the country. Principals started to work hand in hand with school governing bodies (Tatlah & Iqbal, 2011:35; Musera, 2012: 111).

Some principals perceived that school governing bodies failed to provide strong leadership, school effectiveness, managerial competence, accountability and sound financial management. They felt they were not able to monitor academic performance, set priorities, contributed towards positive morale of the teachers and promoted and fostered an atmosphere of effective teaching and learning. Principals' perceived school governing bodies as failing to create a positive sense of ownership encouraged greater efficiency and promoted professionalism. Principals and teachers felt that they contributed primarily to the effectiveness and improvement of the performance of learners in Kenya (Musera, 2012:112; Makori, 2012:2-3).

Nonetheless, school governing bodies provided strong leadership, managerial competence, accountability and sound financial management among communities in the rural areas.

2.3.3 Historical background of school governance in Botswana

Botswana became independent in 1966 from Britain and passed the Education Act of 1967. The Education Act, chapter 58.01 of 1967, section 7 made provision for the establishment of the school governing body known as the school board for the school or a group of schools. The National Commission on Education was tasked with the review of the whole education system of Botswana. The National Commission led to the Education for Kagisano policy that was passed in 1977. Education for Kagisano

recognized school governing bodies, also known as the school board of governors, school committee or Parent Teacher Association (PTA). Education for Kagisano guided the education system of Botswana according to four national principles: democracy, development, unity and self-reliance (Boaduo, 2009:98; Sharma, 2010:135).

2.3.3.1 Membership of the school governing body

Section 8 (1) (a-g) of Education Act of 1967 allowed the election of four (4) to seven (7) parents from parents whose children are registered in the school. The second representatives came from the local members of parliament as nominees. The local education authority sent one (1) representative. The local community nominated one (1) community member who was to serve as a permanent secretary of the school governing body. The principal acts as the chairperson of the school governing body and is elected annually.

The term of office of the members of the school governing body was three (3) years and they may be re-elected at the end of their term of office.

Local members of parliament played an imported role by representing their community and school governing bodies in parliament.

2.3.3.2 Functions of the school governing body

Section 12 (1-2) of Education Act of 1967 as amended empowered the school governing body to provide vision and strategic direction for the school. It was to promote effective teaching and learning, planned and administered admission. The school governing body was to draw and manage the school budget and provided principal and staff with support and advice. The school governing body was to ensure accountability among all stakeholders, ensure high productivity and learner achievement and establish high expectations for the school. The school governing body was to encourage high staff morale, commitment and participation of parents in all school activities. The school governing body was to provide the best possible education to learners and made provision for extra-curricular activities.

Section 12 (2) (a-f) of Education Act of 1967 empowered the school governing body to advise the principal on the appointment, supervision and dismissal of any non-teaching staff and the resignation of a teacher from the school. The school governing body was also to advise the Minister of Education on any aspect of education, school improvement and administration. It was also responsible for maintenance of the school buildings, provision of resources and kept school records of fundraising, gave parents reports at parents' meetings, organized annual reports and gave the local education authority appropriate reports. It was also to encourage learners to attend school regularly, ensure that parents were accountable, evaluate school effectiveness, give local community feedback on school activities and encourage high performance in the school.

Barber (2013:6) stated that school governing bodies seem to be effective as they reflected teamwork in Botswana. Attendance of meetings by members of the school governing body were regular and members were expected to show energetic commitment, share the working load and ensure loyalty to final decisions and respect for colleagues.

The school governing bodies' ensured good working conditions and good relationships at all costs, respect for the position of the principals and to administer the school efficiently and effectively. The school governing body identified the priority issues in decision-making, delegated with clear terms of reference and gave feedback. Meetings were to be effective, made best use of time, did careful planning, focused on important items, had purposeful chairing and brought out the best in school governors. The school governing bodies ensured that decisions were properly taken and clearly understood with a set of clear minutes. There should be effective training and development of members of the school governing bodies (Boaduo, 2009:96; Barber, 2013:6). The school governing bodies encouraged parental support and effective discipline among learners by ensuring punctuality of learners at schools (Boaduo, 2009:98; Sharma, 2010:135).

The school governing body encouraged purposeful and effective teaching and learning to ensure quality, well-structured lessons and efficient organization. It should also give the principal as a professional leader of the school support to be purposeful,

fully involved, show leadership and take part in decision-making carefully. It should promote self-esteem of learners and encourage them to take responsibility for their own work. Parents should be co-operative and actively involved in the children's work. The school governing body encouraged positive reinforcement, created an atmosphere marked by clear targets and showed the shared vision and clear goals. In order to be effective, the school governing body encouraged educators and learners to concentrate on teaching and learning (Barber, 2013:1-2).

The school governing body ensured accountability of parents, teachers and local community and allocated funds for training of school governors, non-teaching staff and teachers. The school governing body was to act as a critical friend and press for school improvement and school development (Barber, 2013:2-3).

The school governing body was to monitor schoolwork regularly and raise funds for the development of the schools in their communities. School governing bodies assisted in the building of teachers' houses and classrooms through communal labour. It helped teachers to settle when posted to new schools and made them feel at home. Members encouraged parents to visit schools without prior notice to inspect schoolwork of learners, to motivate learners to work hard, to grasp community expectations, demonstrate by example and run the school library during working hours as volunteers (Boaduo, Milondzo & Adjei, 2009:102).

The board of governors or school governing body encouraged community participation and curriculum relevance to local community needs. The government of Botswana promoted the decentralization of education and public participation for local level governance and service delivery. The central government now plays a dominant role in the formulation of policies, strengthens human resource development and morale and enhances productivity in general (Sharma, 2010:137).

The school governing bodies became responsible for the conduct and performance of their schools and the government has started to value the work of volunteers to improve the schooling system. The government has encouraged meaningful change with the participation of parents and other stakeholders (Boaduo, 2009:96; Barber, 2013:1).

The work of volunteers in school governing bodies are valued by the government.

2.3.3.3 Perceptions of school principals about the effectiveness of school governing bodies in Botswana

Principals perceived decentralization of service delivery as a good approach. Some principals felt that Botswana was one of the countries in Africa whereby democracy had been successful in practice since independence in 1966. The principals perceived the role of central government in the formulation of school policies as a positive contribution to the effectiveness of school governing bodies. It strengthened human resource development, morale, motivation and enhancement of productivity. Education for Kagisano of 1977 was regarded by principals as the backbone of the education system and encouraged meaningful change, empowerment and contributed towards good governance of schools (Boaduo, 2009:98; Sharma, 2010:140).

Principals perceived school governing bodies as effective due to involvement of parents in the schools. The perceptions of the principals of Botswana were positive from the onset in so far as effectiveness of school governing bodies was concerned. Principals indicated that without parental support, it will be difficult for teachers to be effective in disciplining learners and improving school performance. Principals stated that parents helped with monitoring behaviour and discipline of their children. Punctuality also improved when parents were involved. Parent involvement contributed to a peaceful school environment conducive to teaching and learning. Parents played a vital role in the supervision of learners' work. School governing bodies encouraged regular intervention with all the stakeholders and, with the support of the principals, ensured that public resources were used efficiently and effectively in the interests of the children and communities. School governing bodies ensured good governance, clarity, vision and strategic direction and ensured good rapport between the community and the schools. Principals perceived accountability positively in terms of effectiveness of the school governing bodies and efficiency in school activities (Boaduo, 2009:98; Sharma, 2010:135; Barber, 2013:1-2).

School governing bodies were seen as the mouthpiece of parents in Botswana. The positive perceptions of principals towards these entities have contributed greatly

towards high quality education in Botswana. Literacy improved to over 90% within a short period in Botswana (Barber, 2013:1-2).

The government was firmly convinced that the effectiveness of schools was due to the participation of parents. Parents were empowered by laws to be accountable, effective and efficient in school governance. The school governing bodies ensured effectiveness and efficiency in the improvement of school performance. Education for Kagisano changed the perceptions of principals about the functions and powers of the school governing bodies. They realized that it was through the functions of the school governing bodies that parents can ensure that their children are disciplined and committed to schooling. Principals were assisted in their school activities and teachers became confident with school activities. Perceptions of the principals changed when they realized that parents spent more time with their children than teachers and that their regular interaction with stakeholders made a great difference towards achieving effective school governing bodies (Boaduo, 2009:104; Sharma, 2010:135).

Principals perceived that school governing bodies ensured public service delivery at school level and ensured that schools had enough resources. Principals felt that the school governing body ensured the highest quality product possible. Principals came to understand the strategic role of the school governing bodies (Sharma, 2010:140; Barber, 2013:2). Botswana has led the way as far as empowerment of school governing bodies is concerned in Africa. Principals felt that the effectiveness of teachers was due to the purposeful leadership of school governing bodies. Principals felt that school governing bodies create a platform for effective meetings of school governors and purposeful decision-making and bring out the best in all school governors. The school governing bodies are also empowered to provide a strategic vision for the school. Parents feel that they are part of the whole school development system (Boaduo, 2009:96-97; World Bank, 2010:45).

However, principals criticized the notion that school governing bodies held relevant insight into school matters. Principals perceived themselves as the professional leaders of the schools and not the school governing bodies. The perceptions of principals were that they should be engaged in the classroom matters, whereas school governing bodies were to be engaged in school governance. On the other hand,

Education for Kagisano of 1977 empowered the school governing bodies to draw up school policies relevant to the needs of the local communities. The functions of the school governing bodies were enshrined in the principles of democracy, development, unity and self-reliance. The teachers were made accountable to the communities (Boaduo, 2009:97; Xaba & Ngubane, 2010:143).

Education for Kagisano empowered school governing bodies in drawing up schools policies relevant to the needs of the local communities.

2.4 CONCLUSION

Chapter 2 discussed the historical background, membership and functions of school governing bodies in selected developed and developing countries and highlighted the perceptions of principals in those respective countries of the effectiveness of school governing bodies. The purpose of the discussion was to facilitate a better understanding of the perceptions of principals about the effectiveness of school governing bodies.

The historical background facilitated the understanding of the development of school governance in the education system in each identified developed and developing country. Contextual factors including historical development have shaped each education system in a unique way.

The conclusion could be drawn that the membership of school governing bodies of all identified developed and developing countries are similar. All have parents, principal, teachers, non-teaching staff in their memberships; most have learner representatives. They differ in terms of the number of the members of the school governing body. Parents play a vital role and are in the majority in all cases. Principals perceived that the membership should be reviewed especially as it classifies principals as *ex-officio* members of the school governing bodies without voting rights. They feel undermined by the membership of the school governing body as they appear to have been given lesser powers than parents. In most cases discussed principals perceive the functions of school governing bodies negatively. It is only in Israel, where principals never questioned the membership and functions of the school governing bodies. Principals

were skeptical about the functions of the school governing bodies and have even challenged their governments over certain issues relating to the functions of school governing bodies.

The literature reviewed revealed that in schools where parent and community involvement is highly visible, the effectiveness of school governing bodies is enhanced apparent and this contributes significantly to the improvement of learner performance. The converse is true where parents and community do not play a role and the perceptions of principals become negative towards school governing bodies (Boaduo & Milondzo & Adjei, 2009: 96).

Further, perceptions of principals about the effectiveness of school governing bodies differ from one country to country over time. In the identified developed countries, principals perceived school governing bodies as functioning moderately well. Principals in developing countries felt that they were not doing enough except in the case of Botswana. Many principals perceived that school governing bodies overlooked the teaching profession and felt that lay people could not be entrusted with the professional role belonging to educators. Several studies have been done in a number of developed countries about the perceptions of secondary schools principals in relation to the effectiveness of the school and school governance.

Similarities in all countries discussed were also found in so far as what constitutes effective school governance, ideologies and philosophical foundations of governance, related educational legislation and good governance practice. This review has implications for school governance in the South African schooling system and thus informed this current study. The literature review serves as a mirror for understanding the conceptual framework for the democratization of school governance in South Africa and how effective school governance is perceived by secondary school principals in this country.

Chapter 3 reviews literature on school governing bodies in South Africa.

CHAPTER 3

MEMBERSHIP, FUNCTIONS AND EFFECTIVENESS OF SCHOOLS GOVERNING BODIES IN SOUTH AFRICAN PUBLIC SCHOOLS

3.1 INTRODUCTION

This chapter discusses the membership, functions and effectiveness of school governing bodies in South African public schools, including principals and school governing bodies in Ga-Rankuwa, Tshwane West District.

The functions of the school governing bodies are discussed under the following subheadings: adoption of school mission, constitution of school governing bodies; budget, fundraising, admission policy, freedom from religious observances, voluntary services, appointments, staff development, maintenance of school buildings, purchased of textbooks, educational materials, adult education, extra- curricular and pay services. The researcher further discussed the perceptions of principals about the functions and effectiveness of school governing bodies.

The literature review helped to gather valuable information that was used to build argument about the perceptions of principals in relation to effectiveness of school governing bodies. It provided the background information that informed the empirical study.

3.2 HISTORICAL BACKGROUND OF SOUTH AFRICA

The arrival of Jan van Riebeeck in 1652 introduced the indigenous peoples of South Africa to the system of Western education (Chisholm, 2012: 84). The colonial government and mainline churches or missionary churches played an important role in the education of black communities before the introduction of apartheid system in South Africa in 1948. White settlers developed a separate education system for the indigenous people of South Africa (Beckmann & Prinsloo, 2009:176; Davids, 2011:1; Chisholm, 2012: 84; Mpofu, 2014:60).

The Union of South Africa was formed in 1910 under General Louis Botha as its first Prime Minister. Although Blacks were found by the White settlers upon their arrival in South Africa, they were deliberately excluded from economic and political activities of the country when General Louis Botha became the first Prime Minister of the Union of South Africa. From that time the line of racial discrimination started to be clear in South Africa. The Native Land Act of 1913 that limited Black ownership of land is an example of the racial discrimination. Black and Coloured children had been previously educated in mission schools. Funding became inadequate as numbers in public schooling increased. Afrikaans and English-speaking whites used any opportunity to crush what they regarded as the breeding ground for African nationalism. Africans were not allowed to vote in the Union of South Africa. The African National Congress was formed in 1912 with the aim of defending blacks against injustice. It sent a delegation to Britain to demand the right to vote on a common voters' roll with Whites as well as provision of equal education with Whites in the Union of South Africa which was ignored. The argument advanced by Britain in rejecting the demands was that the matter was internal and should be solved as such (Chisholm, 2012: 84). The subsequent prime ministers of the Union of South Africa did not address this matter.

The National Party, which came into power in 1948 under Dr D.F. Malan, further reinforced racial discrimination in South Africa. It passed a number of racial discriminatory Acts of Parliament such as the Group Areas Act, the Bantu Education Act No 47 of 1953 and many others. The education system was structured along the racial lines, namely separate education for blacks, Coloured, Indians and white communities. Bantu education was put under full state control with a few semi-private mission schools. The Bantu Education Act No 47 of 1953 made provision for the establishment of school governing bodies, known as school boards or school committees, during the apartheid period. Superficially, school boards provided an illusion of local accountability. In reality, Bantu education had obvious disadvantages. Blacks perceived Bantu Education as inferior because it was not funded on par with the white education system (Beckmann & Prinsloo, 2009:176; Davids, 2011:1; Chisholm, 2012: 84; Mpofu, 2014:60).

Successive apartheid governments of South Africa offered fragmented education systems along racial and ethnic lines from 1948. There were great differences

between black and white learners since the introduction of Bantu Education. Black learners had limited opportunities as they were denied access to quality education. Any improvement in the Bantu education system was seen as mere window-dressing by blacks. Academic standards and democratic participation among blacks was poor (Taylor, van der Berg & Mabogoane: 2013:104; Mpofu, 2014:6).

The democratically elected government led to a new dispensation in 1994. The late Dr Nelson Mandela became the first black president in South Africa. In 1994 the new dispensation ended inequalities in the education system. All the limited funding under the apartheid system which led to poorer quality facilities in black education as compared to white education were addressed (Beckmann & Prinsloo, 2009:176; Davids, 2011:1). President Nelson Mandela stated that democracy should enhance accountability, equality, ownership and responsibility by all the stakeholders (Taylor et al., 2013:1-2).

The South African Schools Act No. 84 of 1996 led to the establishment of democratically elected school governing bodies in South Africa (Government gazette No 17579, 1996; www.gov.za). The South African Schools Act No. 84 of 1996, section 19, (1) (b) made provision that school governing bodies should govern schools effectively, efficiently and promote effective performance. The school governing bodies were expected to govern schools democratically and involve all stakeholders. School governing bodies were tasked to take care of school buildings, draw up language policies, school policies and the budget and give guidelines for school discipline in relation to learners, educators, non-teaching staff and members of the school governing body. That was stipulated in South African Schools Act No.84, of 1996, section 20, (1) (a-m). Furthermore, it recommended the appointment and dismissal of staff in accordance with laws governing schools in the country and made education accessible to all as stipulated in section 20, (1)(jA) of the South African School Act No 84 of 1996 (Davids, 2011:1; Taylor et al., 2013:104; Mpofu, 2014:156).

The effectiveness and empowerment of school governing bodies was patchy and far from satisfactory before 1994. Very few school governing bodies were offered training to nurture effectiveness and transformation. Public meetings were at times considered

sufficient as training, capacity building and empowerment for school governing body members (Xaba & Ngubane, 2010:140; Beckmann & Fussel, 2013:4).

There had always been a historical struggle between the government and communities about who was in control of schools. For instance, Mikro Primary School, an Afrikaans medium school, won a ruling in Supreme Court in the Western Cape Province against the Department of Education that it did not have the right to enforce admission of 40 English-speaking learners into the school in 2005. The government overlooked the powers of the school governing bodies in the case of Mikro Primary School in relation to the development of language policy (Beckmann & Prinsloo: 2009:176). According to section 19, (1) (b) of South African Schools Act No. 84 of 1996, the school governing body of Mikro Primary School won the ruling in the Supreme Court against the Western Cape Province (Beckmann & Prinsloo: 2009:176). The challenge is whether principals perceive school governing bodies as effective, productive, efficient, in control, accountable, self-sufficient and self-reliant. This was illustrated by the case of Mikro Primary School (Beckmann & Prinsloo, 2009:176; Davids, 2011:4), which showed that the powers and functions of the school governing bodies should never be taken for granted.

History played an important role in the development of education system in South Africa. It has taken time for school governing bodies to receive full support from the present government.

3.3 MEMBERSHIP OF SCHOOL GOVERNING BODY IN A PUBLIC SCHOOL

School governing bodies were established in terms of the South African Schools Act, No 84 of 1996. South African Schools Act, No 84 of 1996, section 23(1-4) indicated that the school governing body should consist of elected parents of learners at school, the principal in his or her official capacity as *ex-officio* member, educators at the school, members of non-teaching staff and learners in the eighth grade or higher at the school. Section 23(1) (c) of South African Schools Act, No 84 of 1996 made provision for co-option of a member of the school governing body on basis of his or her skills to assist them in discharging their functions. Section 23 (3) indicated that the parent who is employed at the school may not represent parents on the school

governing body as reflected in terms of the South African Schools Act, No 84 of 1996. Section 23(4) of South African Schools Act, No 84 of 1996 reflects that the representative council of learners should elect three (3) learners to represent them at the school governing body. Learners have a one-year term of office whereas other members of the school governing bodies have a three-year term of office (www.gov.za as accessed 10 June 2016).

Section 23(5) of South African Schools Act, No 84 of 1996 indicated that the school governing body of an ordinary public school that provides education to learners with special needs should, if possible, co-opt a person or persons with expertise regarding the special education needs of such learners. Section 23 (6) indicated that the school governing body may co-opt a member or members of the community to assist it in discharging its functions. Section 23 (8) of South African Schools Act No.84 of 1996, stipulated that co-opted members did not have voting rights in the school governing body.

Section 23(9) of South African Schools Act No.84 of 1996 stipulated that parents should be in the majority. Section 23(10-11) of the South African Schools Act No.84 of 1996 indicated that if the number of parents were not in the majority at any stage, the school governing body should temporarily co-opt parents with voting rights. The co-option of that nature ceased when the vacancy had been filled through a by-election which should be held within 90 days after the vacancy had occurred (www.gov.za as accessed 10 June 2016).

The membership and structure of South African school governing bodies demonstrates similarities with developed countries like the UK and US as indicated in the literature review.

3.4 FUNCTIONS OF SCHOOL GOVERNING BODIES IN PUBLIC SCHOOLS

The functions of school governing bodies were derived from the South African Schools Act No. 84 of 1996. The discussion will be based on the South African Schools Act document. Other sources reflected an interpretation of the South African Schools Act. The functions were discussed in the ensuing sections.

3.4.1 Adoption of school mission and constitution of the school governing body

Section 18(1), of South African Schools Act No. 84 of 1996 indicates that the school governing body of a public school should function in terms of a constitution, which complies with the minimum requirements determined by the Member of the Executive Council by notice in the Provincial gazette (www.gov.za).

The South African Schools Act No. 84 of 1996, section 18 (2) (a-e) stipulated that the school governing body should hold a meeting at least once a term. The school governing body should meet at least once a year with educators, learners, staff members and parents. Minutes of meetings held under its jurisdiction should be kept safely. Minutes should also be made available for inspection by the Head of Department of Education. The Body should also prepare reports for parents and submit a copy of its constitution to Head of Department of Education. The constitution should indicate the financial policy, procurement, control of school funds, establishment of sub-committees, set goals, monitoring, planning, how to provide and generate income and expenditure (www.gov.za). Section 18 (3) gave the school governing body the power to submit a copy of its constitution to the Head of Department within 90 days of its elections.

The South African Schools Act No. 84 of 1996, section 18A (1-6) empowered the school governing body to determine a code of conduct for its members; the code of conduct aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of a quality governance structure at the public school. All members of the school governing body should adhere to the code of conduct, safeguarding the interests of the members of the school governing body in disciplinary proceedings. The Head of Department may suspend or terminate the membership of a governing body member for breach of the code of conduct after due process. A member of the school governing body may appeal to the Member of the Executive Council against a decision on a termination of his or her membership as a governing body member (www.gov.za).

Section 20, (1) (a) of the South African Schools Act No. 84 of 1996 empowers the school governing body to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. Section 20 (1) (b-c) of the South African Schools Act No. 84 of 1996, makes provisions for the adoption of a constitution, development of a mission statement of the school and the adoption of the constitution of the school governing body. The South African Schools Act No. 84 of 1996, section 18, (3) stipulates that the school governing body should submit a copy of its constitution to the Head of Department of Education within 90 days of its elections (www.gov.za as accessed 10 June 2016).

School governing bodies are expected to deal with matters related to the culture of teaching and learning in relation to the vision and mission of the school. According to South African Schools Act No 84 of 1996 (SASA), section 16, (1) “the governance of every public school is vested in its governing body” (Beckmann & Prinsloo, 2009:176).

3.4.2 Code of conduct of members of the school governing bodies and learners

Section 18A, (1-6) of the South African Schools Act No. 84 of 1996 as amended indicates that the school governing body was to determine the code of conduct for its members. The Member of the Executive Council should, by notice in the Provincial Gazette, determine a code of conduct for the members of the governing body of a public school after consultation with associations of school governing bodies in the province. The code of conduct should be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of a quality governance structure at a public school. All members of the school governing body should adhere to the code of conduct. The code of conduct should contain provisions of due process and safeguard the interests of the members of the school governing body in the disciplinary proceedings. The Head of Department of Education may suspend or terminate the membership of a member of the school governing body. Nevertheless, the school governing body may appeal to the Member of the Executive Council against a decision of the Head of Department of Education regarding the suspension or termination of membership of a member of the school governing body (www.gov.za).

The South African Schools Act No. 84 of 1996, section 18 (2)(a-e) indicates that the school governing body should hold a meeting with parents, learners, non-teaching staff and educators at least once a year. The school governing body should keep records of the school, keep minutes of the school governing body meetings, and make such minutes available for inspection if requested. The school governing body is also expected to give an annual report annually to parents (www.gov.za).

South African Schools Act No. 84 of 1996, section 20, (1) (d) empowers the school governing body to develop and adopt code of conduct for learners. South African Schools Act No. 84 of 1996, section 58B, (2) (b) empowers the school governing body to ensure the safety of learners. This should be reflected in the constitution of learners (www.gov.za as).

3.4.3 Budget and fund-raising

Section 37, (1-2) of South African Schools Act No. 84 of 1996 makes provision for the school governing body to establish one banking account and school fees for the school. School fees may be charged after a resolution had been taken at a parent meeting by the school governing body. The school budget should consider the estimates and establish trends of non-payments by parents. The proposed school fees are to be presented to the parents' meeting and be adopted by a majority of parents attending the meeting. Conditional exemptions may be given to parents who cannot or are unable to pay. The School Governing Body is to implement the resolution adopted at the parents' meetings. The school fees should be charged at equitable criteria (www.gov.za).

Section 38, (1- 3) of South African Schools Act No. 84 of 1996 empowers the school governing body of a public school to draw up an annual budget as determined by provincial laws. It should reflect estimated income and expenditure for the school for the following financial year. It should oversee the implementation of the budget. The budget should be approved by a majority of parents at the general meeting. Parents should also be given enough time to come and inspect the annual budget, at least 14 days prior to the parents' meeting (Ngwenya, 2010: 27; Epstein, 2011: 326).

Section 38A (1-10) (a-b) of South African Schools Act, No 84 of 1996 indicates that the school governing body may not pay, from school funds, an unauthorised remuneration or financial benefit or benefit in kind to an employee employed in terms of the Employment of Educators Act No 76 of 1998 or Public Service Act No 103 of 1994 without approval. The school governing body may apply to the employer for approval to pay a state employee any payment. Such application may be lodged in writing in the office of the employer and state clearly details of the nature and extent of the payment and the resources that will be used to compensate or remunerate the state employee in compliance to section 20 (5-9) of the South African Schools Act, No 84 of 1996 (www.gov.za as accessed 10 June 2016).

Section 39, (1- 3) of South African Schools Act No. 84 of 1996 empowers the school governing bodies to determine the amount of school fees to be charged and exempt parents who are unable to pay school fees. School governing bodies gave parents' total, partial or conditional exemption by using equitable criteria and procedures. The school governing body should draw up a budget for the school and implement the resolution taken at the annual parents' meeting. School fees and voluntary contributions are to be paid into the school bank account and be used for the benefit of the school. The school governing body is empowered to keep financial records and administer them. Voluntary contributions should be paid into the school fund. The school governing body is to keep records of funds received by the public school. It is also to draw annual report and present it at the annual parents' meetings. The annual financial statements are to be drawn up in accordance with the financial guidelines. The school governing body may enforce the payment of school fees by parents. Parents are encouraged to make financial contributions to school development (Ngwenya, 2010: 27; Epstein, 2011: 326).

Section 39, (1-12) of the South African Schools Act No.84 of 1996 provides for the school governing bodies to charge school fees on condition that the resolution has been adopted by a majority of parents attending the meeting to discuss school fees. The resolution should also provide the amount of fees to be charged and equitable criteria and procedures for the total, partial or conditional exemption of parents who are unable to pay school fees. The school governing body should implement the

resolution adopted at the meeting. No public school may charge registration and administration fees (www.gov.za).

Section 42,(a-b) of South African Schools Act, No 84 of 1996 empowers the school governing bodies to spent monies from school funds, school assets, liabilities and financial transactions carefully. At the end of financial year, the school governing body should draw up financial statements in accordance to the guidelines of auditing (www.gov.za).

Section 43, (1-2) of South African Schools Act, No 84 of 1996 empowers the school governing body to appoint a registered auditor in terms of the Auditing Profession Act No 26 of 2005 to audit school records and draw up annual financial statements. The school governing body may also appoint a qualified person to perform the duties of an accounting officer in terms of section 60 of the Close Corporation Act No.69 of 1984. Section 43 (5-6) allows the school governing body to make financial statements available for inspection and submit audited statements to the Head of Department of Education (www.gov.za).

Section 40 (1-3) of the South African Schools Act No.84 of 1996 makes parents liable to pay the school fees as determined by parents at the meeting. The school governing body may exempt the parent from payment of school fees after considering all factors relating to the incapability of the parent to pay. The school governing body should set targets as far as school fees payment is concerned. Payment of school fees is central to school improvement and that is where the school governing body may prove to be effective. It is supposed to encourage parents to pay school fees. Payment of school fees lends credibility to the school governing body and may be linked to its effectiveness (www.gov.za).

The South African Schools Act No. 84 of 1996, section 20 (2) allows the school governing body to use the facilities of the school for community, social and school fund-raising purposes subject to such reasonable and equitable conditions which may include the charging of a fee or tariff which accrues to the school fund. Section 36, (1-5) of South African Schools Act No. 84 of 1996 empowers the school governing body of a public school to take reasonable measures to supplement the resources of the

school through other means, such as fundraising. The school governing body may raise additional funds in order to improve quality of teaching and learning in the school. The school governing body may lease land and convert immovable property of the school in order to supplement school fund. The school governing body may allow any person to contract business on school property with the approval of the Member of the Executive Council to supplement the school fund. The school governing body should promote high standards of achievement through the payment of school fees. The payment of school fees is to be seen as central to realize the purpose of school improvement, strategic direction, and accountability and to be used to shape the vision and direction of the school (www.gov.za as accessed 10 June 2016).

3.4.4 Admission policy

According to section 5, (1) of the South African Schools Act No.84 of 1996, the school governing bodies should formulate admission policies that should not be discriminatory and in accordance with the Constitution of Republic of South Africa Act No. 108 of 1996. Section 5 (2) of the South African Schools Act No.84 of 1996 makes provision that no school governing body of a public school may administer any test related to the admission of a learner to a public school. According to section 5 (5), of South African Schools Act, No 84 of 1996, the admission policy of a public school is determined by the school governing body of such a school. Section 5 (3) (a-b) indicates that no learner should be refused admission to a public school on the grounds that his or her parents have not paid school fees, have not subscribed to the vision and mission statements of the school or have refused to enter into contract in terms of which the parents waives any claim for damages arising out of the education of the learner (www.gov.za).

Section 5 (9) of the South African Schools Act No.84 of 1996 stipulates that learners should be admitted on an equitable manner, there is no unfair discrimination to learners, admission is kept fair and recognition is given to diversity of language. The admission policy is drawn up with the purpose of recruiting and selecting learners who may help the school to improve school performance and achieve its vision and mission statements. Any learner or parent of a learner who has been refused admission to a public school may appeal against the decision to the Member of the Executive Council.

If an application is refused, the Head of Department of Education should inform the parent in writing, through the school governing body, the reasons for refusal. Physical, psychological and mental development of the learner should also be taken into consideration (Ngwenya, 2010: 25).

3.4.5 Freedom of conscience and religious observances

According to section seven of the South African Schools Act No.84 of 1996 religious observances may be conducted at the public school under the rules issued by the school governing body. The school governing body draws up policies for freedom of conscience and religious observances. The religious observances must consider the constitution and any applicable provincial laws and should be conducted on an equitable basis. To attend religious observances should be free, equitable and voluntary to the learners and staff members. Religious observances should be fair and just. The school governing body is expected to draw up guidelines on how religious observances are to be conducted. The religious observances are to be accommodative, sensitive and conducted in an equitable manner. All religious observances should be treated equally. All stakeholders should be given equal treatment before the laws of the country. The school governing body should respect individuality, diversity and confidentiality of its members so that they can function effectively as a team. Religious observances should be free and voluntary and no one should be forced to observe one religion at the expense of others (www.gov.za).

3.4.6 Voluntary services

Section 20 (1)(h) of the South African School Act No. 84 of 1996 empowers school governing bodies to encourage learners, non-teaching staff and educators to render voluntary services to the school. The school governing bodies are encouraged to inspire educators, school governors and non-teaching staff to voluntarily contribute towards the development of the school in general. Section 20 (2) of the South African Schools Act No 84 of 1996 provides for school governing bodies to voluntarily allow the reasonable use of the school facilities for fundraising purpose. Members of the community are allowed to volunteer in raising funds for the school by using school premises. Parental volunteerism plays a pivotal role in the teaching and learning

situation. The school recruits and encourages a variety of parents to volunteer in school matters. Parents are acknowledged and their contributions are welcomed. Section 20 (3) of the South African School Act No. 84 of 1996 provides the school governing body with powers to join a voluntary association representing school governing bodies of public schools for skill development and strategic planning (www.gov.za).

3.4.7 Appointment and staff development

South African Schools Act, No 84 of 1996, section 20, (1)(i-j) empowers the school governing body to recommend to the Head of Department of Education the appointment of educators and non- teaching staff. The recommendations should be done in terms of Employment of Educators Act, No 76 of 1994, Public Service Act, 1994 and Labour Relations Act, No 66 of 1995. Section 20 (1) (jA) of the South African School Act No. 84 of 1996 empowers the school governing body to advertise the posts within the time frames contemplated in section 6 (3) (l) of the Employment of Educators Act No. 76 of 1998, making recruitment and selections according to guidelines and procedures of selecting suitable staff members. The school governing body is empowered to establish interviews and selection panels (www.gov.za).

South African School Act, No 84 of 1996, section 20 (4-11) empowers school governing bodies to establish posts, subject to Labour Relations Act No. 66 of 1995 and any other applicable law and to employ staff additional to the establishment. Such posts are to be approved in terms of applicable laws by the Member of the Executive Council. The additional staff should be employed in compliance with section 195 of the Constitution of South Africa Act, No. 104, of 1996. Section 20(8) (a-d) of South African School Act, No 84 of 1996 stipulates the factors that need to be considered when making appointments, including but not limited to ability of the candidate, principle of equity, the need to redress past injustices and the need for representivity. The school governing body should provide sufficient details of any envisaged estimated costs relating to the employment of the staff in such posts. The state will not be liable for any act or omission by the school governing body relating to its contractual responsibility as the employer in respect of staff employed (www.gov.za).

According to South African School Act, No 84 of 1996, section 20 (1) (f) school governing body is empowered to determine times of the school day consistent with any applicable conditions of employment of staff at the school. Section 20 (1) (g) of South African School Act, No 84 of 1996 empowers the school governing body to administer and control school property, buildings and school grounds as well as hostels. The power should not hamper the implementation of a decision made by the Member of the Executive or Head of Department of Education in terms of any law or policy (www.gov.za).

3.4.8 Allocated functions of school governing bodies

Section 21(1-6) of the South African Schools Act No. 84 of 1996 makes provision for the school governing body to apply to the Head of the Department of Education in writing to be allocated the power to maintain and improve school property, buildings, school grounds, determine extra-curricular activities, choice of subjects, purchase text books and educational material, pay services to the school and provide adult basic education and offer a training class. It means these functions are not given by virtue of being a school governing body. The school governing body that is applying for such functions should satisfy particular requirements and certain benchmarks. The Head of the Department of Education may approve or disapprove such an application. The application should be in writing. The Head of the Department of Education may also withdraw the permission to carry out such functions. Section 21 (2) of South African Schools Act No 84 of 1996 stipulates that the Head of Department may refuse an application if he or she is convinced that the school does not have the capacity to perform such functions effectively. The school governing body should show commitment and ensure that it carries out such an allocated function well. School governing bodies gain effectiveness through training and exposure over a period. It is to be given an allocated function provided it fulfils certain conditions and applies for it (Xaba & Ngubane, 2010: 140).

Some of the allocated functions will be discussed below.

3.4.8.1 Maintenance of school buildings

Section 21(1) (a) of South African Schools Act, No. 84 of 1996 empowers the school governing body to do maintenance of school buildings and improve property of the school, school grounds and school hostels, if applicable. It differs from section 20(1) (g) of South African Schools Act, No. 84 of 1996, which is more concerned about the administration and control of school property. In that instance, the functions go beyond mere control and administration of school buildings. The school governing body is to show moral responsibility and ensure that the school buildings and school grounds are well maintained in order to prevent anyone from being injured at the school (www.gov.za).

3.4.8.2 Purchase of textbooks and educational materials

The school governing body may also apply to purchase of textbooks, educational materials and school equipment and pay for services rendered to the school. The said functions are reflected by section 21(1) (c) of the South African Schools Act No 84 of 1996. It stipulates that school governing body should purchase textbooks, educational materials or equipment for the school. The school governing body is expected to be accountable and transparent in the implementation of important allocated functions. The school governing body should ensure that the imbalances of the past in so far as purchase of textbooks is concerned are addressed accordingly. The school governing body operates in the legal framework as stipulated in the Constitution of South Africa Act, No. 104, of 1996 and South African Schools Act No 84 of 1996 (www.gov.za).

The South African Schools Act, No. 84 of 1996, section 21(1) (d) empowers the school governing body to pay for services to the school and purchase textbooks and other educational materials (www.gov.za).

3.4.8.3 Adult education

Adult education is one of the allocated functions of the school governing body. Section 21(1) (dA) of South African Schools Act of 1996 makes provision that the school governing body may provide an adult basic education and training class or centre,

subject to any applicable law or other functions consistent with the South African Schools Act of 1996. It has a broad interpretation. It means the school governing body is also empowered to provide adult education in its institution to help adults under its powers. Learning is regarded as lifetime process (www.gov.za).

3.4.8.4 Extra-curricular curriculum

According to section 21 (1) (b) of South African Schools Act No.84 of 1996 the school governing body may determine the extra-mural curriculum of the school and choice of subject options in terms of provincial curriculum policy. Time and timetables should be in accordance with the guidelines of the affected provincial laws (www.gov.za as accessed 12 June 2016).

3.4.8.5 Pay services to the school

Section 21 (1) (d) of South African Schools Act No.84 of 1996 states that the school governing body may apply to the Head of Department of Education to pay for services to the school. The application should be in writing. If the Head of the Department of Education is satisfied that the school governing bodies have capacity to perform such functions effectively, it will approve such applications. But it should be reasonable and equitable in doing so. If approved, the school governing bodies will be given extra funding to pay its service providers directly (www.gov.za).

3.4.9 Withdrawal of functions from school governing body

Section 22(1-5), of South African Schools Act No.84 of 1996 empowers the Head of the Department of Education to withdraw, on reasonable grounds, any such a function contemplated in section 21 of South African Schools Act No.84 of 1996, from the school governing bodies.

Section 22 (3-5) (a-c) makes provision, in case of urgency, that the Head of Department may act without prior communication to such school governing body, if the Head of Department thereafter furnishes the school governing body with reasons for his or her actions and gives the school governing body a reasonable opportunity to

make representations relating to such actions and duly considers any such representations received. The Head of the Department of Education duly considers any such representations. If the Head of the Department of Education has sufficient reasons, it may reverse or suspended his or her actions (www.gov.za).

Literature review pointed out that sections 22 (5), of South African Schools Act No.84 of 1996 stipulates that any person aggrieved by a decision of the Head of Department may appeal against the decision to the Member of the Executive Council (www.gov.za).

3.5 THE PERCEPTIONS OF PRINCIPALS ABOUT EFFECTIVENESS OF SCHOOL GOVERNING BODIES

This study focuses on exploring the perceptions of secondary schools principals about effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District. In the discussion of this section, the literature dealing with perceptions of principals in South Africa about effectiveness of school governing bodies has been explored. The perceptions of principals were unpacked into subheading to facilitate articulation and flow of arguments.

3.5.1 Ineffective in the townships

According to the literature review, principals perceived school governing bodies as ineffective especially in the township schools. Principals felt that most school governing bodies could not carry out their functions well due to high rate of illiteracy and lack of understanding of their functions, roles and responsibilities. Principals felt that school governing bodies were overburdened with their functions as 34, 4% of the population had no formal education as compared to members of school governance in the UK who had over 90% literacy. Principals stated that statistics showed how advanced the education system of the UK was in comparison with South Africa (Manwadu, 2010: 17; Scott, 2012:1).

The literature review highlighted that principals perceived that members of the school governing body could not fulfil school governance strategies as outlined in the Act due

to poor training and experience (Manwadu, 2010: 17). School governing bodies were expected to be accountable and responsible for good governance of the school in terms of section 16, (1-7) of South African Schools Act, No 84 of 1996. Section 16 (1-2) of South African Schools Act, No 84 of 1996 stipulates that governance of every public school is vested in its school governing body which stands in a position of trust towards the school.

3.5.2 Lack of interest

Principals perceived that members of the school governing body showed little interest in school governing body activities. They cited a high rate of absence from school governing body meetings as an example. Most school governance activities were done by principals. Section 7, (1) (f) of Education Amendment Act No 24 of 2005 limits the school governing bodies to recommendations of the appointment of staff. It empowers the Head of the Department of Education to appoint staff, despite the order of preference given by the school governing body. Any suitable candidate on the recommended list by a school governing body may be appointed.

3.5.2.1 Lack of influence

The school governing body has limited influence on how many staff members should be employed by the school under its control. In the UK, the school governing body determines its post establishment without the influence of the government. Section 1 (c) (i) of Employment of Educators Act No.78 of 1998 made provision for the Education Labour Relations Council and the school governing body to determine the post establishment of schools in the UK. Thus, school governing bodies in the UK enjoy more powers and responsibilities than South African school governing bodies (Tshabalala, 2013: 72; Clen-Hayes et al., 2014: 147).

3.5.2.2 Passive participants

Principals perceived school governing bodies as merely passive participants. The national or provincial Department of Education decides what was to be bought. The school governing body is seen as a corporate owner of the school property,

responsible for maintenance and development of site and buildings. The school governing bodies are to maintain an efficient and justifiable admission policy. However, principals stated that the national or provincial Department of Education has the final word. They are also responsible for the budget, monitor and report to the Department of Education on their custody of revenue and capital resources. (Tshabalala, 2013: 72; Clen-Hayes et al., 2014: 147).

Dauids (2011) found in his study that most members of the school governing body did not attend meetings regularly. Minutes were never up to date unless the principal took it upon himself or herself to ensure adequate record keeping. Principals stated that most members of the school governing body did not attend workshops and training, which weakened the performance of the school governing body. Principals alleged that members of the school governing body failed to be engaged in purposeful activities and create environment of teaching and learning in the school. Principals felt that most members of the school governing body shied away from participation and lacked skills in decision-making. Buildings were dilapidated and poorly maintained. School governing bodies did not promote the interests of the communities around their schools (Dauids, 2011:37).

3.5.2.3 Poor administration and maintenance

Principals perceived the school governing body as failing to administer and maintain school buildings as stipulated by section 20 (1) (g) of South African Schools Act No 84 of 1996. Many school governing bodies failed to raise enough funds in order to maintain school buildings and school premises especially in the townships. Most schools were dilapidated in townships and rural areas. Principals felt that the South African Schools Act No 84 of 1996 decentralized certain functions of the school governing body and the latter functions as a mere rubber stamp. School governance may be understood within the context of the devolution of decision-making as an authority from the democratic base and is seen as a vehicle for furthering the democratic values and principles of the nation, committed to upholding human rights, promoting individual liberty, supporting the idea of participation of all decision-making strategies and maintaining equity. The South African Schools Act No.84 of 1996 increased the spirit of accountability and transparency on all matters pertaining to

school governance. The school governing body is responsible for the supervision of the buildings, sites, fencing and other accessories of the school (Ngwenya, 2010: 44-45; Madue, 2011: 13).

3.5.2.4 Poor reporting

Principals perceived that the school governing body had a limited contribution towards the compilation of the annual report and its presentation at parents' meetings. Principals felt that in most cases professional staff had to prepare annual report for parents' meetings under the supervision of the principal. The school governing body was to establish, control and administer any school fund subject to the regulations regarding school funds. It was to ensure that annual reports for the parents, income and expenditure statements for the previous year and a budget for the New Year were compiled. The annual report is to be presented at the general meeting of the parents (Manwadu, 2010: 18).

The principals criticized the composition of the school governing bodies in South Africa. Parents as elected members were in the majority but were dominated by teacher representatives who labelled them as illiterate and not knowledgeable in school matters. The principal as an *ex-officio* member was rendered impotent as he or she had no voting rights. That created tension between the principal and teacher representation. Parents felt helpless and intimidated and preferred to stay away from meetings rather than embarrass themselves. In the UK there were representations of the local business community in the school governing bodies. There is no local business representation in the case of South African school governing bodies so it cannot always raise enough funds for sustainability. The learner representation is from the age of 18 years in the UK whereas in the case of South Africa, age is not considered as long as a learner was in the eighth grade, in terms of section 23, (2) (d) of the South African Schools Act No.84 of 1996. The principals perceived the inclusion of the learner as from eighth (8) or higher as unsuitable as such learners may be immature learners, a situation which sometimes forced members of the school governing body to take ill-advised decisions. Both school governing bodies had a co-option clause. Members of the community may be invited to serve on the school governing body and perform its functions as co-opted members; however they have

no voting right. Lack of voting rights discouraged skilled and knowledgeable people to serve on the school governing body (Davids, 2011: 19; Couchenour & Chris, 2014: 205).

3.5.3 Powerless

According to literature, principals perceived the school governing body as powerless as it may only make recommendations in so far as appointments and dismissal of staff members were concerned. It was seen to be a mere rubber stamp as the final word was with the Department of Education. The failures of the school governing body to implement its functions created conflict amongst its members. Principals felt that the school governing body failed to provide clear policies, development, distribution, and utilization of resources, accountability and responsibility towards school development. The school governing bodies are expected to encourage the participation of parents and address gender issues, curriculum choice and learning activities, such as cultural, social and sporting activities in the school. But in many instances, they fail to fulfil responsibilities and functions and are perceived as ineffective and inefficient by principals (Taylor & van der Berg & Mabogoane, 2013: 10).

Principals perceived certain clauses in the South African Schools Act No 84 of 1996 as ineffective. Section 39, (6) of South African Schools Act No 84 of 1996 prohibited the school governing bodies to charge any registration fee, administration fee or any other fee except school fees. Principals felt that the clause limited and weakened the powers and functions of the school governing bodies to raise school funds. Principals further felt that school governing bodies were disempowered by the said laws when it came to enforcement of the payment of school fees. Section 41, (7) of South African Schools Act No 84 of 1996 prohibits school governing bodies of depriving a learner from participation in any school programme due to non-payment of school fees by the parent. The learner may not be victimized in any manner, verbally or non-verbally, or denied access to cultural, sporting, social activities and the nutrition programme of the school by the school governing body. That rendered the school governing body helpless in South Africa whereas in the UK, the school governing body was empowered to take any decision in so far as fundraising was concerned (Nyaegah, 2013: 4).

According to literature review, principals felt that the school governing body was not using its discretionary powers to the full. Section 6 (2) of South African Schools Act No 84 of 1996 empowers the school governing body to determine the language policy of the school. Instead the school governing body used that clause to exclude certain racial groups on basis of language, such as in the case of the Mikro Primary School in which the school governing body refused 40 English-speaking learners admission due to the school's language policy. Section 9 (1) of South African Schools Act No 84 of 1996 empowers the school governing body to suspend a learner and enforces disciplinary measures against the learner. Principals felt that many learners misbehaved at school due to the failure of the school governing body to carry out appropriate disciplinary measures. When they did take disciplinary measures, they fail to follow proper procedures and failed to expel or suspend the learner accordingly. School governing bodies were poorly motivated to join the voluntary association representing school governing bodies of public schools as stipulated by section 20 (3) of South African Schools Act No 84 of 1996. Principals felt that school governing bodies were not following legislation with the view to school development and improvement (Evertson & Emmer (2013: 164).

3.5.3.1 Leadership crises

According to the literature review, principals perceived professional leadership and shared vision as the cornerstones of school effectiveness but there was no or limited signs of leadership on the part of school governing bodies. Principals perceived school governing bodies as lacking vision and consistency. The prime purpose of both school governing bodies and professional leadership was to ensure that there was effective teaching and learning. Effective leadership should exercise a powerful influence on professional and governance leadership. The school governing bodies were meant to empower rather than to be autocratic and respond to new situations. The school governing bodies had failed in many instances to show leadership in governance (Madue, 2011:20; Panigrahi, 2012, 18; Taylor et al., 2013: 104).

Principals perceived school governing bodies as a source of problems in the schools with the support of the teacher representations. Section 20 (1)(a) of South African Schools Act No 84 of 1996 promotes the best interests of the school, supports the

staff and strives to ensure school development through provision of quality education for all learners at the school. School governing body members are expected to support the school in the climate of mutual trust. It should enhance achievement through governance skills, assess the progress of the school, practice the dialogue of accountability and promote economic growth (Taylor et al., 2013: 104).

The literature review highlighted that school governing bodies should foster human development, promote independence, create better balance, reduce conflict and create self-confidence amongst adults through adult education. Members of the school governing body should foster independence within groups, build capacity and promote the culture of teaching and learning among adults. They should develop effective leadership skills in order to run the school governing bodies effectively with due accountability and responsibility. Principals felt that members of the school governing body did not reduce conflict and created self-confidence but fueled internal conflict among themselves and other stakeholders (Sepuru, 2010: 43; Tshabalala, 2013: 648).

Principals perceived that school governing bodies were ineffective, as parents were not elected to school governing bodies because of expertise and knowledge. Parent comprised mostly nonprofessionals who were not knowledgeable about the roles and functions of the school governing body. Principals stated that parents were seldom accountable to the teaching profession and the community. They struggled to draw up a vision and mission statement for the school. Principals felt that members of the school governing bodies were favoured by the government but knew very little about school governance. Principals questioned the credibility and leadership of school governing bodies in the running of schools (Makworo, 2013:1)

3.5.3.2 Lack of interest in learning/ Lack of skills

The principals pointed out those members of the school governing body were not willing to learn in most cases; hence, they remained ineffective and inefficient. South African Schools Act No 84 of 1996, section 19 (1)(a-b) makes provision for the introductory training of newly elected members of the school governing body to enable them to perform their functions; continuing training is necessary to promote effective

performance of their functions. Principals complained that members of the school governing body did not attend training sessions and were regularly absent from school governing body meetings. Level of education and illiteracy debarred them fulfilling their potential. They needed positive reinforcement of skills in order to communicate well. That involved active listening, paying attention to emotional aspects and making effective decisions. Principals felt that strategic planning may help the members of school governing body to develop vision, mission and determine critical success factors as far as financial management was concerned. Efficient and effective operations were important to good financial management. There should be monthly monitoring of school funds. The school governing body should draw up a budget policy and be monitored consistently. There should be good use of all available resources to achieve the best possible educational outcomes. The school governing body should provide excellent value for money through careful financial planning and effective use of funds. Efficient financial controls should be put in place and should promote quality of education in relation to the school's context and income to keep abreast of developments (Taylor et al., 2013: 104).

According to the literature review, principals felt that school governing bodies were ineffective as they had few skills in so far as financial management was concerned, yet they were expected to manage school funds. They depended on a few influential individuals in the school governing body, who misled them from time to time. Most the monies were not used well for the benefit of the school as members of the school governing body lacked supervision and monitoring skills in financial matters. They struggled to monitor the use of school funds and relied on the guidance of the principal or an influential educator (Xaba & Ngubane, 2010: 143).

According to the literature review, principals criticized school governing bodies for ineffective time management and how to handle meetings. Principals questioned the good relationship between teaching staff and school governing bodies. There was a lack of clear-cut mission statements, vision, lack of commitment and defined goals. School governing bodies communicated poorly with principals and staff members. There were cases of lack of experience, lack of capacity and improper control of finances. School governing bodies lacked the ability to take appropriate steps to prevent irregular or wasteful expenditure. The principals felt that school governing

bodies were not in a position to draw up a budget, keep records and draw up annual financial statements in accordance with guidelines. Principals stated that they drew up financial statements on behalf of school governing bodies and in some instances presented the annual report at parents' meetings (Ngubane, 2010: 140; Davids, 2011:34).

Principals stated that school governing bodies lacked skills to perform their duties and were unwilling to share responsibility. They were poorly trained on how to manage conflicts in school situations and to monitor school activities (Davids, 2011:36).

3.5.4 Poor implementation

The literature review highlighted that principals perceived school governing bodies as not implementing admission policies correctly. They used admission policies as a means of exclusion of learners. Principals cited the Mikro Primary School court case as an example of exclusion. The admission policy is an outstanding function of the school governing body to be drawn up within the framework and guidelines of the Constitution of South Africa. The principles of inclusion, equity and redress were used to select the best learners who can contribute to school improvement. But the admission policy was not to be used by the school governing body to circumvent government policies of inclusivity or maintain its culture and standards. The school governing body was supposed to determine the admission policy of the school in the interest of the nation as stipulated in the Constitution of South Africa Act No. 104 of 1996 and other related laws (Ngwenya, 2010: 25).

The literature review highlighted that principals perceived school governing bodies to be insensitive to the plight of other parents and learners and thus rendered the school ineffective. Principals cited the Mikro Primary School court case as an example of arrogance. The Director General of the Department of Education, Duncan Hindle, stated that the school governing body of Mikro Primary School had misused its functions and powers to exclude learners. Principals felt that admission policies created a situation whereby the school might recruit more learners and force school governing bodies to employ their own educators in order to cope with the number of

learners admitted to the school. The functions were to be exercised in a responsible and accountable manner (Taylor et al., 2013: 10).

According to the literature review, principals perceived the school governing body as less interested in entering into agreement with the school governing body association with the objectives to improve its performance. Section 19 (4) of South African Schools Act No 84 of 1996 empowers the school governing body to enter into agreement with the school governing body association with the objective of improving its performance. It requests the training of its members so that they may become effective and efficient in accordance with the needs of the clients. Members of the school governing body need certain basic knowledge and skills and assistance in the performance of their functions to be effective in particular situations. Training should be wide and include a range of practical and theoretical items. Initial training should be centred on relationships, situational analysis and participation in school management. Trainers may define areas of concern from time to time. However, absence of members of school governing body at the training sessions was common and weakened its effectiveness (Made, 2011:33).

3.5.4.1 Personal versus learner interest

The school governing body is guided by its admission policy to draw up the code of conduct for the learners. It uses appropriate behaviour as criteria for admission of learners to the school. If the admission policies are implemented well, it will improve school performance and indirectly prove the impact of the school governing body on school governance. That may be interpreted as the effectiveness of the school governing body regarding admission policies. The admission policy should serve the educational requirements of learners without discrimination. The school governing body is to promote the best interests of the school through its admission policy and regulations. Principals felt that members of the school governing body were promoting their personal interests at the expense of the learners (Ngwenya, 2010: 25; Mashaba, 2012: 17).

3.5.4.2 Religious observances

The literature revealed that religious observances may be destructive in schools that practice diversity. It may be difficult to practice religious observances fairly and at the same time have quality work done. Principals felt that clauses regarding religious observances were not applied correctly and effectively. They were misused in many instances and reflected weaknesses in governance. Broad policies on religion should empower principals, educators, parents and learners. Parents and religious organizations are very influential in the child's life. Parents have a legal obligation to ensure that their children attend school and can offer disciplinary back-up through religious support and morale and thus share accountability and management responsibilities (Clen-Hayes et al., 2014: 142).

Mashaba (2012: 127) argues that religion observances play an important role in the development of positive school discipline. Discipline does not happen by chance. Religious observances encourage some individuals to practice self-discipline as promoted by several religious organizations. Discipline should be planned and implemented in an organized manner. Mashaba (2012) states that religious policies should help individuals to understand what is meant by religion, encourage good behaviour, promote a positive learning environment, promote teaching and learning, reduce anti-social behaviour, determine rules and standards of behaviour for common activities and instill self-discipline and self-control.

The literature revealed that principals perceived school governing bodies as not implementing religion in accordance with the principle of fairness. Principals accepted religious observances in so far as creating an environment for good behaviour. Children were quick to spot unfairness and accepted punishment with good grace. Behaviour is a learned skill just as religious observance. School governing body members should establish good rapport through religious observances. Religious observances in some cases help to tackle social problems, reflect the aspirations of the society, set a clear vision for the school and develop self-determination, self-esteem and sound management. Religious observances should support an individual to become self-reliant, autonomous and live an upright life. Religion stresses social rights and equality, group cohesiveness, the importance of the common good, ethics

and civic engagement and creates a just society. Religious observances prevent risky behaviour and enhance moral issues. Principals felt that the school governing body failed to foster tolerance, moral responsibility and did not build common bonds amongst learners, parents and other stakeholders through the use of religious observances (Davids, 2011: 22).

3.5.5 Lack of resources

Section 20 (1) (jA), of South African Schools Act No 84 of 1996 empowers the school governing body to address the incapacity of a principal or educator to carry out his or duties effectively. Staff development is a process to improve the skills, attitudes and insight of the individual with a view to improved performance. The school governing body should make facilities and resources available to facilitate skill development of educators or augment staff development. It is meant to effect change, secure compliance and reduce deterioration and remind educators what they know but have forgotten. Educators need dynamic support, interest and mentoring. The school governing body is meant to maintain or improve skills and attitudes of staff members. It should show interest in the staff development plan and foster improvement by involving all stakeholders in decision-making. Principals felt that school governing bodies failed to expose educators to staff development (Ngwenya, 2010: 25-26; Panigrahi, 2012: 16-17).

Evertson and Emmer (2013:147) believe that the school governing body should provide staff members with adequate time for planning and training, establish policies that recognize and reward individuals for their efforts and demonstrate a commitment to lifelong professional teaching and learning. It should show support by viewing mistakes as opportunities for improvement rather than as justification for criticism. It should also create a climate for growth through goal setting and assessed progress. Staff development is to help staff members establish their own goals, receive deserved praise and respect, and instill confidence in staff members by delegating responsibilities and soliciting their opinions. It should encourage staff to make them available and encourage their willingness to compromise, accept suggestions and blame when things go wrong. Mutual respect, shared purpose, teamwork and agreed

roles are key areas that the school governing body should stress. Group performance is also encouraged as part of training.

3.5.6 Limited roles

The literature revealed that principals perceived the school governing body as an agent for implementation for the government. Principals felt that members of the school governing body play a limited role in the recruitment and selection of staff members. Staff selection is seen as a source of high performance. The school governing body should thus look for desirable attributes in staff and communicate requirements of the job to be done, the necessary skills and check thinking and attitudes. School governing bodies should share a sense of purpose, responsibility and accountability in that regard (Davids, 2011: 34; Musera, & Achoka & Mugasia, 2012: 112; Mashaba, 2012: 73).

3.5.7 Lack of appreciation

Lack of appreciation by members of the school governing body leads to poor voluntarism and concerns about the efficiency of the implementation of school governance strategies. Principals complained that members of the school governing body were not helpful with extra-curricular activities held on the school premises. Section 20 (1) (h) of South African Schools Act No 84 of 1996 encourages parents, educators and other stakeholders to render voluntary services in so far as extra-curricular activities. Extra-curricular activities boost the morale of the learners and require volunteers to assist with certain school activities. Indicators of high morale among education is contentment; disaffection, and widespread malaise indicate low morale related to stress and a lack of teamwork, productivity, community spirit and common sense reasoning. The morale of the educator who is involved in community activities is high compared to the one who is less involved in community activities. Educators should show an interest in what learners were doing. Educators draw the best out of the learners if both parties are involved in community activities. Lack of sense of purpose is primarily due to inadequate leadership. Educators should give learners proper guidance. The school governing body should encourage educators and other stakeholders to develop and should volunteer for community and school

activities. There should be an effort to build up and maintain partnerships based on knowledge of volunteerism. Principals felt that school governing body was not helpful in that area (Evertson & Emmer, 2013: 146).

3.5.8 Lack of inductions and mentorship

The literature revealed that principals perceived school governing bodies as neglecting their responsibility of inducting and mentoring new members and newly appointed staff. Section 19 (1) (a) of South African Schools Act No 84 of 1996 deals with introductory training for newly elected members of the governing body and newly appointed staff. The training unit of the school governing body is responsible for the induction and mentoring of new members. The principal also has a pivotal role in the induction of school governing bodies. The main purpose of induction is to accept the reality of the organization, deal with resistance to change, learn how to work realistically in the job, help both staff and school governing body members to achieve competence, understand reward systems, develop identity and become effective in school management and governance. It is also to transfer skills and loyalties to the school with the objectives of improving the school (Davids, 2011: 4; Makori & Onderi, 2012: 3).

Principals felt that the school governing body was not doing enough in mentoring and inducting its new members. Mentoring helped growth, commitment and development of mutual relationships and general development and provided feedback and monitoring support. The principals felt that the school governing body should manage effective induction and mentoring. Members of the school governing body should obtain vital information about the school through preparatory visits to the school and should identify the needs of the inductee, offer guidance, allocate promotions, create a communication network and expose an individual to the culture of the school. It provides information, supports personnel, considers alternatives and involves communities around it (Panigrahi, 2012: 17; Tshabalala, 2013: 74)

3.5.9 Lack of team spirit

The literature revealed that principals blamed the members of the school governing body for lack of commitment and poor school management. Section 16 (2) of South African Schools Act No 84 of 1996, placed the school governing body in a position of trust. Principals stated that members of the school governing body were not attending meetings regularly. The school governing body was expected to encourage the development of the natural aspirations of its members and staff. They should express commitment by doing well, showing a sense of group belonging and working hard towards the same goals. An offer of a job was not sufficient to secure commitment. To gain commitment involves active encouragement, support and open communication. Developing commitment is about articulating clear and realistic objectives, providing opportunities and removing barriers in order to achieve those objectives. It also involves developing a sense of purpose and identity in staff within the workplace so that they feel their contribution is essential, unique and important. Educators should be seen as human resources to be managed. The school governing body should know which jobs need to be done and what sort of person is needed to carry out a particular job. School governing bodies should work hand in hand with the principal as an adviser. The principal is a position to brief them what should be done and how it should be done in terms of the laws of the country. Principals felt that it was difficult to advise members of the School Governing Body who seldom attended meetings (Davids, 2011:4; Taylor et al., 2013: 104).

According to the literature review, principals perceived members of the school governing body as ineffective as they could not support principals and staff as expected in school activities and fund-raising. They regarded lack of support as a weakness of the school governing body. School governance is about providing the principal, staff members, learners and other stakeholders with support, guidance and directives and ensuring the devolution of responsibilities to individual members of the school governing body through policy formulation. School governing bodies should be ruling with authority, maintaining control, influencing decisions and upholding legitimacy and transparency in decision-making. Principals were concerned with the structures, the process of decision-making and the promotion of the interests of the school in the community. Support from members of the school governing body was

openly absent, making the body ineffective and lame in decision-making (Boshego, 2012: 41; Taylor et al., 2013: 104).

3.5.10 Textbooks and resources

Principals blamed the school governing body for the late arrival of textbooks at the schools. Principals alleged that in most instances members of the school governing body clashed over which service provider should supply the school with textbooks. They misused their powers for personal interests. The South African Schools Act No 84 of 1996, section 21 (1) (c) empowers the school governing body to purchase textbooks and educational materials for the school. Section 247 of the South African Constitution Act, No 104, of 1996 makes provision for active participation of parents, learners, educators and members of the community, non-teaching staff and other stakeholders in the school governance. The school governing body has been mandated to formulate and adopt policies that will serve as guidelines on how procurement of textbooks should be done. The school governing body should promote the best interests of the school and ensure learners receive the best education possible by offering the best textbooks and educational materials. The textbooks selected should cater for cultural diversity of all citizens, aspirations of the parents and learners, ambitions, human rights, equality, individual liberties and moral values of the community. Great consideration should be taken when choosing the textbooks. Textbooks arrived late due to the failure of the school governing body to follow guidelines and procurement procedures (Tshabalala, 2013: 648; Mogale, 2014:119).

The cost of textbooks lost annually due to negligence or poor retrieval rates runs into thousands of rands in South Africa. It was alleged that management systems were not working effectively. Each school was to draw up a strategy on how to retrieve textbooks. Each school required policies for the retrieval of textbooks from learners and educators who migrated or quit the system. In some schools, there were no records of retrieval available. Each school was supposed to have a compulsory retrieval policy. At this moment, the retrieval exercise is left to the discretion of the school. The retrieval policy is not enforceable by law. Poor retrieval of textbooks is seen by principals as a failure of the school governing body to draw up necessary school policies (Davids, 2011:31; Taylor et al., 2013: 11; Tshabalala, 2013: 648).

According to the literature review, the principals perceived that the late arrival of textbooks at some schools was due to the ineffective functioning of school governing bodies. Principals cited the Limpopo textbooks saga that took place in 2012 as an indicator of the ineffectiveness of school governing bodies. Members of the school governing body were not available during the crisis revolving around the late arrival of textbooks; principals and the Minister of Basic Education had to face the problem (Molefe, 2012:1).

In the case of non-section 21 schools, the school governing body does not play any role directly in purchasing of textbooks. It works as a rubber stamp on the decisions of the Department of Basic Education. However, principals felt that the school governing bodies had failed to make the Department of Education accountable for the late arrival of textbooks. According to section 21 (1) (c) of South African Schools Act No 84 of 1996 textbook procurement is under the administration of the Learner Support Material Team (LSMT) who acts on behalf of the Department of Education. Schools attended books displays and were given a paper budget that was used for purchase of textbooks. The order was placed on the basis of the paper budget that was dependent on the number of learners. The Department of Education purchased textbooks and stationery from the suppliers on behalf of schools. The financial control of the school governing bodies was alleged to be poor and some school governing bodies were seen to be incompetent. Section 21 schools should be trained in terms of the Public Finance Management Act of 1999. The schools in this category were expected to issue quarterly reports to the Executive Authority in order to facilitate performance, monitoring, evaluation and corrective actions (Tshabalala, 2013: 648).

3.5.11 Infrastructure and maintenance

The school governing bodies were reputed to fail to replace broken windows, doors and locks, repair classrooms and playground equipment, paint small areas, fix leaks, replace lighting, mow school lawns, trim bushes and inspect heating and cooling systems. Some tasks should be done regularly: fix minor plumbing problems, make minor electrical repairs, replace fuses and regularly monitor school buildings. Good maintenance prevented deterioration of the buildings. Preventative maintenance programmes often required extensive data on the facility to carry out appropriate

servicing. The school governing body should identify areas that needed immediate attention and correct deficiencies. Principals felt that school governing bodies lacked the capacity and funds to maintain school building (Levin, 2013: 77; Tshabalala, 2013: 648).

3.5.12 Conflict resolutions

The literature revealed that principals felt that the school governing bodies lacked the ability to bring together parents and arouse the spirit of participation among parents. The school governing body should motivate parents to develop sound parenting skills in the interests of the school in the long term. Through parent involvement parents gain expertise and develop organizational skills. They became key decision-makers that restore public confidence as parents show ownership of the schools. In many cases there was poor turn-out of parents at parents' meetings (Sepuru, 2010: 43; Tshabalala, 2013: 648).

3.5.13. Educational inequality

The literature review highlighted that apartheid bequeathed the legacy of educational inequality. Resistance to apartheid spawned a rich repertoire of ideas and approaches to the transformation of adult education. People should be educated and thus adult education becomes a key route to redress the imbalances of the past. The school governing body should reflect parents' increasing desire for participation and partnership in the running of the school. Parents should be open-minded and be encouraged to develop skills. Principals felt that there is still inequality in education and the school governing body is doing very little to improve the situation (Sayed, 2013: 237).

3.5.14 Decision-making and school governance

School governing bodies were to draft and approve the vision and mission statement of the school and draw up a code of conduct for its members and learners. School governance included the legal system for making authoritative decisions. School governing bodies were charged with the responsibility of decision-making. The

establishment of school governing body was an effort to improve school governance in general through rational management techniques. It was a matter of local control. Members should have a clear understanding of formal governance structures as well as the system for controlling and managing the schools. School governance was the exercise of public authority to achieve common goals and common good as determined by democratic principles. It was a dynamic process. School governance relied on public dialogue to achieve consensus around common interests. School governance was to deal with sustainability of good behaviour, reduce complacency and maintain positive climate for teaching and learning in the school (Evertson & Emmer, 2013:147).

According to the literature, the principals perceived the school governing body as a failure in so far as fundraising was concerned. According to section 20 (2) of the South African Schools Act No.84 of 1996, the school governing body was expected to raise funds by allowing reasonable use of the school facilities. The school governing body was expected to supplement the resources supplied by the state in order to improve the quality of education. Nevertheless, most school governing bodies failed to fundraise and supplement the resources (Mashaba, 2012: 24; Couchenour & Chrisman, 2014: 205).

3.5.15 Professional versus school governance

The literature review highlighted that principals perceived that members of the school governing body concentrated on professional matters rather than school governance matters. They did not clearly differentiate between school governance and school management. The term management can be traced from Latin word, to manage, which means to control and steer a horse. The Dutch used the word, *stuurman* while Afrikaans used "*bestuur*." The connotative meaning is to "lead, guide with certain objectives" and give guidelines. Management is a way of getting things done through and with people. Management included regulative tasks or actions by a person or body in a position of authority in a specific field or area of regulation. Team effectiveness and team building were related to effective management. Management was referred to as the accomplishment of work by people committed to interdependence with the aim of analyzing their activities, allocating resources and enhancing relationships in a

team to improve efficiency and effectiveness with a commitment to group performance. The relationship of trust laid the foundation for the balance of power between the school governing body and the school management team. The school governing body was to display vision and leadership in school development and improvement. It was to demonstrate its ability to transform school governance and optimize the participation of all role-players in order to afford every learner the opportunity to access quality education. Principals felt that school governing body did not ensure that quality education was provided in schools through staff development (Epstein, 2011: 324-325; Davids, 2011: 34).

The literature review pointed out that principals perceived the school governing body as interfering in professional matters and rendering its members ineffective as they could not compete with professional staff in teaching and learning matters. Section 16, (1-7) of the South African Schools Act No. 84 of 1996 differentiates between school governance and school management as two separate activities. According to section 16(1) of South African Schools Act, No 84 of 1996, the governance of every public school is vested in its school governing body. Section 16A (2) (a-g) of the South African Schools Act No. 84 of 1996 stipulates that the professional management of the public school is the responsibility of the principal under the authority of the Head of the Department of Education. Management refers to the day-to-day organization of teaching and learning activities. The principal and educators are responsible for the professional management of the schools. Management is understood as carrying out agreed policies. School governing bodies are not involved in the day-to-day running of the school. They cannot deal with learning materials, teaching methods or classroom assessment. The school governing bodies are responsible for making school policies and ensuring that they were implemented by the professional management of the school. The school governing body has the legal capacity and performs its functions and responsibilities effectively if it is skillful and knowledgeable in school governance. School governing bodies help schools resolve their problems, challenges and realize school effectiveness. School governing bodies create partnerships with communities in order to build an effective teaching and learning climate in the schools under their control. It is the responsibility of school governing bodies to ensure that schools are governed. Principals alleged that school governing

bodies were interfering with the day-to-day running of schools and neglecting their governance responsibilities (Davids, 2011: 4; Clen-Hayes et al., 2014: 141).

3.5.16 Poor training and experience

Principals perceived members of the school governing body as ineffective as they could not realize school governance strategies as outlined in the Act due to poor training and inexperience. The school governing bodies were to be accountable and responsible for good governance of the school in terms of section 16, (1-7) of South African Schools Act, No 84 of 1996. Section 16 (1-2) of South African Schools Act, No 84 of 1996 stipulates that governance of every public school is vested in its school governing body and it stands in a position of trust towards the school. Principals stated that members of the school governing body showed little interest in school governing body activities. Most school governance activities were carried out by principals and staff. Section 7, (1) (f) of Education Amendment Act No 24 of 2005 limits the school governing bodies to recommendations with regard to appointment of staff. It empowers the Head of the Department of Education to appoint staff, despite the order of preference given by the school governing body. Any suitable candidate on the recommended list by a school governing body may be appointed. The school governing body has limited influence on how many staff members the school employed. In the UK, the school governing body determines its post establishment without the influence of the government. Section 1 (c) (i) of Employment of Educators Act No.78 of 1998 makes provision for the Education Labour Relations Council and the school governing body to determine the post establishment of the school in the UK. Thus, school governing bodies in the UK have more powers and responsibilities than South African school governing bodies (Tshabalala, 2013: 72; Clen-Hayes et al., 2014: 147).

3.5.17 Procurement of textbooks

The literature revealed that principals perceived school governing bodies as weak and ineffective, as in most instances members of the school governing body clashed over which service provider should supply the school with textbooks and learning materials. They misused their powers for personal interests. South African Schools Act No 84 of

1996, section 21 (1) (c) empowers the school governing body to purchase textbooks and educational materials for the school. Section 247 of the South African Constitution Act, No 104, of 1996 provides for active participation of parents, learners, educators and members of the community, non-teaching staff and other stakeholders in school governance. The school governing body is mandated to formulate and adopt policies that will serve as guidelines on how procurement of textbooks should be done. The school governing body should promote the best interests of the school and ensure learners received the best education possible by identifying the best textbooks and educational materials. The textbooks selected should cater for cultural diversity of all citizens, aspirations of the parents and learners, ambitions, human rights, equality, individual liberties and moral values of the community. Wide consideration should be undertaken when choosing the textbooks. Textbooks arrived late in most cases, due to failure of school governing body to follow guidelines and procurement procedures as outlined by national and provincial regulations (Tshabalala, 2013: 648; Mogale, 2014:119).

3.5.18 Lack of mentorship

According to the literature review, principals perceived that school governing body was ineffective in mentoring and inducting its members. The school governing body did not organize effective induction and mentoring programmes for newly appointed staff and elected members. Mentoring helps growth, commitment, mutual relationships and the developmental process and supports feedback and monitoring. The principals felt that school governing body should manage induction and mentoring well. Members of the school governing body were supposed to obtain vital information about the school through preparatory visits to the school and identify the needs of the inductee, offer guidance, allocate promotions, create a communication network and expose an individual to the culture of the school (Panigrahi, 2012: 17; Tshabalala, 2013: 74).

School governing bodies failed in most instances to govern due to lack of proper training. Most were uninformed if it was within their functions to discipline teachers. They were frequently locked in arguments with teachers, parents and learners over school governance (Beckmann & Prinsloo, 2009:176; Davids, 2011:32).

Sharp criticism was usually levelled against principals, educators, parents, learners and circuit managers about a lack of teaching and learning culture in public schools. The challenge was whether it was the responsibility and accountability of school governing bodies to restore the culture of teaching and learning in schools (Xaba & Ngubane, 2010:1).

The school governing bodies, in South Africa have a wide range of activities to do. They have powers to govern schools effectively. Proper training will assist help school governing bodies to execute their responsibilities optimally.

3.6 CONCLUSION

This chapter discussed the historical background, membership and functions of the school governing bodies and perceptions of principals about effectiveness of school governing bodies in South Africa. In-depth discussion was provided on the adoption of a school vision and the constitution of school governing bodies, the code of conduct of members of the school governing body and learners, the budget, fundraising, admission policy, freedom of conscience and religious observances, voluntary services, appointments and staff development, allocated functions of the school governing bodies and perceptions of principals about the effectiveness of school governing bodies.

The conclusion can be drawn that the literature review provided a wealth of knowledge about the functions and perceptions of principals about the effectiveness of school governing bodies. Principals pointed out why they perceived school governing bodies as ineffective in carrying out their functions.as outlined by the South African Schools Act No 84 of 1996. The literature review in this chapter provided the researcher with basic knowledge about the perceptions of principals in relation to the effectiveness of school governing bodies in South Africa.

Chapter 3 contributed to theoretical knowledge and praxis of good school governance. It further reflected the perceptions of secondary school principals in South African school system.

Chapter 4 will describe the research design used in the empirical inquiry.

CHAPTER 4

RESEARCH METHODS AND RESEARCH DESIGN

4.1 INTRODUCTION

Chapter 4 described the research methods and the types of research design chosen for the empirical study. This study applied the mixed methods, combining both the qualitative and quantitative approaches (see section 1.10.1). This chapter specifically described the population, purposive sampling, data collection instruments and procedures, pilot study, covering letter, direct contact with respondents and questionnaire administration, follow-up, interview schedules, ethical considerations, statistical analysis methods used, limitations of study and conclusions drawn.

4.2 THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

Theoretical framework and conceptual framework were defined in chapter 1 in details. This section explains how both concepts were used in the empirical study.

Theoretical framework was used as blueprint for the entire study. It guided the researcher methodologically and analytically in his approach to the whole study project. It used established coherent explanation of certain phenomenon and relationships between variables identified. It used selected theories that underpinned thinking concerning how to understand and plan for the research problem. It was used as theory-driven thinking and focused on the literature review. The literature review gave the researcher basic ideas of what concepts and principles would be used to establish the ideas and approaches of the study. It guided choice of research design and data analysis (Grant & Osanloo, 2013: 14; Gabriel, 2013: 3)

Theoretical framework was derived from existing theory of the literature that had already been tested and validated by others and considered generally accepted in the scholarly literature. It served as the researcher's lens to review the world of research. It reflected personal beliefs and understanding about the nature of knowledge, how it existed and tools to be used in the research. It was also a vision of the study, research

plan and structure with an organized flow from one chapter to the next one (Grant & Osanloo, 2013: 13).

The conceptual framework helped the researcher to understand how to explore the research problem and gave direction the research was to take. The researcher identified relationship between different variables in the study. The researcher used the system of concepts, assumptions, beliefs that supported and guided the research plan. The conceptual framework laid key factors, constructs or variables in order to build new knowledge and defined concepts. The theory indicated how the ideas were related to one another within the theoretical framework (Gabriel, 2013: 2).

The researcher identified the limitations of generalizations and which variables influenced the phenomenon. He further explained the primary purpose, explained the meaning of nature and challenges associated with the phenomenon. The researcher was in a position to act in a more informed and effective ways and maximized new meanings in the research work. The conceptual framework provided members of the professional discipline with common language and frame of reference. Perceived differences were also catered for and feasible solutions identified (Gabriel, 2013: 3).

The researcher made theoretical assumptions as explicit as possible and noted the limitation of theoretical framework chosen and what part of the research problem required further investigation (Gabriel, 2013: 5).

The researcher at the end came up with concepts like effective governance, good school governance practice, perceptions and validated them. New meanings were derived and what influenced variables and under which circumstances. The theoretical framework outlined the rationale for the study.

4.3 RESEARCH METHODS

The research method is defined differently by various authors (Leedy & Ormrod 2010; McMillan 2012; Atkins & Wallace 2012; Abdalla, 2012; Tshifura, 2012; Rammapudi, 2014; Madziyire, 2015). For example, Leedy and Ormrod (2010:1-2) define research method as a systematic process of collecting data, analyzing and interpreting

information in order to increase understanding of the phenomenon. McMillan (2012:5) defines research method as a systematic process of gathering and analyzing information. It is systematic disciplined inquiry applied to educational problems and questions.

Atkins and Wallace (2012:20) define research method as a systematic, carefully planned and carried out process. Its objectives are data collection and reporting of results. It is free from personal bias, beliefs and attitudes of the researcher. Research was based on sound principles; it was honest, genuine and based on sound ethics. Research can be conducted to explore issues in education, improve educational policy and outcomes. Research method is about what the research activities entails, how to proceed with the research work, how to measure progress and what constitutes success in the research process. It is a strategy to obtain a deeper understanding of the phenomenon. It is a technique to collect data scientifically (Abdalla, 2012:7; Tshifura, 2012: 94; Rammapudi, 2014: 63; Madziyire, 2015:136).

In this study the research method was seen as a way to systematically solve the research problem. It included steps adopted by the researcher in studying the research problem with logic behind them. It was a strategy used by the researcher to apply particular techniques and to know which techniques were relevant. Research methods seek to look into how the research problem has been defined, why the hypothesis has been formulated, what data is to be collected and how is it to be collected, and how a host of questions are to be answered. It also helped the researcher to understand the assumptions underlying various techniques (Kothari, 2014:8; Rammapudi, 2014:63).

The research method also refers to the techniques that the researcher uses to gather information. It provides a loose framework and guidelines to conduct a research project. Interview methods, surveys and observation are some of the most commonly used research methods in the social sciences. Qualitative research methods are used if the researcher wishes to unravel in-depth information about individual attitudes and life experiences and in-depth interviews are commonly used (Wyse, 2011: 966; Lee, 2011:1) to gather in-depth information.

The research method was defined in this study as a systematic and strategic way of collecting data and making it meaningful by analyzing and interpreting it through the use of acceptable creative and scientific thinking techniques in order to facilitate understanding of phenomenon.

The researcher explains the use of qualitative, quantitative and mixed methods in the ensuing sections. The researcher used mixed methods in this research.

4.3.1 Qualitative research method

The qualitative method was used for eliciting participants' views about the duties of the school governing bodies. The in-depth interviews were used to probe participants' experiences of working with governing bodies. The audiotape recorder was used to record the conversations. The transcripts were generated for each interview in order to make analysis easier.

The researcher did not use only the qualitative method but employed a mixed method design so that he should optimize the strengths of the qualitative and quantitative methods. The researcher felt that the qualitative research method would be appropriate to allow the phenomenon speak for itself and describe the behaviour, intensity, attitude, personality of the participants and observe their reaction in an interview. It would help the research to cover the emotional expression of the participants.

This rationale explains what the qualitative method can do. The qualitative research method is defined as an approach that studies things in their natural settings. Qualitative research method attempts to make sense and interpret phenomenon in terms of giving meaning that people bring to them. Qualitative research relies on the collection of non-numerical data such as words and pictures. Qualitative research is concerned with understanding how people choose to live their lives, the meanings they give to their experiences, their feelings about their conditions and it studies behaviour in the natural setting. The researcher used qualitative research methods, which did not manipulate variables but studied them as they are as well as quantitative methods (Johnson & Christensen, 2012:146) in this mixed method study.

Gay, Mills and Airasian (2011: 16) define the qualitative research method as a strategy that provides an understanding of social settings, probes deeply into research settings and obtains in-depth understanding about the way things are, why they are that way and how participants perceive them. Perceptions of people vary from one social setting to another. Findings may not be generalized.

The qualitative research method is a multi-perspective research approach. Large amounts of information are obtained quickly and a variety of information obtained from a spectrum of informants. Qualitative research is presented in a narrative form. It is almost unlimited and allows the phenomenon to speak for itself. Data are used to describe the behaviour, intensity, degree, attitude, personality and reaction of people. It covers emotional expression and self-help. Qualitative research requires that data be carefully collected and be rich in description (Martella et al., 2013: 352).

The qualitative research method is defined as a method concerned with non-statistical methods of inquiry and analysis of social phenomena. According to the literature, qualitative research method focuses on the subjective experience of individuals. The qualitative research approach is a strategy that attempts to study human action from the insider's perspective. The research approach has its goals in describing and understanding rather than in prediction, generalization and explanation. Qualitative research is interested in developing in-depth knowledge about a particular subject within a particular context. Literature revealed that qualitative research method is sensitive to the experiences of individuals and considers the complexities, richness and diversity of respondents. According to literature, the qualitative research method crosses across the humanities and social sciences with its multi-paradigmatic focus. Qualitative research method entails developing an empathic understanding of human behaviour in context by utilising methods that stay close to the research subject. The researcher should place himself in the shoes of the participants and view the world from their understanding and in their everyday language. It helps the researcher to gain insight into the everyday experience of the participants. It provides a critical analysis on the part of the researcher and develops closeness with data. It reduces the emotional and intellectual distance between the researcher and research participants (Fynn, 2011: 75; Sayed, 2013: 17; Mpofu, 2014: 62; Madziyire, 2015: 167).

According to the literature review, qualitative research method can be employed either alone or in combination with quantitative methods. A mixed method study means both methods and strategies could be used complementarily to strengthen and enhance validity and practicality especially in the collection of data (Mogale, 2014:12; Madziyire, 2015: 167). The researcher realized that a qualitative method provided him with insights into the everyday lives of school principals. In data analysis, there were areas that required both qualitative and quantitative methods, namely mixed methods.

In this study, the qualitative method helped the researcher to study the particular phenomenon in its natural settings. It helped the researcher to make sense or to interpret phenomenon in terms of the meanings the people brought to them. It helped the researcher to understand social phenomena from the participants` perspective or point of view. The qualitative research method allowed the researcher to talk to the participants in person and to ask specific questions in person and observe certain behaviours during the interaction with participants. The researcher studied selected issues that were related to the purpose of the research in-depth and in detail. The researcher was open-minded at all times and avoided pre-determined answers or solutions in the study. Each situation was treated according to its uniqueness and separate from other situations and sites (Sepuru, 2010:103; Sayed, 2013:17; Mpofo, 2014: 61; Madziyire, 2015: 167).

The qualitative research method developed an understanding of the individuals and events or situations in their natural settings. It allowed the researcher to penetrate beyond the facts and elicited more robust or holistic data that provided rich information and added new knowledge in the field of study (Sayed, 2013:17; Mpofo, 2014: 61).

According to the literature review, guiding questions direct for the researcher when selecting the site and observing people for in-depth interviews, observations and answering questions. The researcher interacted with the situation or participants became immersed in the situation and collected data over a prolonged time at the site or from individuals. The researcher attempted to gain first-hand understanding of the phenomena (Sepuru, 2010: 104; Gay et al., 2011, 16; Fynn, 2011: 74; Sayed, 2013:17).

The rationale behind mixed methods research was that the researcher would learn more about the research topic if he combined the strengths of both the qualitative and the quantitative methods of research while compensating at the same time for the weaknesses of each research method (Mpofu, 2014: 63). The researcher collected data by means of questions, listened, observed, took notes and probed participants (Mpofu, 2014: 63).

Qualitative methods were applied in Tables 5.1 to 5.8 in the analysis of data.

4.3.2 Quantitative research method

Quantitative research methods are referred to as research techniques employed to obtain numerical data which can be quantified or expressed in the form of numbers and ranged from simple counts, such as the frequency of occurrences, to more complex data such as test scores (Angelsen, Larsen & Lund, 2011: 89). Quantitative research findings refer to information in numerical form and that method looks at research from a more positivist perspective (Saunders, Lewis & Thornhill 2009: 414).

The quantitative research method is defined as an approach that deals with numbers or statistics. Quantitative research method is used for statistical analysis. Quantitative data refer to information in numerical form. This scientific method is highly formalized, eliminates the biases of researchers, is uninvolved with the objects of the study and is emotionally detached. It is explicitly controlled (Sinyola, 2012: 85; Angelsen et al., 2011: 89). It uses measurements and statistical analysis of numeric data to understand phenomena (Madziyire, 2015: 137).

The quantitative data are analyzed using descriptive statistics, tables, graphs, standard deviations, t-test and percentages followed by interpretation. In this study the data collected included biographical data, age, gender, race, rank, experience, highest qualifications, and highest professional qualifications of respondents in order to give more meaning to data collected.

Accordingly, quantitative methods were applied in Figure 5.1. to Figure 5.4, followed by explanations under each figure to give the interpretation, meaning and understanding of collected data.

4.3.3 Mixed methods

The researcher used mixed methods in this study. Arthur, Waring, Coe and Hedges (2012:147) define mixed research method as research approach that entails a combination of qualitative and quantitative approaches with the aim to generate a more accurate and adequate understanding of social phenomena than would be possible by using only one of those approaches. Qualitative and quantitative approaches have their own strengths and weaknesses. The combination of the two may be useful and fruitful and lead to triangulation. Triangulation is corroboration of results from different methods and research designs studying the same phenomenon. In this study, the qualitative and quantitative research approaches were used to achieve the broad purposes of breadth and depth of understanding and corroboration (Cohen et al., 2011:165).

Accordingly, Johnson and Christensen (2012: 429) define mixed research methods as a combination of qualitative and quantitative approaches. It combines both qualitative and quantitative research methods in order to provide a better understanding of both research approaches in order to produce good results.

Check and Schutt (2012: 239) define the mixed research method as a unique strategy of research that combines the strengths of qualitative and quantitative approaches in research. The mixed methods approach capitalizes on assets of both qualitative and quantitative in data collection in order to allow a broader understanding of the research project than when using one approach alone (Martella et al., 2013:352).

In this mixed method research, the researcher collected both qualitative and quantitative data, analyzed it separately and compared the results to see if the findings confirmed or contradicted each other. The mixed methods approach had the benefit of including the strengths of both quantitative and qualitative methods (Mertler & Charles, 2011: 319; Madziyire, 2015: 167). The mixed method was used to elicit

respondents' views about the effectiveness of school governing bodies in Ga-Rankuwa.

4.4 TYPES OF RESEARCH DESIGN

Research design is defined as a plan or map for the process of finding solutions to the research problem (Mahlo, 2011:13). Research design refers to a plan and schedule of work, process of creating empirical support or rejecting knowledge stated. The research design is a basic plan for the research project (Mpofu, 2014:61). In this study, a programme guided the researcher on the process of collecting data, analyzing and interpretation. It helped the researcher to draw inferences from data collected and defined the findings. It involved the way research rules out alternative interpretations of results and connected the research questions to data (Sayed, 2013: 107).

The research design is the blueprint that one prepares using the research method chosen and it delineates the steps that one took. The research design explains how the goal of a research project is accomplished. It is defined as a specific outline detailing how a chosen method will be applied to answer a particular research question (Lee, 2011: 1).

Research design in this study was defined as a plan or map for the process of finding solutions to the research problem. It was a survey study.

Key features of any research design were data collection, population, sampling and analysis of data along with procedures and instruments used.

4.5 POPULATION

According to Sayed (2013: 141), population is a group of people that the researcher would like to use to generalize the study. Tshifura (2012:94) defines population as any group of people that is the subject of research interest. The researcher chose a number of individuals according to predetermined criteria or individuals whose contributions would be valuable for the study.

The population refers to individuals who possess the same characteristics. Population is the aggregate of all cases that conform to some designated set of specifications. The specific nature of the population depends on the research problem. The researcher should determine the population to be involved. The individuals should meet certain requirements that are to be included in the sampling population. The decisions are made by the researcher about participants or things to be researched. The population should be clearly defined by the researcher (Mahlo, 2011:89; Sayed, 2013: 141; Mpofu, 2014: 74; Madziyire, 2015: 13).

In this study, population referred to all secondary schools principals in Tshwane West District.

4.6 PURPOSIVE SAMPLING

Participants in this study were purposefully chosen in order to achieve the best results. Purposive sampling is defined as a procedure whereby the researcher selects a subject-based on pre-determined criteria and selects subjects who contribute to the research. Purposive sampling or purposeful sampling is a technique used to select certain persons, settings or events on the grounds that they provide the information desired. Purposive sampling is useful in answering the questions raised by the researcher, which in qualitative research approach involves purposefully choosing participants or sites that best achieve the aims of the research problem (Mahlo, 2011: 89).

The researcher decided to use purposive sampling in this research. Participants were selected by a purposive sampling strategy. Membership lists were available to the researcher and provided addresses, telephone numbers and initial information to begin screening participants.

Purposive sampling in this study was defined as a technique used to select certain persons, settings or events because they provided the information desired.

4.7 SAMPLE

Part of the total population was selected and called the sample. Sample is the representative of the population. A representative sample produces results equivalent to those that would be obtained had the entire population been analysed. Most researchers use a probability-sampling design (Mashaba, 2012: 17).

The researcher got a clear picture of the population before selecting a sample. The sample corresponded to the representatives of the people in a given community. The researcher identified the target population. The researcher also specified the limits of his inclusion and exclusion (Sinyola, 2012: 95).

The researcher ensured that the sample was sufficient in size. The sample was within the proximity of the researcher and easily accessible. The sample was as large as the researcher obtained with reasonable expenditure, time and energy. Using the previous knowledge of the population and the specific purpose of his research, he used his personal judgement to select a sample. Personal knowledge of the population was used to judge whether a particular sample would be representative. The researcher did not simply study whoever was available, but used judgement to study whoever was available and selected the sample for a specific purpose (Madue, 2011: 17; Panigrahi, 2012: 55). The sample in the study comprised the secondary schools principals in Ga-Rankuwa, Tshwane West District.

Principals were chosen because they play an important role in the school governing body and school management. There has been no prior research about principals' perceptions of school governing bodies in Ga- Rankuwa to date. It was envisaged that research about principals may contribute knowledge that may be of great help in the development of education in Ga- Rankuwa.

There were only seven (n=7) secondary schools in Ga-Rankuwa. The researcher chose seven (n=7) secondary schools' principals in Ga-Rankuwa, Tshwane West District, using purposive sampling. The said secondary principals also resided within the proximity of the researcher.

4.8 DATA COLLECTION INSTRUMENTS AND PROCEDURES

There were various types of sources of data and data collection instruments: questionnaires, observation, interviews, surveys, focus groups, document review, records, ethnographies, oral history, case study, experiments and visual images (Kirchner, 2012: 52).

In this study data were collected by questionnaires and semi-structured interviews. Semi-structured interviews were recorded by audio tape for analysis. The in-depth interviews were used to probe participants' experiences of working with the school governing bodies. The audiotape was used to record the conversations. The transcripts of the recorded interviews were used to make analysis easier. The following were observed during interviews: concentration, eye contact, facial expressions, gestures, and tone of voice, body movements and other non-verbal actions.

4.8.1 Data collection instruments

Both questionnaires and semi-structured interviews were used to gather data.

Data were obtained from secondary schools principals by means of a questionnaire (refer to appendix 1). Questionnaires are a printed set of field questions to which the respondents were to respond on their own. This is an efficient method of collecting data from number of participants at the same time (Mpofu, 2014:69; Mogale, 2014: 84-85). Questionnaires are designed for self-administration and self-completion. They are a common data-gathering instrument used in social projects and guaranteed confidentiality to the respondents. They elicit more truthful responses than would be obtained with a personal interview. They share similarities with structured interviews because the questions are largely pre-determined. The intent was for the respondents to write down answers. The questionnaire was seen as a fair instrument that would extract information from the participants without prejudice. Questionnaires cannot show a causal relationship, but can indicate associations and correlations. They may be used to obtain information about thoughts, feelings, attitudes, beliefs, honesty, values, perceptions of personality, privacy, confidentiality and behavioural intentions (Sepuru, 2010: 39-40; Sinyola, 2012: 93; Mogale, 2014: 84-85). The researcher gave

thoughtful consideration to development of questionnaires. Respondents may tailor replies to conform to their biases in order to protect their self-interests, to appear in a favourable light or conform to accepted patterns of research (Leeds & Ormrod, 2010, 141).

Questions in this study were clear, short and goal-directed and easy to read by the respondents indicating specific aspects of research that needed to be tested. Long complex and encumbered sentences were avoided (Sinyola, 2012: 94; Mogale, 2014: 85). (Refer to Appendix 1).

4.8.1.1 Advantages of questionnaires

Questionnaires can measure many different kinds of behaviours, such as thoughts, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of respondents. Questionnaires can collect data from many respondents at the same time. The questionnaire is the most commonly used tool in social science research and has proven to be a reliable and successful data-gathering device in educational research over the years. Questionnaires are a data-gathering device that is used to explore or probe for information that other tools of research may not tap (Johnson & Christensen, 2011:178; Madziyire, 2015:137)

The questionnaires serve as gatekeeper of the research work and facilitate access to vital information. The respondents or informants are part of the research work. The researcher should be in a position to gather vital ideas and information through questionnaires. By providing access to what is inside a person's head, the questionnaire is one of the most important tools in human research to get information (Sinyola, 2012: 95).

Questionnaires make it possible to measure what a person knows, what a person likes and dislikes thinks and what experiences have taken place in his or her lifetime. The information is transferred into quantitative data by using attitude scaling. One focuses on a particular object and probes for more general ideas, which may be of great value to the community in general. The researcher explores their hypotheses, experiences and literature thorough questionnaires. They may measure the precise variables under

the investigation and probe the crucial issues in-depth. Questions are allocated in accordance with the crucial issues. Questions are clear and simple (Mpofu, 2014: 65).

Questionnaires require special skills on behalf of the researcher as the wording of items has to be clear. Simplicity in structure and word usage avoids social science jargon. Each item should be worded with great sensitivity (McMillan & Schumacher, 2010: 323).

In this study, every item in the questionnaire was carefully prepared and assessed to highlight the perceptions of respondents about the effectiveness of school governing bodies. The respondents as principals had information about their relationship with the school governing bodies. They responded to all questions carefully in the questionnaire and completed them well (Refer to appendix 1).

4.8.1.2 Disadvantages of questionnaires

The questionnaires create a problem among semi-literate respondents. Some respondents may be reluctant to reveal detailed information and require more effort from respondents. Those who are talkative may put down more appropriate points (Mpofu, 2014: 61).

An outstanding disadvantage of the questionnaire is the possibility of misinterpretation of the questions by the respondents. It is difficult to formulate sentences or questions whose meanings are equally clear to every reader. Respondents interpret poor wording or differential meanings differently. Large segments of the population may not be able to read and respond to a mailed questionnaire. Only people with a considerable education may be able to complete a very complex questionnaire. Questionnaires do not elicit as high completion rate as the interview. The respondents may lay it aside and simply forget to complete and return it. A low response rate limits the generalization of the results of the questionnaire study. The response rate is often higher among the more intelligent, better educated, more conscientious, more interested or more favourable to the issue involved in the questionnaire (Ngwenya, 2010: 135).

In this study the participants were principals, well-educated and did not encounter a challenge in answering the questionnaires. Nevertheless, the researcher was watchful for any pitfall mentioned as a disadvantage of questionnaires. When he handed over the questionnaire, he explained some of the questions that might create a misunderstanding and requested each participant to answer the questions with honesty.

4.9 PILOT STUDY

A pilot study is conducted in order to test whether the questionnaire will help to achieve what is intended. A pilot study is defined as a questionnaire whereby prospective respondents are given the opportunity to check whether the items in the questionnaire can be answered with ease. Literature reveals how the pilot study should be followed and what should be taken into consideration.

The researcher conducted a pilot study of the questionnaire among Ga-Rankuwa secondary schools' principals. The researcher used the potential respondents for the pilot study in order to find out whether there were deficiencies, and ambiguities in the questionnaire. The questionnaires were distributed to the potential respondents between July and August 2014. The prospective respondents were requested to check the questions, instructions and layout for clarity, to obtain feedback on the validity of the items in the questionnaire, to eliminate ambiguities or difficulties in wording and identify omissions and irrelevant items (Cohen et al., 2011:402; Madziyire, 2015: 141).

A pilot study allowed the researcher to determine whether questionnaire items possess the desired qualities of measurement. The pilot study uncovered failings as well as areas of extreme sensitivity and this enabled him to improve the questionnaire.

The pilot study also gave the researcher a chance to discover unforeseen problems in the administration, coding and analysis of the questionnaires and acted as a pre-test instrument. It was conducted to test the instrument for ambiguity and effectiveness prior to its general distribution. It forewarned the researcher if the instrument was too

long or too complex for the average respondent to complete (Sepuru, 2010:124; Mashaba, 2012: 123; Madziyire, 2015: 141).

According to the literature review, it was essential that the questionnaire be pre-tested before final printing in order to identify ambiguities and misunderstandings; the respondents in the pilot study, examined the draft of the questionnaire and gave an opinion on whether the instrument would obtain the desired data. The questionnaire was administered personally and individually to a small group of persons drawn from the population to be considered in the study. The respondents answered the questions one at a time and provided feedback to the researcher on any difficulties they had with the items; leaving a question blank and returning to it later can be a clue to problems with some items. The results of pre-testing were used to clarify the items or eliminate some items which are not necessary (Ngwenya, 2010: 56; Balian, 2011:127; Cohen et al., 2011:402).

Pre-test is defined as a preliminary test administered to determine a student's baseline knowledge or preparedness of an educational experience or course of study. It is an advance testing of something such as a questionnaire, product or idea (<http://cms.education.gov>). The pre-test helps to detect deficiencies and flaws. It provides the statistical methodology and determines whether it is necessary for re-organization of the study. The information may suggest new channels of inquiry and inspire ideas about additional questions that may enrich the research (Mashaba, 2012: 124).

The pilot study was regarded as a pre-test that helped to detect deficiencies, flaws and put suggestions forward. It provided the statistical methodology and determined whether it was necessary for re-organization of the study. It was defined as a strategy whereby the researcher determined whether questionnaire items possessed the desired qualities of measurement.

The purpose of the pilot study was to validate reliability of the tools to be used. The pilot study was conducted between the months of July and August 2014 (Refer to appendix 10). The purpose thereof was to validate the research tool, namely the questionnaire. It was also conducted to pre-test the questionnaire in order to ensure that it reflects the aim and title of the study. The pilot study was further conducted to

ensure that the information would be extrapolated from respondents was reliable, sound and valid.

The pilot study helped the researcher to improve sentence construction and diction, dealt with deficiencies and ambiguities, if any highlighted.

4.10 COVERING LETTER

The covering letter is a directive that guides the respondents on how to complete and return the questionnaire to the researcher. The covering letter was used and attached to the questionnaires. The covering letter was a means of introducing the questionnaires officially to the respondents (Sayed, 2013: 140). The letter explained what the questionnaires were all about and above all legitimized the questionnaires in the eyes of the respondents

The covering letter informed the respondents about the purpose and significance of the questionnaires and requested them to participate. The purpose of research was stated clearly and simple. It emphasized the need to be honest, truthful and ensured that respondents should not be ambiguous (Mashaba, 2012: 126). The covering letter also indicated that it would take on average twenty (20) minutes for a respondent to complete the questionnaire. (Refer to Appendix 4).

4.11 QUESTIONNAIRE ADMINISTRATION

The questionnaires were hand delivered to the potential respondents. The distribution of questionnaires started on the first week of May 2015. The second week was used for the collection of completed questionnaires. Verbal arrangements were made when to collect the questionnaires. The researcher also used the opportunity to explain the purpose, significance of the study, clarify some points and answer questions asked by the potential respondents. According to Davids (2011:41), hand delivered questionnaire give the researcher an opportunity to motivate respondents to complete the questionnaires. All potential respondents were in the proximity of the researcher. The researcher used private conversation to elicit personal and confidential information.

4.11.1 Advantages of direct contact with respondents

According to literature review, it was necessary to explain advantages of direct contact with potential respondents. It is for better understanding of direct contact of respondents. The researcher had an opportunity to make personal appeals to the potential respondents to ensure the success of the study. Such an appeal encouraged their co-operation in filling the forms (Manwadu, 2010: 52). The researcher did not have a challenge with explaining anything on the questionnaire to the respondents because they were all school principals.

4.11.2 Disadvantages of direct contact with respondents

Direct contact with potential respondents also has potential disadvantages. The return may be biased and subjective due to the influence and presence of the researcher. The researcher was honest with participants and did not give false promises in order to get work done. Persuasiveness may impact negatively on the questionnaire as well the reliability of the results. Precision, consistency or stability may be affected negatively (Manwadu, 2010: 52; Sayed, 2013: 140). The researcher neither influenced nor persuaded any of the respondents to respond in a particular way. He gave respondents space to complete the questionnaire and ensured nothing affected them negatively.

4.11.3 Distribution of Ga-Rankuwa secondary schools

Table 4. 1: Distribution of Ga-Rankuwa Secondary Schools per zone

Ga-Rankuwa Zone Column 1	No of principals Column 2	No of principals who participated Column 3
1. Zone 1	01	01
2. Zone 3	01	01
3. Zone 4	01	01
4. Zone 5	02	02

5. Zone 7	01	01
6. Zone 16	01	01
Total	07	07

Table 4.1 reflected the distribution of sample for study. It reflected seven (n= 7) secondary schools principals in the Ga-Rankuwa area.

Column 1 indicated the location of the secondary schools. Ga-Rankuwa is divided into zones. Column 2 indicated the number of schools in a particular zone and how many secondary schools principals were found in the said area or zone. Column 3 showed how many secondary schools principals agreed to participate in a particular zone.

4.12 FOLLOW-UP

According to literature review, follow-up is necessary as long as it does not coerce the respondents. Follow-up is defined as continuation or repetition of something that has already been started or done. Follow-up increases effectiveness. It is intended to reinforce or evaluate the previous action. It aims to review developments (The Free Dictionary, accessed on 25 October 2016).

Follow-up in this study was defined as doing something again which was already done in order to improve effectiveness. It was a strategy of going back to the non-respondent in order to encourage him or her to complete the questionnaires.

The follow-up activities began shortly after the deadline. The researcher sent a sms as a reminder to the non-respondents in order to increase the number of questionnaires returned and inquired whether he or she had misplaced the questionnaires. The tone was friendly and a scolding tone was avoided. Respondents were politely reminded and a new appointment was arranged. The purpose and significance of the study was repeated to the respondents. There were only two (n=2) secondary principals who were reminded. However, the respondents postponed

several appointments due to their administrative meetings at schools and at the district.

The researcher strategized how to make the follow-up. Certain measures were used to ensure a high response rate (Ngwenya, 2010: 138). The response in this study was excellent (100%).

A planned follow-up was necessary in order to reach the maximum percentage of returns. Factors, which encouraged a high return, are the selection of a worthwhile topic, an interesting, psychologically meaningful and relevant theme. A follow-up strategy should be carefully planned to avoid causing annoyance to the respondents (Greyling, 2013: 7). The researcher was creative and respondents appreciated his standpoint and persistence. Creative activities may lead to an increased percentage of returns (Sinyola, 2012: 94; Mpofo, 2014: 19). The theme was interesting and meaningful to the participants or respondents and that is why the researcher had 100% returns.

4.13 INTERVIEW SCHEDULES

Open-ended questionnaires and face-to-face interviews were used to gather data. Interview responses were recorded by a tape-recorder and transcribed.

The researcher developed a schedule for interviews and several factors were taken into consideration. Interviews were scheduled when the principals were available. The interviews were used in this research to close gaps and shortcomings in the questionnaire. The interview took only twenty (20) minutes and was conducted after the questionnaire was collected (Refer to appendix 10).

Interviews are data collection strategies through direct and verbal interaction between the interviewer and respondents. Semi-structured interviews are flexible as they use a conversational approach and give the interviewee an opportunity to introduce some unique and interesting aspects (Newby, 2010:339). In this study participants were asked to add information based on the questionnaire. They could comment on any

items in the questionnaires which they had not answered fully during questionnaire completion (Refer to appendix 1).

Face-to-face meetings encouraged participants to help the researcher by probing deeply into the problem. Facial expression and tone of voice played an important role in gathering information. The researcher obtained knowledge of the motivation, vision, feelings, attitudes and perceptions of principals through the interviews. The interviewee provided personal and confidential information to the researcher with great ease and still maintained privacy (Sayed, 2013: 137; Mpofu, 2014: 95)

Open-ended questions were prepared by the researcher to close the gap left by the questionnaires. The same questions were asked all the interviewees with the same tone and manner. There were follow-up questions as it was a semi-structured interview. The researcher probed the interviewees (Refer to Appendix 7).

4.14 ETHICAL CONSIDERATIONS

Literature review highlighted that the researcher considered the following factors, namely anonymity, privacy, confidentiality, security of respondents, trust, respect and dignity of participants. The aim is to make a study unbiased, free, fair and just. Follow-up is done in accordance to the same principles. Participants are not coerced to participate in the research work.

In this study ethical measures were undertaken. Qualitative researchers are expected to conduct and report their research work in an ethical manner. They should avoid subjects being harmed and protected their anonymity and privacy without deceiving them. Researchers should secure respondents respect at all costs. Researchers should conduct research with confidentiality, trust, respect and dignity to participants. Prospective participants should be fully informed about procedures and any risks of participating in the study. The research should be done in good faith, suppress negative results and seek informed consent of participants and voluntary participation (Mfusi, 2011: 41; Cohen et al., 2011: 172; Sayed, 2013: 126-127; Greyling, 2013: 7; Mpofu, 2014: 91). Sepuru (2010:124) argues that covering and consent letters should confirm the authenticity of the research and indicate to the participants that the

researcher at site is official, that the researcher is conducting research within limitations and official guidelines and that he or she will not disrupt the teaching and learning process (Sinyola, 2012: 101).

The researcher followed the guidelines as outlined by University of South Africa: Ethics committee and Department of Basic Education: Ethics (refer to Appendix 3).

The questionnaire was carefully constructed and delivered by hand to respondents as a tool to gather information (Appendix 1). The following letters and Turn-it-in report were obtained:

- a) Tshwane West District: district permission to do research in schools (Appendix 2);
- b) Research Ethics Clearance certificate from Unisa (Appendix 3);
- c) Request to use the school in research project from the principal (Appendix 4);
- a) Request to use the institution in research project from School Governing Body (Appendix 5);
- b) Permission to do research in the institution from School Governing Body (Appendix 6);
- c) Participant consent Form to complete questionnaire (Appendix 7) ;
- d) Participant consent form for interviews (Appendix 8);
- e) Research approval letter from Gauteng Department of Education (Appendix 9);
- f) Tentative research timeline and interviews guidelines (Appendix 10);
- g) Standard deviation, t -test, p -value and t -critical (Appendix 11);
- h) Turn-it-in report (Appendix 12).

These documents ensured the research complied with ethical principles and research guidelines.

4.15 STATISTICAL ANALYSIS

The purpose of statistical analysis was to help the researcher discover the patterns within the data and enabled a theoretical understanding of the study. Statistical

analysis enabled the researcher to organize and gave meaning to the data throughout the study. Statistical data analysis was necessary, as it was the culmination of the long process of hypothesis formulation, instrument construction and data collection. To culminate the study properly, it was necessary to statistically analyze data. The results of the research needed to be put in an understandable and convincing form. Statistical analysis was to further the overall goal of understanding social phenomena (Sepuru, 2010: 122; Mahlo, 2011:102). Statistical analysis was to help in verifying whether the information and approach used to collect data was reliable and valid

Statistical analysis was done with computer-aided techniques. The first step was to compute descriptive data and compute statistics, such as the t-test and central tendency, namely the *mean* and *standard deviation*. Most descriptive statistics used the *mean*, which indicated the average performance of a group on a measure of some *variables* and *standard deviation*. The commonly used inferential statistics was the *t-test* which determined any significant difference in the groups involved (Ndlovu, 2009: 63; Evertson & Emmer, 2013: 65).

Graphs were developed. Each graph, figures or tables were interpreted accordingly (refer to Appendix 11). The researcher also used missing at random (MAR) techniques to handle missing data (Wikipedia accessed on 10 November 2016). The computer was programmed to identify the missing cases so that they were excluded from data analysis (Taylor, et al., 2013: 116).

4.16 LIMITATIONS OF THE STUDY

This study was limited to the secondary schools principals in Ga-Rankuwa, Tshwane West District. The study on perceptions of secondary schools principals about the effectiveness of school governing bodies drew on limited sources as it is a relatively new concept in South African public schools.

The researcher was unable to access a large sample of secondary schools principals. This inability may affect the conclusion that may be drawn about the perceptions of principals in relation to the effectiveness of school governing bodies in Ga-Rankuwa,

Tshwane West District. The findings of this study are limited to Ga-Rankuwa, the area covered by this research, and may not necessarily be generalized to other areas.

Some secondary schools principals had been a relatively short period in their current post and may not have known much about the functions of school governing bodies at their particular schools. This problem was compounded by poor record keeping of the functions of school governing bodies and the fact that school governing body files were not properly updated.

4.17 CONCLUSION

Chapter 4 discussed the research method, types of research design, population, purposive sampling, data collection instruments and procedures and ethical considerations. It also explained how the questionnaire was piloted and distributed to the prospective respondents, how interviews were conducted, data analysis methods used and the limitations of the study. All instruments used in this research contributed towards the exploration of perceptions of secondary schools principals about the effectiveness of school governing bodies. It was concluded that the mixed research approach was the most appropriate research method for this study. It combined the strengths of both qualitative and quantitative research methods and produced the best results for the study. The literature review informed the researcher's approach to the study.

Chapter 5 deals with data analysis and interpretation of data collected.

CHAPTER 5

PRESENTATION, DATA ANALYSIS, INTERPRETATION AND SIGNIFICANCE

5.1 INTRODUCTION

Data gathered from the questionnaire and notes made from the researcher's observation were analyzed and interpreted. The significance of information was stated where necessary. Data analysis covered age of respondents, gender, race, period of service, highest academic qualifications, highest professional qualifications, type of settlement, membership, functions and responsibilities of the school governing body, curriculum development, school governance, language and religious policies, code of conduct, school improvement, overview of respondents and conclusions drawn. Data were analyzed through synthesizing each question and response both in isolation and collectively with the other questions and responses. The chapter presented the results of the primary data collected through distribution of the questionnaires and semi-structured interviews conducted.

According to Mogale (2014:95), data analysis is an important stage of research. It communicates the values of the findings. The main principles and guidelines of analysis of data in this study were to formulate interpretation of the perceptions of the secondary schools principals about effectiveness of school governing bodies (Sinyola, 2012:103; Kirchner, 2011:102). This study centred on the secondary schools principals and school governing bodies in Ga-Rankuwa.

Data analysis enabled the researcher to organize and gave meaning to the data gathered. Data analysis was to help researcher to discover the patterns within the data and enabled a theoretical understanding of the research study. The researcher ensured that all relevant information was collected through field notes, questionnaires and interviews. During the processes of analysis of data, specific patterns emerged; certain elements appeared to be missing in the data. That forced the researcher to return to the fields, to seek additional data to validate the results, keep records and analyze data (Sepuru, 2010:123; Kirchner, 2012:102). In this case, the researcher was never forced to return to the fields to seek additional data to validate the results. The

gaps were closed by the in-depth interviews held after the collection of the questionnaire.

Data analysis was the process of bringing order, structure and interpretation to the mass of collected data. It was a messy, time-consuming, creative and fascinating process. Data analysis was a process of systematically searching and arranging interview transcripts, field notes and other materials that the researcher had accumulated in order to enable him or her to come up with findings (Sinyola, 2012: 103; Mogale, 2014:95).

Qualitative method was applied from Tables 5.1 to 5.8 in the analysis of data (page 126-176).

5.2 DATA ANALYSIS AND INTERPRETATION

Data were analyzed and interpreted according to the format of the questionnaire (Appendix 1). The researcher further discussed the significance of information and drew a conclusion.

5.2.1 Age of respondents

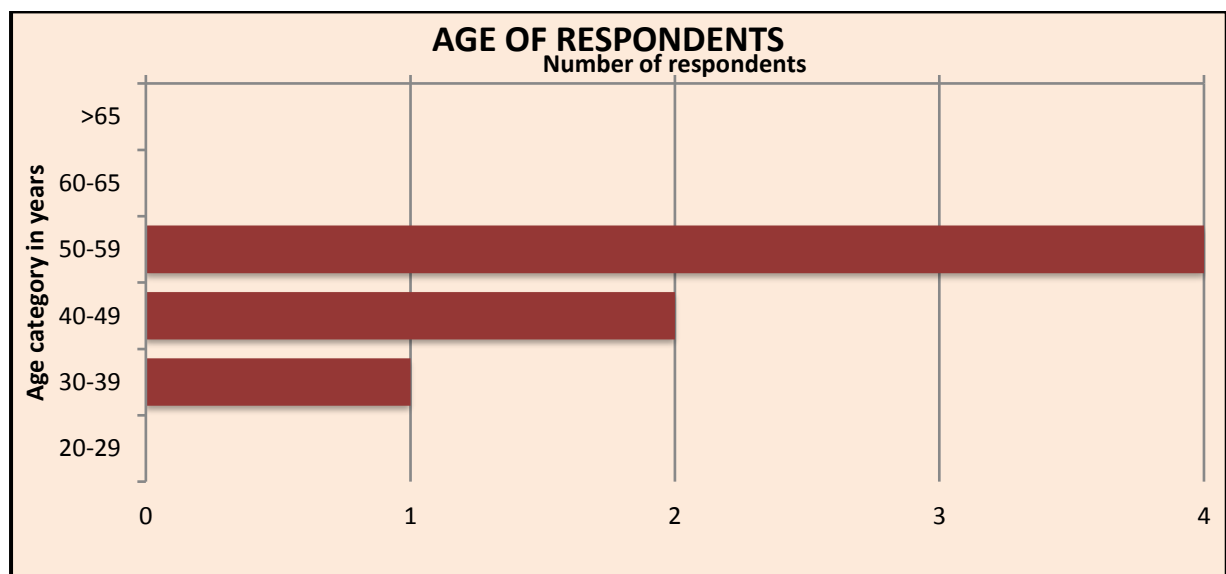


Figure 5.1: Age of respondents

Figure 5.1 reflects the following:

- One (n=1) principal age is between 30- 39 range.
- Two (n=2) principals' ages are between 40-49 range.
- Four (n=4) principals' ages are between 50-59 range.

The significance was that the age distributions of secondary principals were between 30 and 59 years. In an interview, principals explained to the researcher that age went hand in hand with experience and maturity largely. They felt that they were appointed as principals among other reasons due to their age.

5.2.2 Gender and race

All seven (n=7) secondary schools' principals were black males. During interviews, principals stated that it was a mere co-incidence that all were males and blacks. There was no discrimination on basis of colour, gender or race in the Department of Basic Education due to the constitution of South Africa.

5.2.3 Period of service as a principal

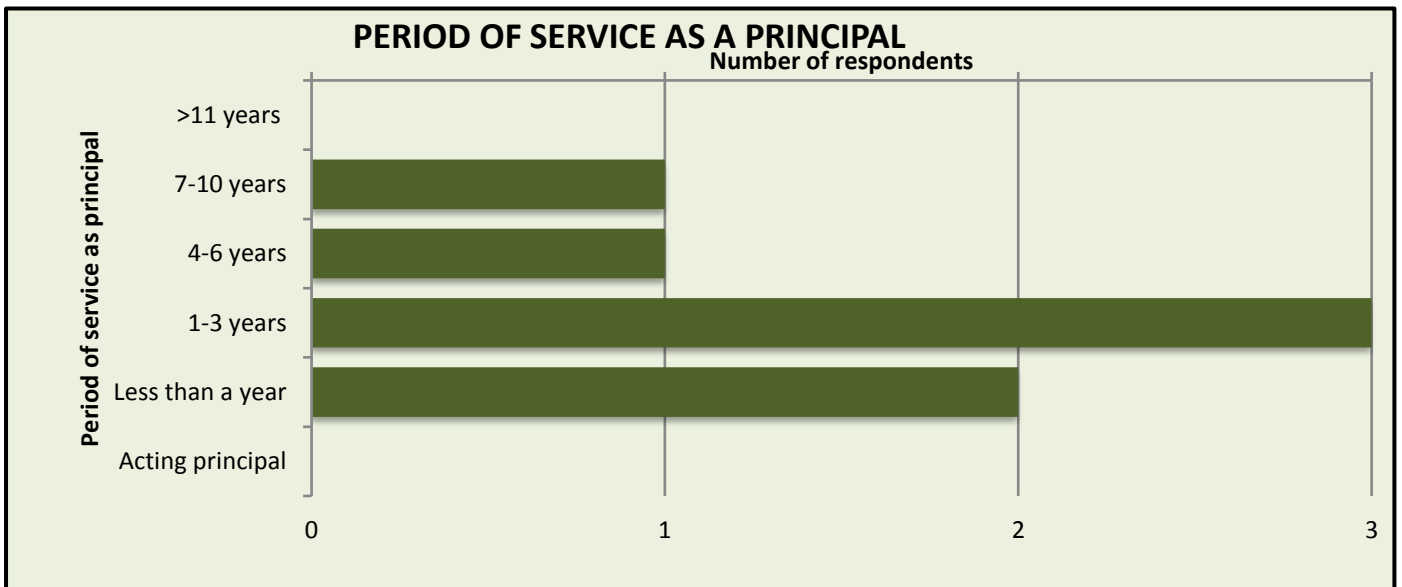


Figure 5.2. Period of service as a principal

Figure 5.2 reflected the following:

- Only one (1) principal had a service period of between 7 and 10 years
- One (1) principal had a service period of between 4 and 6 years
- Three (3) principals have service period of between 1 and 3 years
- Two (2) principals have service period of less than a year

The significance of period of service is that Ga-Rankuwa had well experienced principals with valuable experience.

5.2.4 Highest academic qualifications

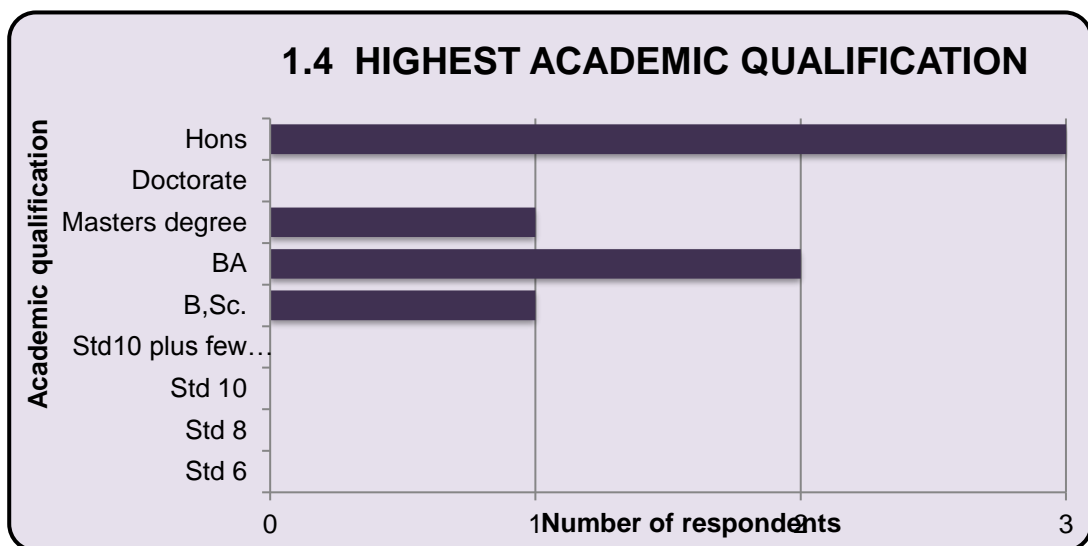


Figure 5.3: Highest academic qualification

Figure 5.3 reflected the following:

- Two (n=2) principals had Bachelor of Arts (B.A.)
- One (n=1) principal had Bachelor of Science (B.Sc.)
- Three (n=3) principals had Honours degrees
- One (n=1) principal had Master of Education (M.Ed).

In the interviews, the respondents felt that academic qualifications served as baseline for effective school management.

5.2.5 Highest professional qualifications

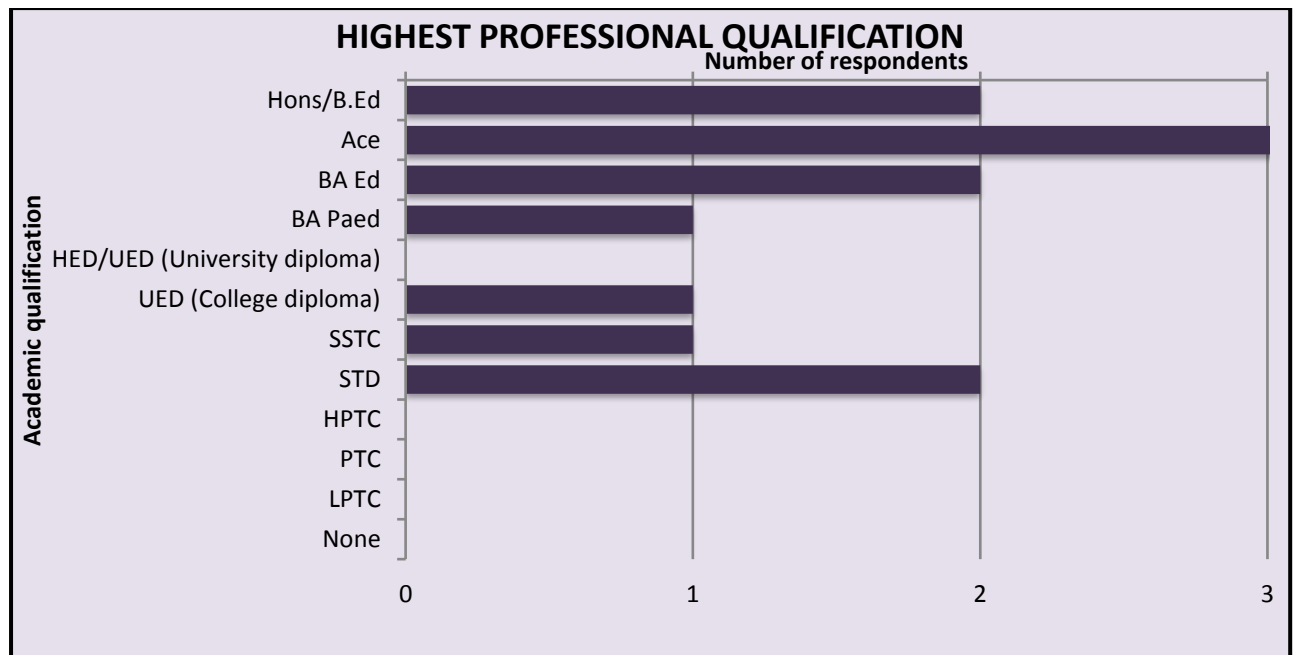


Figure 5.4: Highest professional qualifications

The purpose of this item was to find out whether principals were qualified or under-qualified for the principalship.

Figure 5.4 reflected the following:

- Two (n=2) principals had Senior Teachers Diploma (STD) qualifications
- One (n=1) principal had University Education Diploma (U.E.D). There is also the University Education Diploma offered at post-matric colleges.
- One (n=1) principal had Bachelor of Arts in Pedagogics (B.A. Paed) which is a four year professional degree
- Two (n=2) principals had Bachelor of Arts in Education (B.A. Ed)
- Three (n=3) principals had an Ace diploma which is the latest professional qualification. It is a diploma designed to help principals and Heads of

Departments (HOD) dealt with school management, school governing bodies and school improvement. The Gauteng Department of Education is encouraging principals to enroll for Ace 42.9 with the Matthew Goniwe School of Leadership.

- Two (n=2) principals had a Bachelor of Education (B. Ed)
- One (n=1) principal had the Senior Secondary Teachers Course (SSTC).

Figure 5.4 showed that all secondary schools principals were professionally well qualified for principalship posts.

5.2.6 Type of settlement and standards offered.

The participating schools were in the urban area and offer Grade 8 to Grade 12.

5.2.7 Membership of School Governing Body

Key: 1 Strongly agree 3 disagree
2 Agree 4 Strongly disagree

Table 5.1: Membership of School Governing Body

3.	Membership of the School Governing Body	1	2	3	4
3.1	The inclusion of the principal as an <i>ex-officio</i> , in the School Governing Body made it effective to improve the school's day to day operations.	(4) 57.1 %	(1) 14.3 %	0	(2) 28.6 %
3.2	The inclusion of learners in the secondary School Governing Body made it effective and useful.	(3) 42.9 %	(3) 42.9 %	(1) 14.3 %	0
3.3	The inclusion of educators in the School Governing Body made it effective.	(3) 42.9 %	(3) 42.9 %	1 14.3 %	0
3.4	The inclusion of the parent component made the School Governing Body democratic and effective.	(5) 71.4 %	(2) 28.6 %	0	0

3.5	Participation of parents, learners, principal, educators and non-teaching staff made the School Governing Body effective in the school.	(4) 57.1 %	(3) 42.9 %	0	0
3.6	The School Governing Body is a centre of conflict in the school environment.	(1) 14.3 %	(1) 14.3 %	(4) 57.1 %	(1) 14.3 %
3.7	Good attendance of meetings by School Governing Body members is a sign of an effective School Governing Body.	(1) 14.3 %	(6) 85.7 %	0	0
3.8	A School Governing Body had a contribution to make towards school effectiveness.	(2) 28.6 %	(5) 71.4 %	0	0
3.9	The school can function effectively without a School Governing Body.	(1) 14.3 %	(2) 28.6 %	(1) 14.3 %	(3) 42.9 %
3.10	The structure of School Governing Body needs to be reviewed if it is to be more effective.	(1) 14.3 %	0	(5) 71.4 %	(1) 14.3 %
3.11	The principal does most of the work for the School Governing Body to be effective.	0	(3) 42.9 %	(3) 42.9 %	(1)
3.12	A School Governing Body causes confusion and stress for a principal as far as effectiveness is concerned.	(1) 14.3 %	0	(4) 57.1 %	(2) 28.6 %
3.13	<i>Ex-officio</i> position weakens the power of the principal in the School Governing Body and made him or her less effective.	(1) 14.3 %	(1) 14.3 %	(3) 42.9 %	(2) 28.6 %
3.14	School Governing Body creates tension rather than effectiveness in the school.	(1) 14.3 %	0	(4) 57.1 %	(2) 28.6 %
3.15	School governing body depends on the principal for ideas on how to draw school policies.	(1) 14.3 %	(2) 28.6 %	(3) 42.9 %	(1) 14.3 %

Table 5.1 reflected the following:

Item 3.1: The inclusion of the principal as an *ex-officio*

Four (4), 57.1% respondents strongly agreed that the inclusion of the principal as an *ex-officio* member of the school governing body made it effective to improve. In the interview, respondents indicated that the school governing body played a vital role in school development. They felt that school governing bodies made a valuable contribution to the effectiveness of school governing body. When asked why they chose strongly agree, they indicated that they based their answer on experience.

One (1), 14.3%, stated that he agreed to a certain extent. There had been improvement in the performance of school governing bodies since his appointment.

Two (2), 28.6%, respondents felt that they strongly disagreed about the inclusion of the principal in the school governing body.

The significance of these two opposing ideas was that there was a need to train the principals to realize the need for positive perceptions about the effectiveness of school governing bodies in schools. There was a need to work on the attitudes and perceptions of principals towards school governing bodies and develop a common understanding about the roles and responsibilities of school governing bodies.

Item 3.2: The inclusion of learners.

Six (6), 85.7%, respondents agreed that the learners should be included in the school governing bodies. Only one (1), 14.3% respondent disagreed that the inclusion of learners in the school governing bodies made it effective and useful.

In the interviews, all respondents agreed that the participation of learners in the school governing body at secondary schools was a sign of transparency and democracy. But principals warned that the school governors should know what to discuss in the presence of learners. They said learners are excluded in the disciplinary hearings and selection of educators, non-teaching staff and principals. Respondents further indicated that learners were always complaining that they were merely used as rubber stamps.

The significance of this information is that there is a need to look into the functions, roles and responsibilities of the learners in the school governing body. Respondents stated that during examinations, learners absented themselves from school governing body meetings.

Item 3.3: The inclusion of educators.

Three (3), 42.9% respondents strongly agreed that the inclusion of educators in the school governing body made it effective. Respondents, in the interviews, indicated that if educators are well informed about the functions, roles and responsibilities of school governing bodies, they might be in a position to help principals on number of issues, especially those issues related to legislation. The respondents believed that parents trusted educators more than they trusted principals.

Three (3), 42.9% respondents agreed that the presence of educators made a positive contribution towards the effectiveness of school governing bodies. The respondents indicated that instances occur whereby educators derail members of the school governing body. There is still room for improvement in relation to perceptions of educators towards principals and principals towards educators.

Only one (1), 14.3% respondent was against the inclusion of the educators in the school governing body. The respondent explained in an interview about his personal experience of how educators derailed school governing body through incorrect procedures. He felt that educators at times come to a meeting with a hidden agenda that is not helpful to the school governing bodies. These issues change the perceptions of principals about the effectiveness of the school governing bodies.

The significance of this view is that educators need to be inducted and trained to understand their functions and roles in the school governing body. Educators should understand that all members need to work as a team. Teamwork should be the centre of the school governing body.

Item 3.4: The inclusion of parent component.

Five (5), 71.4%, respondents strongly agreed about the inclusion of parents in the school governing body made it democratic and effective. The respondents, in an interview, regarded parents as very important in the school governing body. Two (2), 28.6%, respondents agreed to the inclusion of parents in the school governing body. The significance was that none of the respondents were against the inclusion of the parents in the school governing body. It means participation of parents in the school governing body was very important

Item 3.5: Participation of parents, learners, principal, educators and non-teaching staff.

All (7), 100%, respondents agreed that secondary schools' principals and other stakeholders played a positive role in the school governing body and made it participatory and effective.

The significance of this was that secondary principals knew the functions, roles, duties and responsibilities of the school governing body well. Positive and knowledgeable principals should mentor the less experienced principals in order to improve their perceptions. Principals should have a common understanding of school governing body activities.

Item 3.6: The School Governing Body is a centre of conflict.

Only one (1), 14.3%, strongly agreed that school governing body was the centre of the problem. One (1), 14.3%, agreed that school governing body was the centre of the problem. Four (4), 57.1%, respondents disagreed that the school governing body was the centre of conflict in the school environment rather than helpful. One (1), 14.3%, respondent strongly disagreed that school governing body was the centre of conflict. The respondent felt that school governing body was helpful and did not create conflict. In an interview, the respondent explained that in his experience the school governing body resolved several problems at school.

The significance of this matter is that school governing bodies and principals need to undergo conflict management workshops and learn how to resolve issues. Conflict was at times necessary in order to effect change and make improvements.

Item 3.7: Good attendance of meetings.

One (1), 14.3%, respondent strongly agreed that good attendance of meetings by school governing body members was a sign of an effective school governing body with well-run meetings. Six (6), 85.7%, respondents agreed that good attendance of meetings was a sign of an effective school governing body and of stakeholder involvement. Respondents indicated, in an interview, that when school governing body members attend meetings regularly, it was a sign of development and improvement on their part. The school governing body thus demonstrated effectiveness.

The results were significant as they show that principals were aware of the ideal situation. It meant school governing body members need to be encouraged to attend meetings. Respondents identified attendance of meetings as an area that needs attention and improvement, as school governors were not attending meetings regularly.

Item 3.8: A school governing body had a contribution.

Two (2), 28.6%, respondents strongly agreed that the school governing body had a contribution to make towards school effectiveness. Five (5), 71.4%, respondents agreed that school governing body contributes towards school effectiveness and once the school is effective, the school governing body also functions effectively. The researcher observed that the perceptions and attitudes of principals were positive. Principals reflected commitment in this regard. Perceptions of principals reflected positive attitudes towards effectiveness of school governing bodies. Respondents did not show any sign of blaming school governing bodies.

Item 3.9: The school can function without the School Governing Body.

Three (3), 42.6%, respondents strongly disagreed that schools can function effectively without the school governing body playing a role. The respondents felt that school governing bodies represented communities. They indicated that it takes the whole village to raise a child.

Two (2), 28.6%, respondents agreed that schools can run without school governing bodies. One (1), 14.3%, respondent strongly agreed that schools can run without the school governing body. However, in the interviews such principals felt that schools cannot run without school governing bodies, as they are the custodian of resources according to South African Schools Act of 1996. They had to retract the notion expressed earlier in the questionnaire.

One (1), 14.3%, respondent disagreed. However, most respondents believed that schools cannot run normally without school governing bodies. In an interview, some respondents criticized those who felt that the school can run normally without school governing body. They felt that such a school will not reflect transparency and democracy.

Item 3.10: The structure needs to be reviewed.

One (1), 14.3%, respondent strongly agreed that the structure of school governing body needs to be reviewed if it is to be more effective and efficient. Five (5), 71.4%, respondents disagreed that school governing bodies need to be restructured or reviewed in terms of its membership. One (1), 14, 2%, respondent strongly disagreed that school governing bodies need restructuring in order to be effective and democratic. In an interview, most respondents expressed their feelings that the structure of the school governing body did not need modification. However, members of the school governing body need more training and development. They further said training of school governors should be an on-going process. It should not be done for the sake of elections. Communities should be informed throughout the year about the functions, roles and responsibilities of school governing bodies.

Item 3.11: The principal does most of the work.

Three (3), 42.9%, respondents agreed that the principal does most of the work for the school governing body to be effective and efficient. Their argument was because the principal do the initial 'spade' work. This created the perception that principals were more important than school governing body members. The perceptions of this nature, according to respondents, created conflict between school governing bodies and principals. Some parents felt that principals overlooked them and regarded them as illiterate. When asked if the work principals were referring to was merely administrative work rather than governance, they were doubtful. The researcher requested them to do more research about issues they thought pertained to governance. After some days they phoned and said they were referring to management tasks rather than governance. They started to develop different perceptions and some were prepared to apologies to their school governing bodies on this point.

Three (3), 42, 9% respondents disagreed with the notion that the principals did 'spade' work. In the interviews, the respondents felt that there was a need for orientation and induction of both principals and school governing body members. They stated that induction may solve some challenges and build a better rapport among the members of the school governing body and the parents.

One (1), 14, 2%, respondent strongly disagreed with the perception that the principal did more work than any member of the school governing body. In interviews, most respondents felt that the perceptions were created by lack of induction of principals and proper training. Orientation should address such perceptions among principals and other stakeholders. All stakeholders should be inducted in order to avoid misconceptions.

The significance of such perceptions is that proper training of both principals and members of school governing body was very important to avoid unnecessary conflicts. When induction was well-done, wrong perceptions of principals and other stakeholders were eliminated. Harmony among all stakeholders enhanced the effectiveness of school governing bodies.

Item 3.12: Causes confusion and stress for a principal.

One (1), 14.3%, respondents strongly agreed that the school governing body cause confusion and created stress for the principal as it fell short of its responsibilities. But in the interviews, most respondents rejected that notion. They felt that principals who entertained such perceptions created problems for the school governing body. Four (4), 57.1%, respondents disagreed that the school governing body created confusion and stress for the principals. Two (2), 28.6%, respondents strongly disagreed.

The significance is that most principals did not see the school governing body as a problem but as a solution. Some respondents felt that those who viewed school governing bodies as source of confusion and stress were misled. They stressed that such principals needed intensive induction and workshops or extra courses on school governing bodies.

Item 3.13: *Ex-officio* position weakens the power of the principal.

One (1), 14.3%, respondent strongly agreed that, as *ex-officio*, the principal's power was weakened and this made him powerless. In the interviews, such perceptions could not be substantiated. Three (3), 42.9%, respondents rejected the idea that the *ex-officio* position of the power of principal was weakened. The respondents, in interviews, pointed out that the principals were in a position of trust and advisory capacity in the school governing body. This strengthened his or her position as he or she was regarded as knowledgeable. It made the school governing body more effective as the principal represented the Department of Education.

The significance of this matter is that if it is not carefully addressed during the induction, room for conflict may be created in the school governing body. It may also affect the effectiveness of the school governing body.

Item 3.14: School governing body created tension.

One (1), 14.3%, respondent strongly agreed that the school governing body created tension rather than added to its effectiveness and improved its participatory role. Four

(4), 57.1%, respondents disagreed with the notion that school governing body created tension. They felt that when there is common understanding, there will be no tension and the school governing body would function effectively. Two (2), 28.6%, respondents strongly disagreed with the notion and felt that such perceptions were held by novice principals who were not properly inducted. Most respondents felt that this statement was not true.

The significance was that the perceptions of principals need to be managed and controlled. Tension was normally created by lack of information and knowledge. Such principals need intensive training in order to build positive attitudes and perceptions about the effectiveness of the school governing bodies.

Item 3.15: Depends on the principal for ideas.

One (1), 14.3%, respondent strongly agreed that the school governing body depends on the principal for ideas on how to draw up school policies and procurement procedures. Two (2), 28.6%, respondents agreed that school governing body depended on the principal for ideas on how to draw up school policies. Three (3), 42.9%, respondents disagreed that the school governing body depended on the principal for ideas on how to draw up school policies. One (1), 14.3%, respondent strongly disagreed that school governing body depended on the principal for ideas to draw up school policies.

In the interviews, respondents felt that the ideas to draw up school policies did not depend on the principals. All stakeholders play an important role towards developing school policies. The perceptions were normally created when the principal see themselves as important. All stakeholders should be seen as equal and respect the ideas of all individuals as important. The principal should be seen as a resource for the school governing body.

5.2.6. Functions and responsibilities of School Governing Body

Key: 1 Strongly agree 3 disagree
2 Agree 4 Strongly disagree

Table 5. 2: Functions and responsibilities of a School Governing Body

4	Functions and responsibilities of School Governing Body	1	2	3	4
4.1	The power to determine school fees.	(1) 14.3%	(3) 42.9%	(3) 42.9%	0
4.2	Approves the ideas of the principal.	0	(1) 14.3%	(3) 42.9%	(3) 42.9%
4.3	School Governing Body had skills to develop the school policies.	0	(3) 42.9%	(3) 42.9%	(1) 14.3%
4.4	Had skills to draw up the school budget.	0	(3) 42.9%	(3) 42.9%	(1) 14.3%
4.5	It is the principal who calls annual parents meetings.	(2) 28.6%	(1) 14.3%	(2) 28.6%	(2) 28.6%
4.6	Skills to deal with discipline of learners effectively in the school.	0	(3) 42.9%	(4) 57.1%	0
4.7	Contributes towards school effectiveness.	(2) 28.6%	(5) 71.4%	0	0
4.8	Show effectiveness in so far as promotion of culture of teaching and learning is concerned in the school.	(2) 28.6%	(3) 42.9%	(2) 28.6%	0
4.9	The principal prepares financial reports for parents in consultation with the School Governing Body.	(1) 14.3%	(3) 42.9%	(2) 28.6%	(1) 14.3%
4.10	Members of the School Governing Body are less interested in their capacity building, skill development and empowerment.	(1) 14.3%	(1) 14.3%	(4) 57.1%	(1) 14.3%

4.11	Able organize workshops for its members in order to be effective.	0	(2) 28.6%	(5) 71.4%	0
4.12	Members understand the difference between governance and management.	(3) 42.9%	(4) 57.1%	0	0
4.13	Powerless in disciplining staff members.	(2) 28.6%	(4) 57.1%	(1) 14.3%	0
4.14	Cannot discipline educators in terms of the labour laws.	(3) 42.9%	(4) 57.1%	0	0
4.15	Capacity and skills to maintain school buildings.	(1) 14.3%	(4) 57.1%	(2) 28.6%	0
4.16	Had an idea of how to prepare a financial report for parents.	(2) 28.6%	(4) 57.1%	(1) 14.3%	0
4.17	Had a contribution towards effective teaching and learning in the school.	(2) 28.6%	(3) 42.9%	(2) 28.6%	0
4.18	Not effective as it is just for political point scoring.	0	(1) 14.3%	(3) 42.9%	(3) 42.9%
4.19	Effective in policy- making.	0	(4) 57.1%	(3) 42.9%	0
4.20	Not effective as it can buy school policies from consultants.	0	(2) 28.6%	(5) 71.4%	0
4.21	The principal draft the initial policy document without consulting School Governing Body.	0	0	(4) 57.1%	(3) 42.9%
4.22	Implements policies of the school.	(3) 42.9%	(2) 28.6%	(2) 28.6%	0
4.23	Might review school policies after three years.	(4) 57.1%	(2) 28.6%	(1) 14.3%	0
4.24	Cannot differentiate between governance and management.	0	(1) 14.3%	(3) 42.9%	(3) 42.9%

4.25	Not effective as it cannot raise funds without the principal.	(1) 14.3%	(1) 14.3%	(1) 14.3%	(4) 57.1%
------	---	--------------	--------------	--------------	--------------

These are interpretations of responses from participating secondary principals.

Table 5.2 reflected the following:

Item 4.1: Had the skills to determine school fees.

One (1), 14.3%, respondent strongly agreed that school governing bodies had the skills to determine school fees and how to raise funds for the school. Three (3), 42.9%, respondents agreed that school governing bodies had the skills to determine school fees. Three (3), 42.9%, respondents disagreed that the school governing bodies had skills to determine school fees.

Most respondents indicated that it was a function of the school governing bodies to determine school fees. Most principals were aware about the function of the school governing bodies to determine school fees.

Item 4.2: Approves the ideas of the principal.

One (1), 14.3%, respondents agreed that the school governing bodies just approved the ideas of the principals. Three (3), 42.9%, respondents disagreed that the school governing bodies just approved the ideas of the principals. Three (3), 42.9%, respondents strongly disagreed that the school governing bodies just approved the ideas of the principals.

The significance was that most respondents knew the roles and responsibilities of the school governing bodies. In interviews, most respondents felt that school governing bodies' members needed training to understand the roles and responsibilities of school governing bodies.

Item 4.3: Had skills to develop the school policies.

Three (3), 42.9%, respondents agreed that school governing bodies had skills to develop school policies. Three (3), 42.9%, respondents disagreed that the school governing bodies had skills to develop school policies. One (1), 14.3%, respondent strongly disagreed that school governing bodies had skills to develop school policies. In interviews, respondents emphasized the powers of the school governing bodies to develop school policies as part of their responsibilities in terms of legislation. The respondents felt that it was the responsibility of school governing bodies to ensure that each school had policies. They also indicated that it was the responsibility of school governing bodies to draw up school policies. It is significant to realize that 85.7% of respondents agreed that school governing bodies had the skills to develop school policies. The respondents further indicated the importance of training of school governing body members so that they should have common understanding of their roles and responsibilities.

Item 4.4: Had skills to draw up the school budget.

Three (3), 42.9%, respondents agreed that school governing bodies had skills to draw up the school budget and present it to the parents meeting. Three (3), 42.9%, respondents disagreed that school governing bodies had the skills to draw up the school budget. One (1), 14.3%, respondent strongly disagreed that school governing bodies had skills to draw up the school budget.

The respondents, in interviews, indicated that the school governing body had the ability to draw up the budget even if it is not perfect. They acknowledged that some school governing bodies still have trouble in drawing up the school budget. They indicated that from time to time, school governing bodies co-opted some members of the community with certain skills required to make the school governing body function in this regard. Most respondents felt that there is a need to train school governors on financial management matters.

Item 4.5: The principal who calls annual parents' meetings.

Two (2) 28.6%, respondents strongly agreed that the principals call annual parents' meetings. One (1), 14.3%, respondent agreed that it is the principal who calls annual parents' meetings. Two (2), 28.6%, respondents disagreed with the notion that the principals called annual meetings. Two (2), 28.6%, respondents strongly disagreed that it was not the principals who called annual parents' meetings.

In interviews, respondents clearly indicated that school governing bodies were responsible for calling annual parents meetings. They also indicated that the principals were delegated to call parents' meetings on behalf of the school governing bodies. Principals were only to help with technical arrangements. The school governing bodies were empowered by law to call parents' meetings according to the South African Schools Act of 1996 and not the principals.

Item 4.6: Had skills to deal with discipline of learners effectively in the school.

Three (3), 42.9%, respondents agreed that the school governing bodies had the skills to deal with discipline of learners effectively in the schools. Four (4), 57.1%, respondents disagreed that the school governing bodies had skills to deal with discipline of learners effectively in schools.

In interviews, respondents felt that workshops offered to school governing bodies empowered them to deal with disciplinary procedures relating to learners. School governing bodies had skills to discipline learners; however, members of school governing bodies needed training and workshops from time to time. School governors should be informed and trained on how to conduct a disciplinary hearing of learners.

Item 4.7: Contributes towards school effectiveness.

Two (2), 28.6%, respondents strongly agreed that school governing bodies contributed towards school effectiveness. Five (5), 71.4%, respondents agreed that the school governing bodies contributed towards school effectiveness. None of the respondents disagreed with the notion that school governing bodies contributed towards school

effectiveness. All respondents, in interviews, agreed on the need to train school governing bodies so that they could contribute towards school effectiveness.

Item 4.8: Shows effectiveness as far as promotion of culture of teaching and learning is concerned in the school.

Two (2), 28.6% respondents strongly agreed that the school governing body showed school effectiveness in so far as the promotion of the culture of teaching and learning. Three (3), 42.9%, respondents agreed that school governing bodies showed effectiveness in the promotion of the culture of teaching and learning. Three (3), respondents agreed that school governing bodies showed effectiveness in the promotion of culture of teaching and learning.

Two (2), 28.6%, respondents disagreed that school governing bodies showed effectiveness in so far as promotion of culture of teaching and learning in schools. The reflection was that respondents felt the effectiveness of the school was largely dependent on the contribution of the principals towards a positive culture of teaching and learning.

Item 4.9: The principal prepares financial reports for parents.

One (1), 14.3%, respondent strongly agreed that the principals prepared the financial reports for parents in consultation with school governing bodies. Three (3), 42.9%, respondents agreed that the principals prepared financial reports for parents in consultation with the school governing bodies. Two (2), 28.6%, respondents disagreed that the principals prepared financial reports for the parents in consultation with school governing bodies. One (1), 14.3%, respondents strongly disagreed that the principals prepared financial reports for parents in consultation with school governing bodies.

The significance was that respondents were aware about the responsibilities of school governing bodies and were convinced that training of school governing bodies was necessary.

Item 4.10: Members are less interested in their capacity building, skill development and empowerment.

One (1), 14.5%, respondents strongly agreed that members of the school governing bodies were less interested in their capacity building, skill development and empowerment. One (1), 14.5%, respondents agreed that members of the school governing bodies were less interested in their capacity building, skill development and empowerment. Four (4), 57.1%, respondents disagreed with the notion that members of the school governing bodies were less interested in capacity building, skill development and empowerment. One (1), 14.5%, respondent strongly disagreed that members of the school governing bodies were less interested in their capacity building, skill development and empowerment.

The majority of respondents, (5), 71.4%, disagreed that members of the school governing bodies were less interested in capacity building, skill development and empowerment. The significance was that most respondents felt that school governing bodies were interested in building their capacity and skill development through workshops and training.

Item 4.11: Able to organize workshops for its members in order to be effective.

Two (2), 28.6%, respondents agreed that school governing bodies were able to organize workshops for its members in order to be effective. Five (5), 71.4%, respondents disagreed that school governing bodies were able to organize workshops for its members in order to be effective.

The implications were that respondents felt that school governing bodies failed to organize workshops for their members. It meant the school governing bodies should however organize workshops for members to become effective.

Item 4.12: Members understand the difference between governance and management.

Three (3), 42.9%, respondents strongly agreed that effective school governing body members understood the difference between governance and management. Four (4), 57.1%, respondents agreed that effective school governing body members understood the difference between governance and management.

The significance was that all respondents understood that school governing bodies had to differentiate between governance and management. It also reflected that principals understood the difference between governance and management.

Item 4.13: Powerless in disciplining staff members.

Two (2), 28.6%, respondents strongly agreed that school governing bodies were powerless in disciplining staff members. Four (4), 57.1%, respondents agreed that school governing bodies were powerless in disciplining staff members. Only one (1), 14.3%, respondents disagreed that school governing bodies were powerless to discipline staff members.

The respondents felt that school governing bodies were not powerless but it is not within their jurisdiction to discipline the staff members. It did not mean they were powerless. The respondents emphasized the notion in interviews: school governing bodies had no power to discipline staff members in terms of the South African Schools Act of 1996.

Item 4.14: Cannot discipline educators in terms of the labour laws.

Three (3), 42.9% respondents strongly agreed that the school governing bodies cannot discipline educators. Four (4), 57.1%, respondents agreed that school governing bodies cannot discipline educators in terms of labour laws.

The significance is that principals know their roles and are able to advise the school governing bodies accordingly.

Item 4.15: Had capacity and skills to maintain school buildings.

One (1), 14.3%, respondent strongly agreed that school governing bodies had the capacity and skills to maintain school buildings. Four (4), 57.1%, respondents agreed that school governing bodies had the capacity and skills to maintain school buildings. Two (2), 28.6%, respondents disagreed that the school governing bodies had capacity and skills to maintain school buildings. In interviews, respondents indicated that the school governing bodies were responsible for maintenance of school buildings and school premises. The significance is that respondents were aware about the responsibilities of school governing bodies in so far as their functions, roles and responsibilities in terms of maintenance of school premises and buildings.

Item 4.16: Had an idea of how to prepare a financial report for parents.

Two (2), 28.6%, respondents strongly agreed that school governing bodies had an idea of how to prepare financial reports for parents. Four (4), 57.1%, respondents agreed that school governing bodies had an idea of how to prepare financial reports for parents. One (1), 14.3%, respondent disagreed that the school governing bodies had an idea of how to prepare financial reports to parents.

Most respondents reflected that they knew school governing bodies were responsible for preparation of the financial report to parents. It is significant that school governing bodies and principals should know their responsibilities about the financial report preparations.

Item 4.17: Had a contribution towards effective teaching and learning in the school.

Two (2), 28.6%, respondents strongly agreed that the school governing bodies had a contribution to make towards effective teaching and learning in schools. Three (3), 42.9%, respondents agreed that school governing bodies had a contribution made towards effective teaching and learning in schools. Two (2), 28.6%, respondents disagreed that school governing bodies had no contribution made towards effective teaching and learning.

The conclusion may be drawn that 71.4% (5), respondents had a clear idea that school governing bodies had an impact on teaching and learning. It was important that principals realized that there was a need to train school governors and ensure that there is a positive impact on the teaching and learning programmes of the schools.

Item 4.18: Not effective as it is just for political point scoring.

One (1), 14.3%, respondents agreed that school governing bodies were ineffective; it was just for political point scoring. Three (3), 42.9%, respondents disagreed that school governing bodies were not effective and it was just political point scoring. It meant that 85.7% of the respondents felt that school governing bodies were effective and were not aimed at political point scoring. In interviews, all respondents felt that there should be training of school governing bodies.

Item 4.19: Effective in policy-making.

Four (4), 57.1%, respondents agreed that school governing bodies were effective in policy-making. Three (3) 42.9%, respondents felt that school governing bodies were not effective in policy-making.

Most respondents, 57.1%, were of the opinion that the school governing bodies were effective in policy-making and record keeping. Only three (3), 42.9%, of the respondents felt that there was more training needed in order to make school governing bodies effective in policy-making.

Item 4.20: Not effective as it can buy school policies from consultants.

Two (2), 28.6%, respondents agreed that school governing bodies were not effective as they bought policies from consultants without proper understanding. Five (5) 71.4%, respondents disagreed that school governing bodies were not effective as they bought policies from consultants.

In interviews, respondents disagreed that school governing bodies were buying school policies from consultants and denied the notion that they bought school policies from

consultants. Instead, they indicated that consultants were used in training school governors how to develop school policies. They stated that workshops were organized with the aim of training school governors on how to develop their own school policies. The interviewees also indicated that every school policy was unique and could not be the copycat of another school. They also indicated that the government encouraged every school to develop their own school policies.

Item 4.21: The principal drafts the initial policy document.

Four (4), 57.1%, respondents disagreed that the principals drafted the initial school policy documents without consulting school governing bodies and involving parents. Three (3), 42.9%, respondents strongly disagreed that principals drafted the initial school policy documents without consulting school governing bodies. None of the respondents agreed that principals drafted the initial school policy documents without consulting school governing bodies.

The significance is that respondents were very clear on what the school governing bodies should do. In interviews, respondents indicated strongly that school policies were not individual matters but the result of teamwork. All stakeholders should participate equally in policy-making activities.

Item 4.22: Implements policies of the school.

Three (3), 42.9%, respondents strongly agreed that school governing bodies were to implement school policies. Two (2), 28.6%, respondents agreed that school governing bodies implemented school policies. Respondents expressed their views in interviews that it was the responsibility of school governing bodies to implement school policies accordingly.

Only two (2), 28.6%, respondents disagreed that school governing bodies were to implement their school policies.

The significance of the matter is that principals should know the roles of school governing bodies well so that they may guide school governors. Through workshops and training, principals and school governing bodies may come to a common understanding of functions, duties and responsibilities of school governing bodies.

Item 4.23: Review school policies after three years.

Four (4), 57.1%, respondents strongly agreed that school governing bodies may review school policies after three years. Two (2), 28.6%, respondents agreed that school governing bodies reviewed their policies after three years.

Only one (1) 14.3%, respondent disagreed that school governing bodies may review school policies after three years.

In interviews, respondents emphasized that school policies should be reviewed after three years in terms of the South African Schools Act of 1996. It is very important that school policies are reviewed after three years.

Item 4.24: Cannot differentiate between governance and management.

Only one (1), 14.3%, respondent agreed that school governing bodies cannot differentiate between governance and management.

Three (3) 42.9%, respondents disagreed that school governing bodies cannot differentiate between governance and management.

It meant that 85.7% of the respondents felt that school governing bodies differentiated between governance and management. In interviews, respondents felt strongly that principals and school governing bodies should be in a position to differentiate between governance and management. Conflicts between principals and school governing bodies were normally created by failure to differentiate between governance and management.

It was very significant that governance and management are differentiated. Principals should ensure that school governing bodies understand their mandate in governance and management.

Item 4.25: Not effective as it cannot raise funds without the principal.

One (1), 14.3%, respondent strongly agreed that school governing bodies were not effective as they cannot raise funds without principals and parents. One (1), 14.3%, respondent agreed that school governing bodies were not effective if they cannot raise funds without principals.

One (1), 14.3%, respondents strongly disagreed that school governing bodies were not effective as they could not raise funds without the principals. One (1), 14.3%, respondent agreed that school governing bodies were not effective as they could not raise funds without principals. One (1) 14.3%, respondent disagreed that school governing bodies cannot raise funds without the principals. Four (4), 57.1%, respondents strongly disagreed that school governing bodies were ineffective as they could not raise funds without the principals.

In interviews, the respondents disagreed with the notion that school governing bodies needed principals in order to raise funds. They felt that the statement was not correct. In fact, principals needed school governing bodies to raise funds. They concluded that fundraising was teamwork, involving all stakeholders. Respondents also indicated that training of school governing bodies should be on-going.

5.2.7 Curriculum development

Key: 1 Strongly agree 3 Disagree
2 Agree 4 Strongly disagree

Table 5. 3: Curriculum development

5	Curriculum Development	1	2	3	4
5.1	Effective School Governing Body members are knowledgeable about curriculum management and school improvement	(1) 14.3%	(2) 28.6%	(3) 42.9%	(1) 14.3
5.2	Members strive for high quality of teaching and learning in the school	(1) 14.3%	(6) 85.7%	0	0
5.3	Made resources available for effective teaching and learning	(3) 42.9%	(4) 57.1%	0	0
5.4	Contribute towards effective curriculum management	(3) 42.9%	(4) 57.1%	0	0
5.5	Helpful in curriculum development by making funds available	(3) 42.9%	(3) 42.9%	(1) 14.3%	0
5.6	Effective as it had ideas how to improve school curriculum	0	(6) 85.7%	(1) 14.3%	0
5.7	Encouraged educators to form curriculum forums	0	(1) 14.3%	(6) 85.7%	0
5.8	Curriculum management and development is a professional matter	(3) 42.9%	(3) 42.9%	(1) 14.3%	0
5.9	Delays curriculum development through its beliefs and myths	0	0	(4) 57.1%	(3) 42.9%
5.10	Lay school governors should have final say to curriculum development	0	(1) 14.3%	(5) 71.4%	(1) 14.3%
5.11	Should not participate in curriculum development	0	0	(6) 85.7%	(1) 14.3%

5.12	Aware of the importance of effective teaching and learning	(3) 42.9%	(3) 42.9%	(1) 14.3%	0
5.13	Ineffective in monitoring effective teaching and learning	(3) 42.9%	0	(4) 57.1%	0
5.14	Do not play any effective role in learners achievements	(1) 14.3%	(3) 42.9%	(3) 42.9%	0

These are interpretations of responses from participating secondary principals.

Table 5.3 reflected the following:

Item 5.1: Members are knowledgeable about curriculum management and school improvement.

One (1), 14.3%, respondent strongly agreed that effective school governing body members were knowledgeable about curriculum. Two (2), 28.6%, respondents agreed that effective school governing body members were knowledgeable about curriculum management and school improvement.

Three (3) 42.9%, respondents strongly disagreed that school governing body members are knowledgeable about curriculum management and school improvement. One (1), 14.3%, respondent strongly disagreed that effective school governing body members are knowledgeable about curriculum management and school improvement.

The respondents felt that members of school governing body may become more knowledgeable about the curriculum by bringing in experts to help them to decide what was good for their children. One does not necessarily have to have knowledge about curriculum matters but one can engage those who know more about the field. If the school governing body was effective, it will be in a position to take decisive decisions about what their children ought to learn.

Item 5.2: Members strive for high quality of teaching and learning in the school.

All (7) 100%, respondents agreed that an effective school governing body would strive for high quality of teaching and learning. None of the respondents disagreed on this matters. It meant principals should strive for effective school governance and improved performance as the school governing body is in harmony with this aim. The vision will be shared and teamwork generated among all stakeholders.

Item 5.3: Made resources available for effective teaching and learning.

All (7), 100%, respondents agreed that an effective school governing body made resources available for effective teaching and learning. The school governing body developed the school policy on how to monitor resources and whether their resources were used cost effectively.

Item 5.4: School governing body contributes towards effective curriculum management.

All (7), 100%, respondents agreed that effective school governing body contributed to effective curriculum management. Effective school governance should always be progressive. It concentrated on school development rather than on conflicts.

Item 5.5: Helpful in curriculum development by making funds available.

Three (3), 42.9%, respondents, strongly agreed that the school governing body was helpful in curriculum development by making funds available. Three (3), 42.9%, respondents agreed that an effective school governing body may be helpful in curriculum development by making funds available. Only one (1), 14.3%, respondent disagreed.

Most respondents had a common understanding about the effectiveness of school governing bodies in so far as curriculum development was concerned.

Item 5.6: School governing body is effective as it had ideas on how to improve school curriculum.

Six (6) 85.7%, respondents agreed that the effective school governing body had ideas on how to improve school curriculum. This indicated that the perceptions of principals were positive towards school governing bodies in relation to curriculum development. Only one (1) 14.3%, disagreed.

In the interviews, respondents felt that principals with negative perceptions towards school governing body and curriculum improvement will change in time.

Item 5.7: Encouraged educators to form curriculum forums.

Only one (1), 14.3%, respondent disagreed that an effective school governing body encouraged educators to form forums. They cited the challenge they always encounter when the school governing body was requested to pay for transport claims. They questioned travelling expenses of some trips and workshops. That indicated poor understanding of curriculum development, as it often required travel to workshops for training in certain concepts and how to improve and develop the curriculum.

Item 5.8: Curriculum management and development is a professional matter and not a school governing body matter.

Three (3), 42.9%, respondents strongly agreed that curriculum management and development were professional matters and not school governing body matters. Three (3), 42.9%, respondents agreed that curriculum management and development were professional matters. Only (1), 14.3%, respondent disagreed.

In interviews, respondents indicated that even if curriculum management is a professional matter, the school governing body had a role to play. The effective school governing body should make resources available for teacher development. They would not depend on the workshops organized by government. Effective school governing bodies played an active role in governance matters related to curriculum management and development.

Item 5.9: School governing body delays curriculum development through its beliefs and myths.

Four (4), 57.1%, respondents disagreed that the school governing body delayed developments due to beliefs and myths. Three (3), 42.9%, respondents strongly disagreed with the notion. The significance was that principals trust the school governors. Beliefs and myths may create misunderstandings and conflicts that may affect the effectiveness of school governing bodies.

Item 5.10: Have final say in curriculum development.

Five (5) 71.4%, respondents disagreed with the idea that school governing body should have a final say in curriculum development. One (1), 14.3%, respondent, strongly disagreed that the governing body should have a final say in curriculum development. Only one (1), 14.3%, respondents agreed with the idea that the school governing body should have a final say in curriculum development.

In interviews, respondents felt that the school governing body and the principal should be in a position to draw a line between school management and school governance. Respondents registered concerns about the principals who had less experience and are not prepared to learn as fast as possible about the functions, roles and responsibilities of school governing bodies.

Item 5.11: Should not participate in curriculum development.

Six (6), 85.7%, respondents disagreed with the idea that the school governing body should not participate in curriculum development. One (1), 14.2% disagreed strongly that school governors should participate in curriculum matters.

The significance of this is that respondents know that the school governing body should not be excluded from participating in curriculum matters.

Item 5.12: Aware of the importance of effective teaching and learning.

Three (3), 42.9%, respondents strongly agreed that school governing body was aware of the importance of effective teaching and learning. Three (3), 42.9%, respondents agreed that the school governing body was aware about the importance of effective teaching and learning. Only one (1), 14.3%, respondent disagreed that the school governing body was aware about the importance of effective teaching and learning.

In the interview, the respondents stated that effective teaching and learning was a core business of the school. They further indicated that it was the responsibility of the school governing body to ensure that there was effective teaching and learning through the supervision of the principal.

Item 5.13: Ineffective in monitoring effective teaching and learning.

Three (3), 42.9%, respondents strongly agreed that school governing body was ineffective in monitoring effective teaching and learning. Four (4), 57.1%, respondents disagreed that the school governing body was ineffective in monitoring effective teaching and learning.

In the interviews, respondents felt that it was not true that the school governing body was ineffective in monitoring effective teaching and learning. They stated that the school governing body was given quarterly reports about the achievements of learners. In turn, the school governing body passed information to parents with some recommendations, especially remedial programmes that should be undertaken. Members of the school governing body may devise solutions how to improve school performance.

Item 5.14: Does not play any effective role in learner achievements.

One (1), 14, 2%, respondent strongly agreed that the school governing body did not play any effective role in learner achievements. Three (3), 42.9%, respondents agreed that the school governing body did not play any effective role in the achievements of learners.

In the interviews, most respondents felt that the school governing body played a role in learner achievement and that is why the Grade 12 results are always over 50% in Ga-Rankuwa. School governors ensured that learners attend school regularly. School governing bodies had also developed policies on absenteeism. The respondents concluded the school governing body had an effective role in the achievement of learners.

It was significant to realize that generally, perceptions of principals about many issues were positive and they had a common understanding of the functions, roles and responsibilities of school governing body in the achievement of learners. Nevertheless, there was still a room for improvement in order to strengthen the positive perceptions of principals about the effectiveness of school governing bodies in Ga-Rankuwa.

5.2.8 School Governance and Management

Key:	1 Strongly agree	3 Disagree
	2 Agree	4 Strongly disagree

Table 5. 4: School governance and management

6	School governance and management	1	2	3	4
6.1	Capable to use conflict management strategies.	(1) 14.3%	(3) 42.9%	(2) 28.6%	(1) 14.3%
6.2	Had more powers than School Governing Body.	0	(1) 14.3%	(3) 42.9%	(3) 42.9%
6.3	Concentrates on governance matters.	(4) 57.1%	(2) 28.6%	(1) 14.3%	0
6.4	Deals with governance issues and not with day-to-day activities of the school.	(2) 28.6%	(4) 57.1%	0	(1) 14.3%

6.5	Gives School Management Team directives and School Management Team ensure that decisions are implemented.	(1) 14.3%	(1) 14.3%	(1) 14.3%	(4) 57.1%
6.6	Just an effective political ploy.	0	(1) 14.3%	(3) 42.9%	(3) 42.9%
6.7	Is just a rubber stamp.	0	(1) 14.3%	(2) 28.6%	(4) 57.1%
6.8	Not empowered to discipline educators.	(4) 57.1%	(2) 28.6%	(1) 14.3%	0
6.9	Had the power to determine the admission policies of the school.	(4) 57.1%	(2) 28.6%	(1) 14.3%	0
6.10	Helps the principal to develop and monitor the culture of teaching and learning.	(2) 28.6%	(4) 57.1%	0	(1) 14.3%
6.11	There is no need for School governing bodies in schools.	0	(1) 14.3%	(2) 28.6%	(4) 57.1%

These are interpretations of responses from participating secondary principals.

Table 5.4 reflected the following:

Item 6.1: Capable of using conflict management strategies.

One (1), 14.3%, respondent strongly agreed that the school governing body was capable of conflict management strategies and reconciliation. Three (3), 42.9%, respondents agreed that the school governing body was capable of using conflict management strategies. Two (2), 28.6%, respondents disagreed that the school governing bodies were capable of using conflict management strategies. Only one (1), 14.3%, respondents disagreed strongly that the school governing bodies were not capable of using conflict management strategies.

The significance is that most respondents felt strongly that the school governing bodies can solve any challenge at school level. In the interviews, the respondents emphasized the role of the principal in empowering school governing body members to use conflict management strategies. Those who had negative perceptions need more training and exposure in order to realize the capabilities and potential of the school governing body members. The perceptions that school governing bodies cannot manage conflict management cannot be taken lightly. Such perceptions need to be addressed accordingly.

Item 6.2: The principal had more power than school governing body.

None of the respondents strongly agreed that the principal had more power than the school governing bodies. One (1), 14.3%, respondent agreed that the principal had more power than the school governing body members did. Three (3), 42.9%, respondents disagreed that principals had more power than the school governing body members did. Three (3), 42.9%, disagreed strongly that the principals have more power than school governing bodies.

Most respondents were against the view that principals were more powerful than the school governing bodies. The respondents indicated in the interviews that principals had no voting rights in the school governing bodies. Principals were advised to guide and help school governors with legal interpretations and were not more powerful than the school governing body. The respondents registered their concerns about the principals who had the perception that they are more powerful than the school governing bodies. The respondents indicated that such principals needed intensive training because they may mislead members of school governing body and create conflict in the school governing body.

Item 6.3: Governance matters.

Four (4), 57.1%, respondents strongly agreed that the school governing body was to deal with governance matters. Two (2), 28.6%, agreed that the school governing body dealt with governance matters. Only one (1) 14.3%, disagreed that the school governing bodies were to deal with governance matters.

The respondents felt that the school governing bodies cannot deal with management issues. They explained in the interviews that school governing bodies did not differentiate between management and governance. Failure to differentiate governance and management made school governing body members and principals clash over management issues.

The significance was that principals should be in a position to differentiate between management and governance matters and advised and guided school governing body members in governance issues.

Item 6.4: Governance issues and not with day-to-day activities of the school.

Two (2), 28.6, respondents strongly agreed that school governing body dealt with governance issues and not the day-to-day activities of the school. Four (4), 57.1%, respondents agreed that the school governing body dealt with governance issues.

Only one (1), 14.3%, respondent strongly disagreed that school governing bodies dealt with governance matters and not day-to-day matters.

The significance was that most respondents understood and correctly differentiated between governance and management issues. However, the respondents felt that there were still a need to train principals about the difference between governance and management.

Item 6.5: School Management Team directives and School Management Team ensures that decisions are implemented.

One (1) 14.3%, respondents strongly agreed that school governing body gave the School Management Team (SMT) directives and the School Management Team ensured that decisions were implemented. One (1), 14.3%, respondent agreed. One (1), 14.3%, respondent disagreed.

Four (4), 57.1%, respondents strongly disagreed that that school governing body gave the SMT directives and guidelines on what to do. The SMT in turn, ensured that decisions were implemented.

The significance of the issue was that principals needed more training on this matter. Some principals had difficulty in differentiating matters of governance and management. There was a thin line between management and governance.

Item 6.6: Is just an effective political ploy.

One (1), 14.3%, respondent agreed that school governing body was just an effective political ploy. Three (3), 42.9%, respondents disagreed that school governing body was just an effective political ploy. Three (3), 42.9%, respondents strongly disagreed that school governing body was a political ploy.

Most respondents disagreed that the school governing body was just a political ploy. The school governing bodies were established as a strategy to involve parents and encourage ownership and partnership. It was not related to political point scoring or political ploys. It was meant to reflect democracy and transparency.

Item 6.7: School Governing Body is just a rubber stamp.

One (1), 14.3%, respondents agreed that school governing body was just a rubber stamp. Two (2), 28.6%, respondents disagreed that school governing body was not a rubber stamp. Four (4), 57.1%, respondents strongly disagreed that school governing body was just a rubber stamp.

The significance of this notion is that respondents disagreed that the school governing body was not a rubber stamp. It had a role to play in school management and governance.

Item 6.8: Not empowered to discipline educators.

Four (4), 57.1%, respondents strongly agreed that school governing body was not empowered to discipline educators. Two (2), 28.6%, respondents agreed that school governing body was not empowered to discipline educators.

Only one (1), 14.3%, disagreed that school governing body was empowered to deal with discipline of educators. According to legislation, the school governing body was empowered to draw up a code of conduct for educators. But their discipline was a professional matter. The school governing body guided educator conduct but actions against educators can only be taken by the principals. The principals had the power to reprimand, sanction, advice, warn, counsel and charge educators. Disciplinary hearings were handled by the Human Resource Management in the Gauteng Department of Education.

Thus, the principal and school governing body should know how far they can go with the discipline of educators. Conflict normally arose when the school governing body wanted to take action against educators. But if they were well trained, they would avoid unnecessary friction with educators and principals.

Item 6.9: Power to determine the admission policies of the school.

Four (4) 57.1%, respondents strongly agreed that the school governing bodies had the power to determine admission policies. Two (2), 28.6%, respondents agreed that the school governing body had the power to determine admission policies. Only one (1) 14.3%, respondent disagreed that the school governing bodies had the power to determine admission policies of the school.

The significance was that there were still some principals who were not sure who determined the admission policies. This indicated a need to train principals in that aspect so that there should be no doubt about the functions and roles of the school governing body. The perceptions of principals about the effectiveness of school governing body mislead school governors over the said issue and created confusion and conflicts.

Item 6.10: Develop and monitor the culture of teaching and learning.

Two (2), 28.6%, respondents strongly agreed that the school governing body helped the principals to develop and monitor the culture of teaching and learning. Four (4), 57.1%, respondents agreed that the school governing body helped the principals to develop and monitor the culture of teaching and learning. Only one (1), 14.3%, strongly disagreed that the school governing body helped the principal to develop and monitor the culture of teaching and learning.

That reflected on the roles, duties, functions and responsibilities of the school governing bodies. The school governing bodies were to ensure that there was an effective teaching and learning culture at schools and give parents feedback about developments. The school governing body should mobilize parents to ensure that their children achieved at school and that there was a good discipline and effective teaching and learning. Nevertheless, there was also a need to train and empower school governing body members.

Item 6.11: There is no need for School governing bodies in schools.

Only one (1), 14.3%, respondent agreed that there was no need for school governing bodies in the schools. Two (1), 28.6%, respondents disagreed that there was no need for school governing bodies in the schools. Four (4), 57.1%, respondents strongly disagreed that there was no need to have school governing bodies.

Most respondents, in interviews, expressed their dissatisfaction about the idea that schools can run without school governing bodies. They emphasized the importance of school governing bodies in schools. They also indicated that the same question was asked in different ways and principals answered differently. It meant that in some instances, principals were not clear about the roles and responsibilities of school governing bodies. They felt that some principals did not grasp that school governing bodies were compulsory in every school. It was not a matter of choice. No school can operate without a school governing body.

The significance of the matter was that it was very important to train principals continually about the functions, roles, duties and responsibilities of the school governing bodies. Negative perceptions about effectiveness of school governing body shown by principals may be minimised by training school governing body members.

5.2.9 Language and religious policies

Key: 1 Strongly agree 3 disagree
2 Agree 4 Strongly disagree

Table 5. 5: Language and religious policies

7	Language and religious policies	1	2	3	4
7.1	Failure to draw up language policy.	0	(2) 28.6%	(2) 28.6%	(3) 42.9%
7.2	Effective in drawing language and religious policies in the school	0	(5) 71.4%	(2) 28.6%	0
7.3	The language policy is drawn up by the principal and endorsed by the ineffective School Governing Body.	0	(2) 28.6%	(5) 71.4%	0
7.4	Language policy is a source of conflict which is poorly managed by School Governing Body	(1) 14.3%	(1) 14.3%	(3) 42.9%	(2) 28.6%
7.5	Finds it difficult to implement language and religious policies in the school.	0	(2) 28.6%	(3) 42.9%	(2) 28.6%
7.6	Language policy may be used by School Governing Body to promote racial discrimination and exclusions on basis of ethnicity.	(1) 14.3%	(2) 28.6%	(4) 57.1%	0
7.7	Religious policy is very easy to handle by School Governing Body effectively.	0	(3) 42.9%	(4) 57.1%	0
7.8	School Governing Body fails to draw up fair religious policy.	0	(1) 14.3%	(5) 71.4%	(1) 14.3%
7.9	Religious policy should not be one of the responsibilities of the School Governing Body, as it performs poorly in this regard.	0	(1) 14.3 %	(2) 28.6 %	(4) 57.1%

7.1 0	Religious policy is at times difficult to be implemented by the School Governing Body.	(1) 14.3%	(2) 28.6 %	(2) 28.6 %	(2) 28.6%
----------	--	--------------	------------------	------------------	--------------

These are interpretations of responses from participating secondary principals.

Table 5.5 reflected the following:

Item 7.1: Failure to draw up language policy.

Two (2), 28.6% respondents agreed that the school governing body failed to draw up language policies. Two (2), 28.6% respondents disagreed that the school governing body failed to draw up language policies. Three (3), 42.9% respondents strongly disagreed that the school governing body failed to draw up language policies.

In the interviews, the respondents stated that the schools had language policies drawn up by school governing bodies in Ga- Rankuwa. The school governing bodies did not fail in this regard.

The significance was that there was still a need to train principals to understand the functions, roles and responsibilities of school governing bodies. It was the responsibility and obligation of the school governing body to draw up school policies. Language policies are the task of the school governing bodies. If the school governing body was not able to draw up policies, it was the duty of the principals to ensure that they were empowered to do so.

Item 7.2: Effective in drawing up language and religious policies in the school.

Five (5), 71.4% respondents agreed that school governing bodies were effective in drawing up language and religious policies. Only two (2), 28.6%, respondents disagreed that the school governing bodies were effective in drawing up language and religious policies.

Most respondents were positive about the effectiveness of the school governing bodies in drawing up language and religious policies. The reflection was that there were still some principals who doubted the capabilities of school governing bodies. So there was a need to address the perceptions of some principals, who still felt school governing bodies were not effective or helpful in this regard. Two (2) respondents had a different view about school governing bodies according to items 7.1 and 7.2. In the interviews, some principals felt concerned about such opposing versions of the effectiveness of the school governing bodies. This indicated a need to identify such principals and train and mentor them. Workshops were to be organized from time to time to address gaps in the knowledge of principals about effectiveness of school governing bodies.

Item 7.3: The language policy is drawn by the principal and endorsed by an ineffective School Governing Body.

Two (2), 28.6%, respondents agreed that language policies were drawn by the principal and endorsed by ineffective school governing bodies. In interviews, the respondents indicated clearly that language and religious policies were drawn by all stakeholders. To draw school policies, it was not an individual matter, but teamwork.

Five (5), 71.4% respondents disagreed that the language policy was drawn up by the principal and endorsed by the ineffective school governing body. In the interviews, the respondents indicated clearly that language policies were drawn by all stakeholders. It was not individual matter but a result of teamwork. Only two respondents had a different view on that matter. In the interviews, respondents felt that such views could be due to inexperience or such principals were novices. The respondents felt that it was necessary to mentor such principals.

Item 7.4: Language policy is a source of conflict.

One (1), 14.3% respondents strongly agreed that language was a source of conflict which was poorly managed by school governing bodies. One (1) 14.3%, respondent agreed that language policies were a source of conflict. Three (3), 28.6%, respondents disagreed that language policies were a source of conflict and that they were poorly

managed. Two (2), 28.6%, respondents strongly disagreed that language policies were a source of conflict and poorly managed by school governing bodies.

In the interviews, respondents felt that it was not true that language policies were source of conflict. Respondents felt that it was a matter of inexperience to view language policies as a source of conflict. They believed that such a notion could be addressed at workshops and through mentoring.

Item 7.5: Find it difficult to implement language and religious policies in the school.

Two (2), 28.6%, respondents agreed that the school governing bodies found it difficult to implement language and religious policies in schools. Three (3), 42.9%, respondents disagreed that the school governing bodies found it difficult to implement language and religious policies in the school. Two (2), 28.6%, strongly disagreed that the school governing bodies found it difficult to implement language and religious policies in schools.

Most respondents disagreed that the school governing bodies found it difficult to implement language and religious policies in schools. Most felt that contrary views were due to inexperience and a lack of knowledge. They indicated that such principals needed intensive training about the functions, roles and responsibilities of the school governing bodies.

Item 7.6: Language policy may be used by the school governing body.

One (1), 14.3%, respondent strongly agreed that language policies may be used by the school governing bodies to promote racial discrimination and exclusions on the basis of ethnicity. Two (2), 28.6%, respondents agreed that language policy may be used to promote racial discrimination and exclusions on basis of race or ethnicity.

Four (4), 57.1% respondents disagreed that language policy was used by school governing bodies to promote racial discrimination and exclusions on basis of race or ethnicity.

Respondents, in the interviews, indicated that language policies could not be used to promote racial discrimination and exclusions on basis of ethnicity in Ga-Rankuwa. They indicated that they had heard about such situations in the former model C schools. That was not happening in Ga- Rankuwa and warned against such situations. Respondents indicated that workshops may be of great use to help school governing bodies in this regard.

Item 7.7: Religious policy is very easy to handle.

Three (3), 42.9%, respondents agreed that religious policies were easy to handle by the school governing bodies. Four (4), 57.1%, respondents disagreed that religious policies were not easy to handle by the school governing bodies. Most respondents felt it was not easy to handle religious policies. They regarded it as sensitive matter and linked to culture. Respondents stated that new religions and beliefs were penetrating the area but school governing bodies were in a position to handle the situation.

Item 7.8: Failure to draw up fair religious policy.

One (1), 14.3%, respondents, agreed that the school governing bodies failed to draw fair religious policies. Five (5). 71.5%, respondents disagreed that school governing bodies failed to draw up fair religious policies. Only one (1), 14.3%, respondent strongly disagreed that the school governing bodies failed to draw up fair religious policies.

Respondents, in the interviews, indicated that religious policies had never been a problem in their area. They also emphasized that school governing bodies were accommodating of new religious beliefs and cultures. They indicated that school governing bodies were able to control traditional schools so that schools were not affected negatively.

Item 7.9: Religious policy should not be one of the responsibilities of the school governing body.

One (1), 14.3%, respondent agreed that religious policies should not be one of the responsibilities of school governing bodies. Two (2), 28.6% respondents disagreed that religious policies were not to be one of the responsibilities of school governing bodies. Four (4), 57.1%, respondents strongly disagreed that religious policies should not be one of the responsibilities of the school governing bodies.

The respondents felt that the school governing bodies were able to manage religious activities and policies. The school governing bodies represented communities in their respective areas and thus had a responsibility in terms of the South African Schools Act of 1996 to control religious policies in schools.

Item 7.10: Religious policy is at times difficult to be implemented.

One (1), 14.3%, respondent strongly agreed that religious policies were at times difficult to be implemented by the school governing bodies. Two (2), 28.6%, respondents agreed that religious policies were at times difficult to be implemented by the school governing bodies. Two (2), 28.6%, respondents disagreed that religious policies were difficult to be implemented by school governing bodies. Two (2), 28.6%, respondents strongly disagreed that at times, it is difficult to implement religious policies. The respondents stated in interviews that religious policies had never been the centre of attention in Ga- Rankuwa. Thus, there were no reasons to claim that school governing bodies had any difficulties in implementing religious policies.

The respondents were concerned about two principals who consistently entertained a different version of events and activities of the school governing bodies. The respondents, in the interviews, expressed the need that all principals undergo intensive training about the effectiveness of the school governing bodies to address conflicting viewpoints.

5.2.10 Code of conduct of educators, learners and school governors

Key:

1	Strongly agree	3	Disagree
2	Agree	4	Strongly disagree

Table 5.6: Code of conduct of educators, learners and school governors

8	Code of conduct of educators, learners and school governors	1	2	3	4
8.1	Understands code conduct of different stakeholders well.	(1) 14.3%	(3) 42.9%	(2) 28.6%	(1) 14.3%
8.2	Determine good policies on code of conduct for all stakeholders.	0	(4) 57.1%	(2) 28.6%	(1) 14.3%
8.3	Find it difficult to implement code of conduct for learners, educators and their own members.	(2) 28.6%	(3) 42.9%	(1) 14.3%	(1) 14.3%
8.4	Helpless as it is not empowered to deal with educators, learners and school governors.	(1) 14.3%	(2) 28.6%	(3) 42.9%	(1) 14.3%
8.5	School Governing Body may discipline educators.	0	(3) 42.9%	0	(4) 57.1%
8.6	Had disciplinary procedures to deal with learners who have behavioural problems.	(2) 28.6%	(3) 42.9%	(1) 14.3%	(1) 14.3%
8.7	The government is less interested in developing School governing bodies and render them useless.	0	(3) 42.9%	(1) 14.3%	(3) 42.9%
8.8	School Governing Body had the capacity to determine HIV/Aids policies.	(2) 28.6%	(2) 28.6%	(3) 42.9%	0
8.9	Effective in dealing with the code of conduct for all stakeholders.	0	(4) 57.1%	(2) 28.6%	(1) 14.3%
8.10	Code of conduct drawn up by the School Governing Body is useless as final decision depends on the Head of Department at provincial level.	0	(3) 42.9%	(4) 57.1%	0

These are interpretations of responses from participating secondary principals.

Table 5.6 reflected the following:

Item 8.1: Understands code conduct of different stakeholders well.

One (1), 14.3%, respondent strongly agreed that the school governing bodies understood the code of conduct of different stakeholders well. Three (3), 42.9%, respondents agreed that the school governing bodies understood the code of conduct of different stakeholders well. Two (2), 28.6%, respondents disagreed that the school governing bodies understood the code of conduct of different stakeholders. One (1), 14.3%, respondents strongly disagreed that the school governing bodies understood the code of conduct of different stakeholders.

The significance of the responses is that most principals were aware of how to handle stakeholders' functions, roles and responsibilities. Only a few individual principals needed training to understand that it was the responsibility of school governing bodies to draw up a code of conduct for different stakeholders in the school.

Item 8.2: Can determine good policies on code of conduct of all stakeholders.

Four (4), 57.1%, respondents agreed that the school governing bodies determined good policies on code of conduct of all stakeholders. Two (2), 28.6%, disagreed that school governing bodies determine good policies on code of conduct of all stakeholders. Only (1), 14.3%, respondent strongly disagreed that the school governing bodies determined good policies on code of conduct of all stakeholders.

The responses indicated that the principals were aware that it was the responsibility of school governing bodies to determine a good code of conduct for all relevant stakeholders. However, some were not aware of this and needed training in order to improve their understanding of the functions, roles and responsibilities of school governing bodies.

Item 8.3: Find it difficult to implement the code of conduct.

Two (2), 28.6%, respondents strongly agreed that school governing bodies found it difficult to implement the code of conduct for learners, educators and their own members.

Three (3), 42.9%, respondents agreed that the school governing bodies found it difficult to implement the code of conduct for learners, educators and its own members. One (1), 14.3%, respondents disagreed that the school governing bodies found it difficult to implement the code of conduct for learners, educators and other stakeholders. One (1), 14.3%, respondents strongly disagreed that the school governing bodies found it difficult to implement the code of conduct for learners, educators and other stakeholders.

The significance of this matter is that respondents feel that the school governing body had knowledge on how to implement the code of conduct.

Item 8.4: Helpless as it is not empowered to deal with educators, learners and school governors.

One (1), 14.3%, respondent strongly agreed that school governing bodies were helpless as they were not empowered to deal with educators, learners and school governing body members. Two (2), 28.6%, respondents agreed that school governing bodies were helpless as they were not empowered to deal with educators, learners and school governing bodies. Three (3), 42.9%, respondents disagreed that school governing bodies were helpless as they were not empowered to deal with educators, learners and school governors. One (1), 14.3%, respondent strongly disagreed that school governing bodies were helpless as they were not empowered to deal with educators, learners and school governing body members.

Most respondents disagreed that the school governing bodies were helpless and school governing bodies were not empowered to deal with educators, learners and some members of the school governing bodies. In the interviews, respondents emphasized that school governing bodies were empowered to deal with any situation. School governing bodies had control over school governing body members and learners.

Item 8.5: School Governing Body may discipline educators.

Three (3), 42.9%, respondents agreed that school governing bodies may discipline educators. Four (4), 57.1%, respondents strongly disagreed that the school governing bodies may discipline educators. In the interviews, all respondents indicated that it was not in the power of the school governing bodies to discipline educators.

The significance is that principals need to be trained so that they should know the functions, roles and responsibilities of school governing bodies with regard to educator discipline.

Item 8.6: Had disciplinary procedures skills to deal with learners.

Two (2), 28.6%, respondents strongly agreed that the school governing bodies had disciplinary skills to deal with learners' behavioural problems. Three (3), 42.9%, respondents agreed that the school governing bodies have procedures to discipline learners. One (1), 14.3%, respondent disagreed that the school governing bodies had procedures to discipline learners. One (1), 14.3%, respondent strongly disagreed that the school governing bodies had procedures to discipline learners.

The significance is that school governing bodies were empowered to conduct disciplinary hearings against learners. The school governing bodies were trained through workshops how to conduct disciplinary hearings.

Item 8.7: The government is less interested in developing School governing bodies.

Three (3), 42.9%, respondents agreed that the government is less interested in developing school governing bodies and render them useless. One (1), 14.3% respondents disagreed that the government was less interested in developing school governing bodies and render them useless. Three (3), 42.9%, respondents strongly disagreed that the government is less interested in developing school governing bodies and render them useless.

Most respondents were clear that the government tried its best to empower school governing bodies to do their work well. However, members of school governing body need intensive training to know how to deal with different situations which they may encounter in school governance.

Item 8.8: Had the capacity to determine HIV/Aids policies.

Two (2), 28.6%, respondents strongly agreed that the school governing bodies have the capacity to determine HIV/Aids policies. Two (2), 28.6%, respondents agreed that the school governing bodies had the capacity to determine HIV/Aids policies. Three (3), 42.9%, respondents disagreed that the school governing bodies had the capacity to determine HIV/Aids policies.

Most respondents agreed that the school governing bodies had the capacity to determine HIV/Ads policies.

Item 8.9: Effective in dealing with the code of conduct for all stakeholders.

Four (4), 57.1%, respondents agreed that school governing bodies were effective in dealing with the code of conduct for all stakeholders. Two (2), 28.6%, respondents disagreed that school governing bodies were effective in dealing with the code of conduct for all stakeholders. One (1), 14.3%, respondent strongly disagreed that school governing bodies were effective in dealing with the code for conduct of all stakeholders.

The significance was that most respondents felt that school governing bodies were in a position to deal with the code of conduct for all stakeholders.

Item 8.10: Code of conduct drawn up by School Governing Body.

Three (3), 42.9%, respondents agreed that code of conduct drawn up by the school governing bodies was useless. Four (4), 57.1%, respondents disagreed that code of conduct drawn up by the school governing bodies was useless as final decisions depend on the Head of Department at provincial level.

Most respondents indicated in the interviews that policies drawn up by the school governing bodies played a vital role in the activities of school governing bodies and schools. It is part of their responsibilities to draw up policies. The Gauteng Department of Education is merely to guide or make recommendations in this regard.

The perceptions of secondary schools principals about the effectiveness of school governing bodies should be made positive through workshops, training and mentoring.

5.2.11 School improvement and culture of teaching and learning

Key: 1 Strongly agree 3 Disagree
2 Agree 4 Strongly disagree

Table 5.7: School improvement and culture of teaching and learning

9	School improvement and culture of teaching and learning	1	2	3	4
9.1	Had no contribution to the culture of teaching and learning.	0	(2) 28.6%	(4) 57.1%	(1) 14.3%
9.2	Cannot motivate educators without the support of the principal to work hard.	(1) 14.3%	(2) 28.6%	(3) 42.9%	(1) 14.3%
9.3	Effective in school improvement.	(1) 14.3%	(5) 71.4%	(1) 14.3%	0
9.4	Culture of teaching and learning is not effectively encouraged.	(2) 28.6%	0	(4) 57.1%	(1) 14.3%
9.5	Finds it difficult to select resources e.g. text-books without the help of the principal.	(3) 42.9	(4) 85.7	0	0
9.6	Creates spirit of teamwork, amongst SMT, educators and learners for effective teaching and learning.	(2) 28.6%	(5) 71.4%	0	0
9.7	The culture of teaching and learning had nothing to do with the effective School Governing Body.	(1) 14.3%	0	(5) 71.4%	(1) 14.3%
9.8	Contributes to effective school as it creates a good working climate.	(3) 42.9%	(4) 57.1%	0	0
9.9	Promoted a culture of effective teaching and learning.	(2) 28.6%	(4) 57.1%	(1) 14.3%	0

9.10	Promoted a culture of effective teaching and learning.	(5) 71.4%	(1) 14.3%	(1) 14.3%	0
------	--	--------------	--------------	--------------	---

These are interpretations of responses from participating secondary principals.

Table 5.7 reflected the following:

Item 9.1: Had no contribution to the culture of teaching and learning.

Two (2), 28.6%, respondents agreed that the school governing bodies had no contribution towards the culture of teaching and learning. Four (4), 57.1%, respondents disagreed that the school governing bodies have no contribution towards the culture of teaching and learning. One (1), 14.3%, respondent strongly disagreed that school governing bodies have no contribution towards the culture of teaching and learning.

Most respondents felt that the school governing bodies have a strong contribution to the culture of teaching and learning. They felt that it was not true that school governing bodies had no contribution to make to the culture of teaching and learning. Principals confirmed, in interviews, that school governing bodies exercise a great influence on the culture of teaching and learning.

Item 9.2: Cannot motivate educators without the support of the principal.

One (1), 14.3%, respondents strongly agreed that school governing bodies cannot motivate educators without the support of the principals to work hard. Two (2), 28.6%, respondents agreed that school governing bodies cannot motivate educators without the support of the principals to work hard.

Three (3), 42.9% respondents disagreed that school governing bodies could not influence educators to work hard without support of the principal. One (1), 14.3% respondent strongly disagreed that school governing bodies could not motivate educators without the support of the principals to work hard.

In the interviews, the respondents felt that the statement was incorrect relating to motivation of educators with support of the principals. They said it was the principals who really needed the support of school governing bodies to motivate the educators to work hard.

The significance is that there was a need to balance interpretation of certain functions, roles and responsibilities of the school governing bodies. The respondents felt that there was a need to train principals on every aspect of the functions, roles and responsibilities of the school governing bodies.

Item 9.3: Effective in school improvement.

One (1), 14.3%, respondents strongly agreed that the school governing bodies were effective in school improvement. Five (5), 71, 1%, respondents agreed that school governing bodies were effective in school improvement. Only one (1), 14.3%, disagreed that school governing bodies were effective in school improvement.

The reflection was that most respondents agreed that the school governing bodies were effective in school improvement. In the interviews, respondents felt that the school governing bodies were effective. They gave the example that the Grade 12 pass rate was over 50% annually in Ga-Rankuwa. Only one respondent differed on this item.

Item 9.4: Culture of teaching and learning is not effectively encouraged.

Two (2), 28.6%, respondents strongly agreed that the culture of teaching and learning was not effectively encouraged by school governing bodies. Four (4), 57.1%, respondents agreed that the culture of teaching and learning was not effectively encouraged by the school governing bodies. One (1), 14.3% respondent strongly disagreed that the culture of teaching and learning was not effectively encouraged by the school governing body. This indicated that 71.4%, respondents did not agree with the notion that school governing bodies were not helpful in encouraging the culture of teaching and learning.

In the interviews, respondents stated that school governing bodies were playing vital role in encouraging effective teaching and learning. They encouraged the culture of teaching and learning though it was not enough. Extra lessons and afternoon studies were good examples of how school governing bodies supported teaching and learning.

Item 9.5: Finds it difficult to select resources.

Three (3), 42.9%, respondents strongly agreed that the school governing bodies needed help of the principals to select textbooks and other resources. Four (4), 57.1% respondents agreed that school governing bodies needed help to select text books from principals in curriculum matters. None of the respondents disagreed.

The significance was that the principal is head of the curriculum and should ensure that learners are taught within the curriculum requirements, Principals emphasized the roles played by the principals in curriculum activities.

Item 9.6: Creates spirit of teamwork amongst school management, educators and learners.

Two (2), 28.6%, respondents strongly agreed that effective school governing bodies created a spirit of teamwork for effective teaching and learning. Five (5), 71.4%, respondents agreed that effective school governing bodies created a spirit of teamwork.

All respondents had a common understanding that the spirit of teamwork created by effective school governing bodies was vital for school improvement and development. In interviews, respondents emphasized the importance of teamwork in the school environment.

Item 9.7: The culture of teaching and learning had nothing to do with the school governing body.

One (1), 14.3%, respondent strongly agreed that the culture of teaching and learning had nothing to do with the effective school governing bodies. Five (5), 71.4%, respondents disagreed that the culture of teaching and learning had nothing to do with the effective school governing bodies. One (1), 14.3%, respondent strongly agreed that the culture of teaching and learning had nothing to do with effective school governing bodies. The most respondents felt that the culture of teaching and learning was influenced by effective school governing bodies.

Item.9.8: Contributes to effective schools as it creates a good working climate.

Three (3), 42.9%, respondents strongly agreed that the effective school governing bodies contributed towards effective schools as it created a good working climate. Four (4), 57.1%, respondents agreed that effective school governing bodies contributed towards effective schools as it creates a good working climate.

The significance was that principals were convinced that effective school governing bodies contributed to schools and created a good working climate. In interviews, respondents felt that a good working climate was a necessity to the effective school governing bodies. They said effective schools and effective school governing bodies could not be separated as well as hardworking and positive principals.

Item 9.9: Promoted culture of effective teaching and learning.

Two (2), 28.6% respondents strongly agreed that effective school governing bodies promoted a culture of effective teaching and learning. Four (4), 57.1%, respondents agreed that effective school governing bodies promoted a culture of effective teaching and learning. One (1), 14.3%, respondents disagreed that effective school governing bodies promoted a culture of teaching and learning. This notion was very important for the effectiveness of school governing bodies and positive perceptions of principals.

Item 9.10: Body Promoted culture of effective teaching and learning.

Five (5), 71.4%, respondents strongly agreed that effective school governing bodies promote a culture of effective teaching and learning. One (1), 14.3%, respondent agreed that effective school governing bodies promoted a culture of effective teaching and learning. Only one (1), 14.3%, respondent disagreed that effective School governing bodies promote a culture of effective teaching and learning.

The researcher realized that items 9.9.

Moreover, 9.10 were identical but respondents reacted differently. It convinced the researcher that the respondents were honest and responded with integrity to each question without checking similarity as they recorded responses.

5.2.12 General

Table 5. 8: General

10	General	%	Key
10.1	Contribute positively as a principal.	Yes (7) 100%	1
		None	2
10.2	Any need for the existence of effective School Governing Body.	Yes (7) 100%	1
		None	2
10.3	Perceptions of principals helpful	Yes (6) 85.7%	1
		No (1)14.3%	2
10.4	How can the perceptions of principals are used.		
10.5	Government of the opinion to reduce the responsibilities of School Governing Body?		
10.6	What role do principals play towards School Governing Body		
10.7	Any link between School Governing Body and school improvement	Yes (6) 85.7%	1
		No (1)14.3%	2
10.8	Is the School Governing Body effective in the school	Yes (5)71.4%	1
		No (2) 28.6%	2

Key

Yes = 1

No = 2

These are interpretations of responses from participating secondary principals.

Table 5.8, reflected the following:

Item 10.1: Do you contribute positively as a principal.

All respondents (7), 100%, agreed that they contributed positively as principals towards the effectiveness of school governing bodies. The implication is that they understood their functions and roles as principals and members of the school governing bodies.

Respondents were also expected to substantiate their answers. Their reasons were as follows:

- Ensure school governing bodies understand their roles, functions, duties and responsibilities.
- Encourage school governing body members to attend all capacity building workshops in order to understand precisely their roles in the school and communities they serve.
- Instill sense of urgency among all role-players.
- Support educators, parents, learners and the principal towards effective teaching and learning.
- Encourage good achievements from learners and good performance in general.
- Encourage participation of parents in school activities.
- Give school governing bodies' guidance and empower them to draft and approve school policies.

- Supply members of the school governing bodies with handouts and books regarding their functions, roles, duties and responsibilities.
- Constantly remind them of their roles and responsibilities.
- Encourage consultations with all stakeholders and encourage shared vision.
- Ensure school governing body programmes run effectively and efficiently.
- Ensure meetings are productive and regular.
- Help them to avoid conflicts in the school governing body and school.
- Ensure they understand the difference between governance and management.

In the interviews, most respondents felt that the research helped them to realize that principals have a vital role in the effectiveness of school governing bodies. They realized that effectiveness of school governing bodies relied on their positive contribution as principals. The significance of the whole process is that the principals changed their perceptions about the effectiveness of school governing bodies. They realized that they are part of the success and failure of school governing bodies. As principals, they should ensure the school governing bodies succeed in all their endeavours.

Item 10.2: Any need for the existence of effective School Governing Body.

All respondents (7), 100%, agreed that there was a need for the existence of effective school governing bodies in schools. In interviews, they felt parents cannot support the educators without brokering of the school governing bodies.

The reasons of respondents were summarized as follows:

- Parents play a role in the education of their children.
- Parents should be helpful in the discipline of their children by participating in school activities positively.
- School governing body was a legitimate structure constituted by an Act of parliament and therefore, its existence was of paramount importance.

- Shared vision and decision-making became effective with support of parents and community.
- Ownership principles become strong among communities and all stakeholders.
- School governing bodies enhance ethos of the school community that bind all stakeholders together.
- Governance was a crucial aspect of schooling and controls in general the smooth running of the school.
- Effective school governing body encouraged all stakeholders to contribute positively towards the success of the school and to support the school willingly with best resources.
- Fundraising projects and maintenance of school infrastructure become easier.
- Discipline of learners becomes a joint effort between parents and the school.
- School governing body was a custodian of school funds and determines how funds were to be used.
- Policies and regulations should comply with the South African Schools Act of 1996 and other related laws.

It was significant that principals knew how far they can go in the development of school governing bodies. The positive perceptions reflected by respondents towards effectiveness of school governing bodies were a clear indication that principals understood their functions and roles in the school governing bodies. But there was still room to strengthen their positive perceptions towards the effectiveness of school governing bodies.

Item. 10.3: The perceptions of principals helpful.

85.7% (6), of respondents agreed that the perceptions of principals were helpful towards achieving the effectiveness of school governing bodies. Only one (1), 14.3%, respondent felt that the perceptions of principals were not helpful towards achieving the effectiveness of the school governing bodies. In interviews, the respondents felt

that it is through workshops and meetings that principals may develop a common understanding of their functions, roles and responsibilities towards the effectiveness of school governing bodies.

The respondents substantiated their reasons as follows:

- Principals were knowledgeable about the school governing bodies and so they need to contribute positively towards the effectiveness of school governing bodies.
- The principal should build a good rapport with the school governing body. Positive perceptions towards the school governing body will convince the parents that the principal had the interest of the school and the learners at heart and they will give the school the necessary support. But if parents are doubtful, they will vote with their feet and withdraw their children from the school.
- The contribution of the principal will be seen as valuable towards the effectiveness of school governing body, if the members of the school governing body become conversant with governance and management matters. But if the parents and school governing body have the perceptions that the principal is negative towards them, his or her contribution may be disregarded, no matter how hard he or she works. The result would be that the school governing body will become ineffective and the performance of the school may drop drastically.
- The principal is hands-on on a daily basis and his or her expertise should be helpful to members of school governing body on how to deal with different situations.

One respondent disagreed with these views but could not substantiate his viewpoint. But in the interviews, respondents felt that even if the respondent did not substantiate his views, it should be taken seriously and be addressed so that everybody should reach a common understanding.

The significance was that all views should be accommodated and never taken for granted. Any view should be addressed accordingly.

Item. 10.4: How can the perceptions of principals are used positively.

The respondents were requested to indicate how the perceptions of principals may be used positively to enhance the effectiveness of school governing body and school improvement. Their responses were summarized as follows:

- Principals ensured that school policies are drawn up, approved and implemented.
- Agreements were carried out and follow-up and feedback done accordingly.
- Ensured that school governing bodies support high quality of teaching and learning.
- Ensured school governing bodies review their school policies after three years.
- Best educators are selected and recruited to the school.
- Ensured that parents and all stakeholders believe in their principals and give all the necessary support to the schools.
- Enhanced the effectiveness of school governing bodies, school improvement and the shared vision in the school activities.
- Enhanced workshops and meetings that will empower members of the school governing bodies.
- Ensured that members of the school governing bodies understand their functions, roles and responsibilities.
- Ensured that there is constant and regular communication with all stakeholders in order to enhance the effectiveness of School Governing Body.
- The principals acknowledge and appreciate the indispensable role of the school governing body.

- Principals become helpful and do not undermine the contribution of the school governing bodies. Those views had far-reaching implications for the positive contribution of principals, effectiveness of school governing bodies and school improvements.

Item 10.5: The government of the opinion to reduce the school governing body

All respondents rejected the notion that the government was of the opinion to reduce the responsibilities of school governing body. In the interviews, respondents emphasized that the government was doing its best to empower the school governing bodies. Workshops and meetings were organized to make the school governing bodies effective and valuable in school communities. They concluded by indicating that school governing bodies were established by an Act of parliament and government could reduce their responsibilities. The concern of the government was that the school governing bodies were not performing to the expectations.

In interviews, the respondents indicated that school governing bodies lowered their status by involvement in unnecessary conflicts that are not helpful to schools. They usually confused governance and management activities and misled members. Some members of the school governing body tended to ignore training and workshops and were thus ill informed.

Item 10.6: Role principals play towards the School Governing Body.

The respondents indicated that the principal was advisor to the school governing body. Principals should help school governing bodies to execute their functions and duties well. Members of the school governing bodies should make necessary recommendations in the school's interest. The principals are expected to give school governing bodies' guidance by ensuring that they discharge their functions, duties and responsibilities in line with the vision and mission of different schools.

Item 10.7: Any link between School Governing Body and school improvement

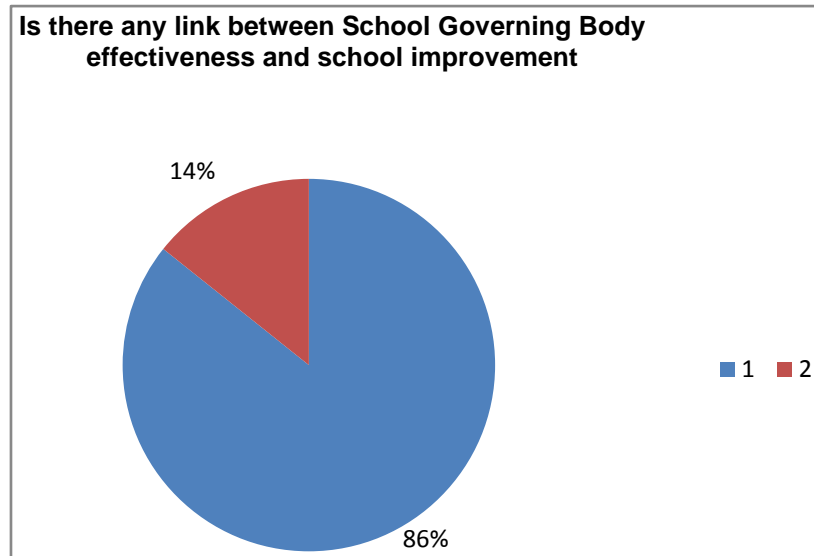


Figure 5.5: Is there any link between School Governing Body effectiveness and school improvement?

: **Key:** Yes = 1
 No = 2

86% (6) of respondents agreed that there is a link between school governing body effectiveness and school improvement. This notion was illustrated by Figure 5.5. In interviews, respondents indicated that effective the school governing body ensured effective teaching and learning and in turn the school results will improve. If the school produced good results, there would be automatic school improvement. The respondents, in interviews, indicated that Whole School Evaluation assisted schools with school improvement. Respondents also felt that governance influenced management and vice versa. Thus, there is a link between effective school governing body and school improvement.

The concluding remarks of respondents were that if the school governing bodies understood their functions, roles and responsibilities, school performance may improve. School development, school improvement, planning and implementation of programmes are invested in the school governing body.

Only one (1), 14%, respondent disagreed that there was a link between school governing body effectiveness and school improvement. But the respondent could not substantiate his views. In interviews, respondents felt that this viewpoint should not be disregarded but should receive appropriate attention at workshops. Principals and school governing bodies should have a common understanding of their functions, roles and responsibilities in order to make the school governing bodies effective and improve schools.

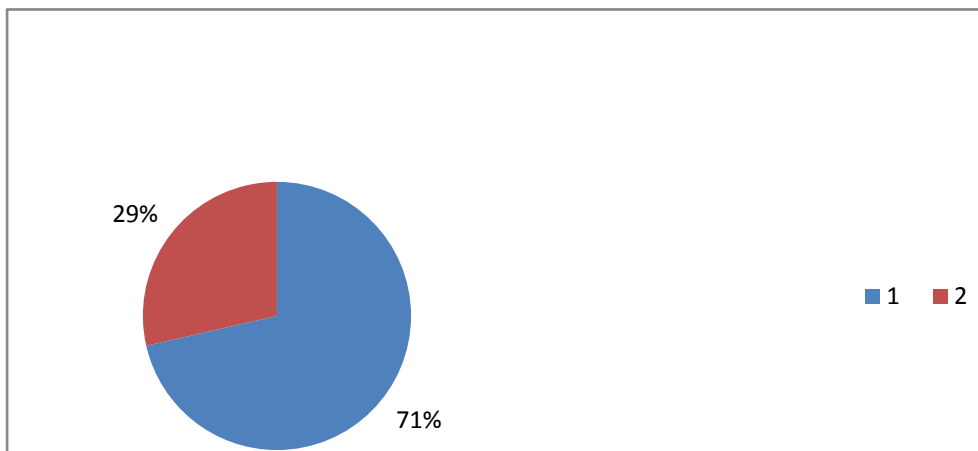


Figure 5.6: Is the School Governing Body effective in the school?

Key: Yes = 1
No = 2

Item 10.8: Is the School Governing Body effective in the school.

Five (5), 71%, respondents agreed that their school governing bodies were effective in the schools. Figure 5.6 illustrated this finding. The respondents indicated that their school governing bodies carried out their mandated tasks as prescribed by the South African Schools Act No 84 of 1996. They indicated that school governing bodies were enabled to run workshops in their schools, hold effective meetings, raise sufficient funds to run the school, review school policies, engage parents in school activities, represent all stakeholders effectively and involve all stakeholders irrespective of their level of education in all school activities.

Only two (2), 29%, respondents disagreed that the school governing body was not effective in their schools. But they could not justify or substantiate their views. In interviews, the respondents felt that the dissenting 29% of the respondents should be taken seriously and these findings should be addressed accordingly. Although that was a small percentage, it may damage perceptions of principals about the effectiveness of school governing bodies and have a negative impact on school governance.

The implications were that every viewpoint should be addressed in order to reach a common understanding about the effectiveness of school governing bodies. The respondents felt that workshops would improve the perceptions of principals about the effectiveness of school governing bodies.

5.3 DETERMINATION AND USE OF VALIDITY, RELIABILITY AND STANDARD ERROR

The researcher explains in this section how validity and reliability were determined.

5.3.1 Validity

Validity and reliability were discussed in chapter 1 in detail. Validity is a strategy in research which addressed the issue of honesty, depth and richness of data obtained from participants. It deals with the extent of the objectivity of the researcher. It helped the researcher to be objective and avoid bias. The researcher allowed the participants to use their own language to communicate with the researcher freely and gave any valuable information with ease. Participants attached their own interpretations and meanings to their own situations. Validity was the degree to which researcher relied on the concepts, methods and inferences of the study. The researcher reported the truth as it was found and communicated during the research work. The findings were described accurately (Sepuru, 2010: 127; Angelsen et al., 2011: 89).

The following items were considered in order to ensure validity: confidence in the data, authenticity of data, cogency, a sound research design, credibility, audited data and confirmability of data. Data collection methods were correct and relevant to the aims

of the study. Validity of research should provide a clear, detailed and in-depth description for other researchers so that they may decide whether the findings may be generalized in other situations. The research addressed issues of comparability and transferability of situations. Validity entails an understanding that the cause of a particular problem, in a particular setting could still produce the same results when applied in the same setting, if repeated (Sepuru, 2010: 127; Angelsen et al., 2011: 89; Mpofo, 2014: 86).

The researcher found that the participants were honest, had in-depth insight into the topic, were objective and had rich information. Observations during the interviews revealed that they were speaking the truth and there were also correlations in what they stated in the questionnaires and interviews. This convinced the researcher to validate the research findings.

The researcher went further to analyze information gathered through questionnaires and interviews statistically. He wanted to determine any statistical significance in data collected. The researcher computed data to develop *t-test*, *standard deviation* and *t-critical*.

Appendix 11 reflected the standard deviation, standard error, *t-test* and *t-critical*. Standard deviation and t-test were used to verify whether there was any statistical significance in two or more variables. In that study variables were age, as reflected in figure 5.1. and experience as reflected in figure 5.2. Academic qualifications as reflected in figure 5.3 and professional qualifications as reflected in figure 5.4.

Standard deviation was used to quantify the amount of variation or dispersion of data values. Standard deviation was close to 0 indicated that data points were very close to the mean of the set; a high *standard deviation* indicated that data points were spread out over a wider range of values. It was used to measure confidence in statistical conclusions. *T-critical value* was used to determine whether to reject the null hypothesis. If the absolute value test statistic was greater than the critical value, then the researcher could declare statistical significance and the null hypothesis (Sepuru, 2010: 127; Angelsen et al., 2011: 89; Mpofo, 2014: 86).

The researcher aimed to verify whether any of the said variables had an impact in filling the questionnaires and participation in interviews statistically. In appendix 11, item, 3.1. Standard deviation is 1.70782513, t-test, 6.58407, t-critical, 1.943180281, with degree of freedom at 0, 05 (5%) level of significance. It falls too short of 1.943180281 level of significance. It cannot be rejected as null hypotheses. Item, 3.4 also reflected standard deviation at item, 1.5, t-test at 7.4963 and t-critical at 1.943180281 that is similar with t-critical value in item, 3.1.

On basis of statistics as reflected in appendix 11, there is no difference on the part of participants in terms of age, experience, academic qualifications and professional qualifications. A conclusion can be drawn that the research is validated.

5.3.2 Reliability

Reliability is the level of dependency of the items in the research instrument and consistency of the research instruments in tapping information from one respondent. Reliability is concerned with consistency of measures. When an instrument is used the same scores when used to measure an unchanging value, it can be trusted to give an accurate measurement and then reliability is achieved. Reliability indicated the degree to which, if the same instrument is used, it can produce equivalent results for repeated trials. Data are declared reliable, if they are stable, consistent, predicable and accurate. Reliability means the data collection through the research study is dependable and represents the truth. Reliability implies consistency, the extent to which observations from different sources are similar within a specific time period. Reliability was addressed through observation and interviews in the qualitative research approach. The researcher is to ensure there is no bias and prejudice that may arise during research. Data should be collected systematically and information recorded accurately. Sepuru, 2010: 129; Mpofu, 2014: 86). The researcher emphasized confidentiality of data collected and identities of participants were be kept out of public domain.

The researcher found that there was consistency, accuracy and reliability of the research instrument used to gather information, namely, the questionnaire and interviews. Data were collected systematically and information recorded accurately.

Reliability was also confirmed statistically. Appendix 11 reflected statistical significance.

In appendix 11, item, 4.20 reflected standard deviation as 2.87228132, t-test as 3.91481 and t-critical value as 1.943180281. Item 5.2, also reflected standard deviation as 2.87228132, t-test as 3.91481 and t-critical value as 1.943180281 and degree of freedom at 0.05 (5%) level of significance. It falls too short of 1.943180281 of level of significance.

On the basis of appendix 11, there is correlation in statistics shown. As reflected in appendix 11, the test statistics is not as extreme as the critical value; the null hypothesis is not rejected, confirming that the research project is reliable.

5.3.3 Standard Error

The standard error of measurement was computed as reflected in appendix 11. The standard error of measurement is an estimate of the standard deviation that would be obtained for a series of measurements of the same individual. Standard error in appendix 11, item no 4.1 is at 0.566947 and for item 4.16 is at 0.645497. The magnitude of errors decreases as reliability increases. The appreciable size of errors may be found with a reliability coefficient of 90 or 95. The measuring device with reliability of {00} reflected nothing but chance factors (Sepuru, 2010: 129; Mpofo, 2014: 86).

The standard error was kept in mind in this research project. Errors of appreciable size may still be found with even reliability coefficient of 90 or 95.

In conclusion, there was a question of reliability and coefficient due to standard error as reflected in appendix 11. It reflected an appreciable error of measurement, making the research project reliable and valid.

5.4 OVERVIEW OF RESPONDENTS AND INTERVIEWEES

The respondents and interviewees were the same group. All completed the same questionnaires and were given the same instructions regarding completion by the researcher. They were asked to comment on items where they felt they would like to provide more explanations. The interviewee then indicated which items they would like to expand on.

The respondents were generally informative, honest, consistent and information rich. They were openly critical of certain statements, clauses in the South African Schools Act, No 84 of 1996 and felt that there was urgent need to address them. For instance, they were concerned about the *ex-officio* clause that needed to be clarified or repealed in order to be better understood. The respondents felt that there was a need to train both principals and school governing bodies effectively. At the moment, training was not enough and lacked effectiveness. Principals felt that they should be trained separately from the school governing bodies. They also suggested that there was a need to train principals on perceptions and how perceptions may affect the effectiveness of school governing bodies.

The researcher realized from the interviews and the behaviour of the interviewees that they were honest and truthful in their comments and objective and honest in their approach.

5.5 CONCLUSION

Chapter 5 presented, analyzed and discussed data collected for the study. The chapter dealt with age of respondents, gender, race, highest academic qualifications, type of settlement, membership, functions, curriculum development, school governance, language and religious policies, code of conduct of educators, learners, school governors and school improvement.

It further dealt with validity, reliability, standard error and provided an overview of respondents. The responses of respondents were also analyzed and discussed.

In conclusion, the respondents gave feedback through the questionnaire and interviews. Data collected was analyzed and given interpretation accordingly.

The summary, findings, recommendations and further studies are discussed in the final chapter: chapter 6.

CHAPTER 6

SUMMARY OF THE STUDY, FINDINGS, RECOMMENDATIONS, SIGNIFICANCE AND CONCLUSION

6.1 INTRODUCTION

This chapter provides a summary of the study, findings, results from literature, empirical study, recommendations, and significance of the study, limitations of study and final conclusion.

6.2 SUMMARY OF THE STUDY

The research study dealt with the perceptions of secondary schools principals about the effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District. Chapter 1 provided an orientation and conceptual framework for the study. It provided background information and the rationale of the study. The research focused on the perceptions of secondary schools principals about the effectiveness of school governing bodies in Ga-Rankuwa. The chapter provided the problem statement, the main research questions, sub-questions, research design and methods of research. The main concepts of research were clarified and the programme outlined.

Chapter 2 dealt with literature relating to developed and developing countries. It dealt with perceptions of principals about effectiveness of school governing bodies worldwide. Developed countries included the US, UK, Australia, New Zealand and Israel. Developing countries included Kenya, Zimbabwe and Botswana. Literature revealed how perceptions of principals were handled in those countries.

Chapter 3 dealt with perceptions of principals about the effectiveness of school governing bodies in South Africa in general. Literature consulted laid a foundation for the empirical study. It conceptualized the perceptions of secondary schools principals about the effectiveness of school governing bodies and showed that the perceptions of principals played a vital role in shaping the effectiveness of school governing bodies. Literature indicated no clear-cut guidelines about the perceptions and attitudes of

principals in relation to effectiveness of school governing bodies. The chapter also dealt with the functions, duties, roles and responsibilities of the school governing bodies in South Africa. It compared the perceptions of principals about effectiveness of school governing bodies to their counterparts in the selected developed countries.

Chapter 4 dealt with the empirical investigation. A questionnaire and semi-structured interviews were designed to assess and explore the perceptions of secondary schools principals about effectiveness of school governing bodies. The participating respondents were seven (n=7) secondary schools' principals. They also participated in semi-structured interviews. The completed questionnaires were all returned to the researcher. All participating secondary principals were also interviewed.

Data analysis was done in chapter 5. The findings were developed from the survey, interviews and literature review. The research revealed that respondents were concerned about the perceptions of secondary schools principals in relation to the effectiveness of school governing bodies. The researcher accepted some recommendations made by respondents during the interviews and in the questionnaire on how to improve the perceptions of principals towards the effectiveness of school governing bodies.

Data from the in-depth questionnaire and interviews conducted with individual respondents were analyzed. Graphs and charts were developed from collected data and used to give a deeper understanding and meaning in relation to perceptions of secondary schools principals about the effectiveness of school governing bodies.

Chapter 6 brought together the summary of the study, findings, significance, recommendations, limitations and a conclusion. Areas that need further studies were noted and discussed accordingly. Main findings from both literature review and empirical study were presented in line with the questionnaire. The researcher identified parameters and essential features of a strategy for the viable management of perceptions of secondary schools principals about effectiveness of school governing bodies.

The chapter, further provided recommendations for considerations by policy-makers, education planners, secondary schools principals and other relevant stakeholders. Finally, the chapter provided recommendations for further studies.

6.3 RESEARCH FINDINGS

Findings were presented in the preceding chapter and will be summarized as follows:

6.3.1 Membership of School Governing Body

Item 3.1: Inclusion of principal as ex-officio.

Most respondents agreed that the inclusion of the principal as ex-officio in the school governing body made it effective to improve the school.

Item 3.2: Inclusion of learners in secondary schools.

Most respondents agreed that the learners should be included in the school governing bodies.

Item 3.3: The inclusion of educators in the School Governing Body made it effective.

Most respondents agreed with the inclusion of educators in the school governing body

Item 3.4: Inclusion of parent component.

Most respondents agreed with the inclusion of parents in the school governing body. The significance was that none of the respondents were against the inclusion of the parents in the school governing body.

Item 3.5: Participation of parents, learners, principal, educators and non-teaching staff.

Most respondents agreed that secondary schools principals and other stakeholders should play a positive role in the school governing body. The significance was that secondary schools principals had a good understanding of roles, functions, duties and responsibilities of the school governing body.

Item 3.6: The School Governing Body is a centre of conflict.

Most respondents disagreed that the school was the centre of conflict in the school environment. The significance of this matter is that principals realized the importance of conflict management, workshops and know-how to resolve issues.

Item 3.7: Good attended of meetings.

All respondents agreed that good attendance of meetings was a sign of an effective school governing body. It means school governing body members should be encouraged to attend meetings.

Item 3.8: Had a contribution to make towards school effectiveness.

All respondents agreed that the school governing body contributes to school effectiveness. It means the perceptions of principals reflected positive attitudes towards effectiveness of school governing bodies.

Item 3.9: The school can function effectively without school governing body.

Most respondents disagreed that schools can function effectively without school governing body. Most respondents disagreed with the notion that the principals did 'spade' work.

Item 3.10: The structure of school governing body needs to be reviewed.

Most respondents disagreed that the structure of School governing bodies should be restructured or reviewed in terms of membership. The significance is that the status quo should remain in the Act.

Item 3.11: The principal does most of the work for the school governing body to be effective.

Most respondents disagreed with the notion that the principals did 'spade' work. The significance is that most secondary schools principals are aware about the role of teamwork in the school governing body activities, which involves all stakeholders. There is a need for training of both principals and members of the school governing body.

Item 3.12: Causes confusion and stress for a principal.

Most respondents disagreed that the school governing body created confusion and stress for the principals.

Item 3.13: *Ex-officio* position weakens the power of the principal.

Most respondents rejected the idea that the *ex-officio* position weakened the power of principal.

Item 3.14: Creates tension rather than effectiveness in the school.

Most respondents disagreed with the notion that school governing body created tension. The significance was that most respondents did not agree with the creation of tension in the school governing body.

Item 3.15: Depends on the principal for ideas on how to draw school policies.

Most respondents disagreed that the school governing body depended on the principal for ideas on how to draw up school policies. The significance is that all stakeholders should be seen as equal and the ideas of all individuals as important.

6.3.2 Functions and responsibilities of School Governing Body

These were interpretations of responses from participating secondary principals.

Item 4.1: Had the skills to determine school fees.

Most respondents agreed that school governing bodies had the skills to determine school fees.

Item 4.2: School governing body just approves the ideas of the principal.

Most respondents disagreed that the school governing bodies just approved the ideas of the principals.

Item 4.3: Had skills to develop the school policies.

Most respondents disagreed that the school governing bodies had skills to develop school policies. It was significant to realize that most respondents did not agree that school governing bodies had the skills to develop school policies.

Item 4.4: Had skills to draw up the school budget.

Most respondents disagreed that school governing bodies had the skills to draw up the school budget. It meant respondents still felt that school governors had no skills to draw up the budget.

Item 4.5: The principal called annual parents meetings.

Most respondents disagreed with the notion that the principals called annual meetings. It was significant to note that most respondents rejected the notion that the principals called annual parents' meetings.

Item 4.6: Had skills to deal with discipline of learners effectively in the school.

Most respondents disagreed that the school governing bodies had skills to deal with discipline of learners effectively in schools.

Item 4.7: Contributes towards school effectiveness.

All respondents strongly agreed that school governing bodies contributed towards school effectiveness. It was significant as all respondents agree that school governing bodies contribute towards school effectiveness.

Item 4.8: School governing body shows effectiveness in so far as promotion of culture of teaching and learning.

Most respondents agreed that the school governing bodies were effective in so far as the promotion of culture of teaching and learning. The significance was that most of respondents trusted that school governing bodies promoted culture of teaching and learning in schools.

Item 4.9: The principal prepares financial reports for parents.

Most respondents agreed that the principals prepared financial reports for parents in consultation with the school governing bodies.

Item 4.10: Members are less interested in their capacity building, skill development and empowerment.

Most respondents disagreed with the notion that members of the school governing bodies were less interested in capacity building, skill development and empowerment. The significance was that most of the respondents felt that school governing bodies were interested in building their capacity and skills through workshops and training.

Item 4.11: Able to organize workshops for its members in order to be effective.

Most respondents disagreed that school governing bodies were able to organize workshops for their members in order to be effective. The implications were that respondents felt that school governing bodies failed to organize workshops for their members.

Item 4.12: Members understand the difference between governance and management.

Most respondents agreed that effective school governing body members understood the difference between governance and management. The significance was that all respondents maintained that school governing bodies should differentiate between governance and management.

Item 4.13: School governing body is powerless in disciplining staff members.

Most respondents agreed that school governing bodies were powerless in disciplining staff members.

Item 4.14: Cannot discipline educators in terms of the labour laws.

All respondents agreed that school governing bodies cannot discipline educators in terms of labour laws. The implications were that principals knew their roles and are able to advise the school governing bodies accordingly.

Item 4.15: Had the capacity and skills to maintain school buildings.

Most respondents agreed that school governing bodies had the capacity and skills to maintain school buildings. The significance is that respondents were aware of the responsibilities of school governing bodies in so far as their roles and responsibilities in terms of maintenance of school premises and buildings.

Item 4.16: Had an idea of how to prepare a financial report for parents.

Most respondents agreed that school governing bodies had an idea of how to prepare financial reports for parents. It is significant that school governing bodies and principals know their responsibilities about the financial report preparation.

Item 4.17: Had a contribution towards effective teaching and learning in the school.

Most respondents agreed that school governing bodies have a contribution to make towards effective teaching and learning in schools.

Item 4.18: Not effective as it is just for political point scoring.

Most respondents disagreed that school governing bodies were not effective and were merely a matter of political point scoring. The respondents felt that school governing bodies were effective and it was not just about political point scoring.

Item 4.19: The school governing body is effective in policy- making.

Most respondents agreed that school governing bodies were effective in policy-making.

Item 4.20: Not effective as it can buy school policies from consultants.

Most respondents disagreed that school governing bodies were not effective as they bought policies from consultants.

Item 4.21: The principal drafts the initial policy document.

All respondents disagreed that the principals drafted the initial school policy documents without consulting school governing bodies. The significance is that respondents were very clear on what the school governing bodies should do.

Item 4.22: Implements policies of the school.

Most respondents agreed that school governing bodies implemented school policies. The significance is that principals should grasp the roles of school governing bodies well so that they can guide school governors.

Item 4.23: Reviewed school policies after three years.

Six (6), 85.7%, respondents agreed that the school governing bodies review school policies after three years. Only one (1), 14.3%, respondent disagreed that school governing bodies review school policies after three years. It is very important that school policies are reviewed after three years.

Item 4.24: Cannot differentiate between governance and management.

Most respondents disagreed that school governing bodies cannot differentiate between governance and management.

Item 4.25: Not effective as it cannot raise funds without the principal.

Most respondents disagreed that school governing bodies were not effective if they cannot raise funds without principals. The significance is that fundraising was teamwork.

6.3.3 Curriculum development

Item 5.1: Effective school governing body members are knowledgeable about curriculum management and school improvement.

Most respondents disagreed that the effective school governing body members were knowledgeable about curriculum management and school improvement.

Item 5.2: Members strive for high quality of teaching and learning in the school.

All respondents agreed that effective school governing body members strove for high quality of teaching and learning. None disagreed on that matter.

Item 5.3: Made resources available for effective teaching and learning.

All respondents agreed that an effective school governing body made resources available for effective teaching and learning. The school governing body developed school policy on how to monitor resources and evaluated cost effective use of resources.

Item 5.4: Contributes towards effective curriculum management.

All respondents agreed that an effective school governing body contributes to curriculum management.

Item 5.5: Helpful in curriculum development by making funds available.

All respondents except one agreed that an effective school governing body was helpful in curriculum development by making funds available. Most respondents had a common understanding about the effectiveness of school governing bodies pertaining to curriculum development.

Item 5.6: Effective as it had ideas how to improve school curriculum.

Most respondents agreed that an effective school governing body had ideas on how to improve the school curriculum.

Item 5.7: Encouraged educators to form curriculum forums.

Most disagreed that an effective school governing body encouraged educators to establish curriculum forums.

Item 5.8: Curriculum management and development is a professional matter.

Most respondents agreed that curriculum management and development were professional matters and not a school governing body matter.

Item 5.9: Delayed curriculum development through its beliefs and myths.

All respondents disagreed that the school governing body delayed curriculum developments due to beliefs and myths.

Item 5.10: Lay school governors should have final say in curriculum development.

All respondents agreed that the school governing had the final word about curriculum development.

Item 5.11: School governing body should not participate in curriculum development.

All respondents disagreed with the idea that the school governing body should not participate in curriculum development. The significance of this is that respondents know that, according to law, the school governing body may not be excluded from participating in curriculum matters.

Item 5.12: Aware of the importance of effective teaching and learning.

All respondents agreed that the school governing body was aware of the importance of effective teaching and learning.

Item 5.13: Ineffective in monitoring effective teaching and learning.

Most respondents disagreed that the school governing body was ineffective in monitoring effective teaching and learning. The significance was that most of respondents felt that the school governing body was effective in monitoring effective teaching and learning.

Item 5.14: Does not play an effective role in learner achievement.

Most respondents agreed that the school governing body did not play an effective role in the achievement of learners.

6.3.4 School governance and management**Item 6.1: Capable of using conflict management strategies.**

Most respondents agreed that the school governing body was capable of using conflict management strategies. The significance is that the most respondents felt strongly that the school governing bodies can solve any challenge at school level.

Item 6.2: The principal had more power.

Most respondents disagreed that principals have more power than the school governing body members.

Item 6.3: Concentrates on governance matters.

Most respondents agreed that the school governing body should focus on governance matters. The significance was that principals should be in a position to differentiate

between management and governance matters and be in a position to advice and guide school governing body members in governance issues.

Item 6.4: Deals with governance issues and not with day-to-day activities of the school.

Most respondents agreed that the school governing body dealt with governance issues. The significance is that the most of respondents understood and correctly differentiated between governance and management issues.

Item 6.5: Gave directives to the School Management Team and School Management Team.

Most respondents strongly disagreed that that school governing body gave the School Management Team directives and that the latter ensured that decisions were implemented. The significance of the issue was that principals need more training on this matter.

Item 6.6: School governing body is just an effective political ploy.

Most respondents disagreed that school governing body was just an effective political ploy.

Item 6.7: School governing body is just a rubber stamp.

Most respondents disagreed that school governing body was just a rubber stamp.

Item 6.8: Not empowered to discipline educators.

Most respondents agreed that school governing body was not empowered to discipline educators.

Item 6.9: Effective school governing body had the power to determine the admission policies of the school.

Most respondents agreed that the school governing bodies had the power to determine admission policies. The significance was that there was still some lack of certainty about who determined the admission policies.

Item 6.10: Helps the principal develop and monitor the culture of teaching and learning.

Most respondents agreed that the school governing body helps the principal to develop and monitor the culture of teaching and learning.

Item 6.11: There is no need for school governing bodies in schools.

Most respondents disagreed that there was no need to have school governing bodies. The significance of the matter is that it is very important to train principals continually about the functions, roles, duties and responsibilities of the school governing bodies.

6.3.5 Language and religious policies

Item 7.1: Failure to draw language policy.

Most respondents disagreed that the school governing body was failing to draw up language policies. The significance was that there was still a need to train principals to understand the functions, roles and responsibilities of school governing bodies.

Item 7.2: Effective in drawing language and religious policies in the school.

Most respondents agreed that school governing bodies were effective in drawing up language and religious policies

Item 7.3: The language policy is drawn up by the principal and endorsed by an school governing body.

Most respondents disagreed that the language policy was drawn up by the principal and endorsed by an ineffective school governing body.

Item 7.4: Language policy is a source of conflict.

Most respondents disagreed that the language policy was a source of conflict and that it was not poorly managed.

Item 7.5: Finds it difficult to implement language and religious policies in the school.

Most respondents disagreed that the school governing bodies find it difficult to implement language and religious policies in the school.

Item 7.6: Language policy may be used by School Governing Body.

Most respondents disagreed that language policy may be used by school governing bodies to promote racial discrimination and exclusions on the basis of ethnicity.

Item 7.7: Finds it very easy to handle the religious policy effectively.

Most respondents disagreed those school governing bodies found religious policies easy to handle effectively. Most respondents felt it was not easy to handle religious policies, as they were sensitive matters that went hand in hand with culture.

Item 7.8: Failure to draw a fair religious policy.

Most respondents disagreed that school governing bodies failed to draw up a fair religious policy.

Item 7.9: Religious policy should not be one of the responsibilities of school governing body.

Most respondents felt that the school governing bodies were able to manage religious activities and policies.

Item 7.10: Religious policy is at times difficult to be implemented.

Most respondents disagreed that the religious policy was difficult to be implemented at times by school governing bodies. However, there was some disagreement on this issue. Thus the significance of that was that the issue should be addressed through workshops.

6.3.6 Code of conduct of educators, learners and school governors

Item 8.1: Understands the code conduct for different stakeholders well.

Most respondents agreed that the school governing bodies understood the code of conduct for different stakeholders well. The significance of the responses was that most principals were aware how to handle different stakeholders and their functions, roles and responsibilities.

Item 8.2: Determine good policies on the code of conduct for all stakeholders.

Most the respondents agreed that the school governing bodies determined good policies on code of conduct for all stakeholders. Three (3), 42.9%, disagreed on that issue.

Item 8.3: Find it difficult to implement the code of conduct for learners, educators and their own members.

Most respondents agreed that the school governing bodies found it difficult to implement the code of conduct for learners, educators and its own members.

Item 8.4: Helpless as it is not empowered to deal with educators, learners and school governors.

Most respondents agreed that school governing bodies were helpless, as it was not empowered to deal with educators, learners and school governors.

Item 8.5: School Governing Body may discipline educators.

Most respondents strongly disagreed that the school governing bodies may discipline educators. The significance was that principals need to be trained so that they grasp the functions, roles and responsibilities of school governing bodies.

Item 8.6: Had disciplinary procedures to deal with learners who have behavioural problems.

Five (5), 71.4%, respondents agreed that the school governing bodies had procedures to discipline learners. Two (2), 28.6%, respondents disagreed that the school governing bodies had procedures to discipline learners. The significance was that school governing bodies were empowered to conduct disciplinary hearings against learners.

Item 8.7: The government is less interested in developing school governing bodies.

Most participants strongly disagreed that the government was less interested in developing school governing bodies and rendered them useless.

Item 8.8: Had the capacity to determine HIV/Aids policies.

Most respondents agreed that the school governing bodies had the capacity to determine HIV/Aids policies.

Item 8.9: Effective in dealing with the code of conduct for all stakeholders.

Most respondents agreed that school governing bodies were effective in dealing with the code of conduct for all stakeholders. The significance was that most of respondents felt that school governing bodies were in a position to deal with the code of conduct for all stakeholders.

Item 8.10: Code of conduct drawn up by school governing body is useless.

Most respondents disagreed that the code of conduct drawn up by school governing bodies was useless as final decisions depended on the Head of Department at provincial level.

Item 9.1: Had no contribution to the culture of teaching and learning.

Most respondents felt that the school governing bodies had a strong contribution towards the culture of teaching and learning.

Item 9.2: Cannot motivate educators without the support of the principal.

Most respondents disagreed that school governing bodies cannot motivate educators to work hard without the support of the principals. The significance was that there was a need to balance the interpretation of certain functions, roles and responsibilities of the school governing bodies.

Item 9.3: Effective in school improvement.

Most respondents agreed that school governing bodies were effective in school improvement.

Item. 9.4: Culture of teaching and learning is not effectively encouraged.

Most respondents agreed that the culture of teaching and learning was not effectively encouraged by school governing bodies.

Item. 9.5: Finds it difficult to select resources e.g. textbooks without the help of the principal.

Most respondents agreed that school governing bodies found selection of textbooks difficult without principal support. The significance was that the principals are the head of the curriculum and should ensure that learners were taught within the curriculum requirements.

Item 9.6: Creates a spirit of teamwork amongst the School Management Team, educators and learners for effective teaching and learning.

Most respondents agreed that effective school governing bodies created a spirit of teamwork.

Item 9.7: The culture of teaching and learning had nothing to do with School Governing Body.

Most respondents disagreed that the culture of teaching and learning was related to effective school governing bodies. Most respondents felt that the culture of teaching and learning was strongly influenced by effective school governing bodies.

Item.9.8: Contributed to effective schools as it created a good working climate.

All respondents strongly agreed that effective school governing bodies contributed towards effective schools and created a good working climate. The significance was that principals were convinced that effective school governing bodies contributed to schools and created good working climate.

Item 9.9: Promoted culture of effective teaching and learning.

Most respondents agreed that effective school governing bodies promoted a culture of effective teaching and learning.

Item 9.10: School governing body promoted a culture of effective teaching and learning.

Most respondents agreed that effective school governing bodies promoted a culture of effective teaching and learning.

Item 10.1: Do you contribute positively as a principal?

All respondents agreed that they contributed positively as principals towards the effectiveness of school governing bodies. The implication is that they understood their functions and roles as principals and members of the school governing bodies.

They were also expected to substantiate their answers. Their reasons were as follows:

Ensured school governing bodies understand their roles, functions, duties and responsibilities; encouraged good achievements from learners and good performance in general; encouraged participation of parents in school activities; gave school governing bodies' guidance and empowered them to draft and approve school policies.

Item 10.2: Is there any need for the existence of effective school governing body in the school?

All respondents agreed that there was a need for the school governing bodies in schools.

The reasons of respondents may be summarized as follows:

Parents should play a role in the education of their children; be helpful in the discipline of their children by participating in school activities positively; shared vision and decision making becomes effective if it had the support of parents and community. It is significant that principals knew how far they can go in the development of school governing bodies.

Item 10.3: Are the perceptions of principals helpful?

Most respondents agreed that the perceptions of principals were helpful towards the effectiveness of school governing bodies.

The respondents substantiated their reasons as follows:

Principals are knowledgeable about the school governing bodies and so they needed to contribute positively towards the effectiveness of school governing bodies and should build a good rapport with the school governing body. The significance is that all views should be accommodated and never taken for granted. Any divergent view should be addressed accordingly.

Item 10.4: How can the perceptions of principals be used?

The respondents were requested to indicate how the perceptions of principals may be used positively to enhance the effectiveness of school governing body and school improvement.

Their responses were summarized as follows:

Principals ensured that school policies were drawn, approved and implemented and ensured school governing bodies review their school policies after three (3) years. Those views had far-reaching implications for the positive contribution of principals and effectiveness of school governing bodies and school improvement.

Item 10.5: Government was of the opinion to reduce the responsibilities of school governing body.

All respondents rejected the notion that the government was of the opinion that the responsibilities of school governing bodies should be reduced. They concluded by indicating that the school governing body was established by an Act of parliament and government cannot reduce its responsibilities. The concern of the government was that the school governing bodies were not performing to expectation.

Item 10.6: Role do principals play towards the school governing body.

The respondents indicated that the principal was an advisor to the school governing body. The principals are expected to give school governing bodies' guidance by ensuring that they discharge their functions, duties and responsibilities in line with the vision and mission of different schools.

Item 10.7: Any link between School Governing Body effectiveness and school improvement?

Most respondents agreed that there is a link between school governing body effectiveness and school improvement. This notion is depicted in figure 5.5. The conclusion can be drawn that there is a link between an effective school governing body and school improvement. The implications were that effective school governing bodies stand a good chance of effecting improvement in the schools.

Item 10.8: School governing body is effective in the school

Most respondents agreed that their school governing bodies were effective in the schools. The respondents indicated that their school governing bodies carried out their mandated tasks as prescribed by the South African Schools Act No 84 of 1996.

6.4 RESULTS FROM LITERATURE REVIEW

The results from the literature review revealed that the perceptions of principals about the effectiveness of school governing bodies were an international issue. By implication there was a need to address the perceptions of secondary schools principals about the effectiveness of school governing bodies. The literature review further revealed that Kenya and Botswana addressed the perceptions of principals about the effectiveness of school governing bodies through workshops and training. Principals were given training in order to change their mind-set and reach a common understanding of how to promote the effectiveness of school governing bodies.

6.4.1 Patchy and incomplete data

Literature revealed that data on perceptions of secondary schools principals about effectiveness of school governance were patchy and incomplete. As a result, it was difficult to come up with a strategy on how to approach the perceptions of principals in relation to effectiveness of school governing bodies. It would be very important for developed and developing countries to come up with strategies to deal with the perceptions of principals in relation to effectiveness of the school governing bodies.

It is important for international communities to compile and disseminate more comprehensive and reliable data on an international level to developing countries like South Africa about the perceptions of secondary schools principals in relation to effectiveness of school governing bodies. Developed countries (e.g., UK, US, Australia, New Zealand, France and Germany) should be in a position to share stories with developing countries like South Africa, Kenya, Zambia, Zimbabwe, Namibia and Tanzania about the perceptions of secondary principals about school governing bodies. African countries should also go through the literature review and unearth useful models to address the perceptions of secondary schools principals about the effectiveness of school governing bodies. Governments should minimize the weaknesses of the perceptions of secondary schools principals in relation to effectiveness of school governing bodies.

6.4.2 Disadvantages of international practice

The researcher found that the South African Schools Act No 84 of 1996 was similar to education laws of developed countries like the UK and US. But these did not address the local needs and challenges of South Africa effectively. International practice needed highly skilled principals and effective school governing bodies.

International practice was negatively affected by poor socio-economic conditions which influenced the perceptions of principals towards the effectiveness of school governing bodies. In South Africa, most members of the school governing bodies were not highly educated and thus did not grasp the dynamics of school governance well.

Lack of opportunities, low wages, and high level of unemployment and poor retention of highly skilled principals affected the perceptions of secondary schools principals in relation to effectiveness of school governing bodies. It is possible to devise successful policies to manage the perceptions of principals about the effectiveness of school governing bodies. But if there are no highly skilled principals to implement the system, it becomes a futile exercise. Schools should retain highly skilled principals and experienced members of the school governing bodies. School governing bodies should recruit and select effective and high performing principals who will in turn make school governing bodies self-reliant, self-sufficient, effective and efficient.

6.5 RESULTS FROM EMPIRICAL STUDY

The results from the empirical study provided pertinent insights into the perceptions of secondary schools principals about the effectiveness of school governing bodies. The issues highlighted by the findings of the study were as follows:

6.5.1 Issue 1: Perceptions of secondary schools principals on effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District

The researcher found that the perceptions of secondary schools principals about the effectiveness of school governing bodies were broad and complex in Ga-Rankuwa. The perceptions of secondary schools principals differed over several issues related to membership, functions, powers, duties and responsibilities of the school governing bodies. The perceptions of secondary schools principals were generally satisfactory and positive except over certain issues. In some cases, the secondary schools principals revealed that they were skeptical especially about *ex-officio* position of principals in the school governing bodies.

Most the secondary schools principals (57.1%), accepted the inclusion of the principal as an *ex-officio* member of the school governing bodies. Most secondary schools principals were not happy to be regarded as *ex-officio* members of the school governing bodies. They felt that it could have been stated differently in the legislation. Two (28.6%), rejected the position of the principals as *ex-officio* in the school governing bodies. Principals felt that source of conflicts in the school governing bodies

was due to the *ex-officio* position. Principals felt belittled in the eyes of the members of the school governing body and this created conflict. It needed to be reviewed in relation to the constitution of the country.

Most secondary schools principals were not happy that they were without voting rights in the school governing bodies. They indicated that it made work more difficult for principals to put their case across. One respondent, in his interview, felt unhappy that an educator had the power to vote against an idea raised by the principal in school governing body meetings. Principals had no voting rights. On the other hand the principal had to accept the outcomes and implement ideas which may not be suitable for the school in long term. Principals were regarded as advisors of the school governing bodies without power. In interviews, principals strongly felt that the *ex-officio* position needs to be repealed.

Secondary schools principals suggested that school governing bodies should be trained to reach a common understanding about the said issue. *Ex-officio* position of principals was accepted with great reluctance by secondary schools principals. They indicated that it should be used positively at the moment to the advantage of school governing bodies and schools in general. In many instances it was used to counter the contributions of the principals.

The empirical study revealed that perceptions of secondary schools principals were positive towards the membership of the school governing bodies. Principals emphasized that school governing bodies were based on legal representation and that it was a statutory body. It also provided schools with a judicial base. There was a common understanding on how school governing bodies were supposed to function.

The researcher observed in some cases that principals showed positive attitudes towards a particular issue but were negative on another item or issues. In some instances, the perceptions were passive or negative in particular situations but changed immediately in different circumstances. Perceptions were situational in some instances. The feelings of principals needed to be controlled. Respondents felt that ongoing workshops and training may keep perceptions of principals positive and productive towards school governing bodies.

The researcher also found that the perceptions of secondary schools principals had a great impact on the effectiveness of the school governing bodies. If the perceptions of the secondary schools principals were not positive on a particular issue, it also affected the effectiveness of the school governing body. It meant the attitudes of principals should be checked from time to time - whether they were in line with the effectiveness of school governing bodies.

6.5.2 Issue 2: Contributions of the findings to improved perceptions of effectiveness of school governing bodies in Ga-Rankuwa

The researcher found that the findings of the study contributed greatly towards the improvement of the perceptions of secondary schools principals in relation to the effectiveness of school governing bodies. Secondary schools principals encountered challenges from time to time in relation to effectiveness of school governing bodies. The researcher found that the perceptions of principals may improve if they attended workshops related to their attitudes and perceptions. The researcher realized that there was no need to train principals about the functions, roles and responsibilities of the school governing bodies without checking their attitudes and perceptions. Training of principals should mostly deal with their attitudes and perceptions. Workshops related to perceptions of principals may improve their attitudes and in turn improve the effectiveness of school governing bodies. If the perceptions of principals are positive, the effectiveness of school governing bodies may also improve. The study revealed that the success of school governing bodies depended on their positive perceptions.

The positive and forward-looking principals helped other stakeholders to reach a shared vision. Lack of common understanding of the functions, roles and responsibilities of school governing bodies always led to poor relationships between the principals and other members of the school governing bodies.

If the relationships between the principals and school governing bodies were poor, the effectiveness of the school governing bodies was affected negatively. Members of the school governing bodies may not see eye to eye on certain issues and that could lead to unnecessary conflicts. There would be clashes in some cases. Pressure groups were built, in some instances, in the school governing bodies. But if there was positive

rapport, the effectiveness of school governing bodies may be guaranteed. The school governors would then see principals as helpful contributors towards the effectiveness of school governing bodies rather than a threat.

Principals should be exposed to legal knowledge through workshops, training and mentoring. Poor accountability was due to negative perceptions of principals. There were even faulty interpretations of legal implications on the part of the principals. But if principals are positive, they may be in a position to account for them, show commitment towards improving the effectiveness of school governing bodies and act with great responsibility in all activities of school governing bodies.

The findings revealed that principals were empowered in order to carry out their responsibilities as members of school governing bodies. The South African schools Act, no 84 of 1996 made provision for the principals to act as advisors to school governing bodies. Once the principals have legal knowledge, school governing bodies will regard them as resourceful and helpful.

Principals needed skills in order to become effective in helping the school governing bodies. Principals need to be effective and efficient in their performance and display a clear-cut vision towards the effectiveness of school governing bodies. It should be the responsibility and core responsibilities of principals to ensure school governing bodies were empowered. Principals with positive perceptions and attitudes contributed positively towards the effectiveness of the school governing bodies.

Well thought-out strategies may contribute towards the improvement of the perceptions of secondary schools principals. Strategies on how to work with school governing bodies would help principals improve their perceptions.

Principals should avoid trial and error and wait-and-see strategies to promote co-ordination of school governing bodies. They may also be in a position to deal with low staff morale and poor discipline among all stakeholders. Constrained budgets may also affect and impact negatively on the effectiveness of school governing bodies.

6.5.3 Issue 3: Contributions of perceptions to effectiveness of the school governing bodies in Ga-Rankuwa

The empirical investigation revealed that the perceptions of secondary schools principals played a vital role towards the effectiveness of school governing bodies. The perceptions of principals about the effectiveness of school governing bodies were fundamental to the success of school governing bodies.

The researcher found that most of the school governing bodies were performing well on average in Ga-Rankuwa. Members of the school governing bodies were knowledgeable about their functions, roles and responsibilities. The empirical study revealed that secondary schools principals played a vital role in the training and empowerment of the school governing body members. Respondents revealed in the interviews that they held joint training sessions for school governing bodies at schools. They also organized workshops beside those organized by the Gauteng Department of Education.

The positive perceptions of secondary schools principals improved greatly and showed positive attitudes on behalf of both members of school governing bodies and principals. Principals alluded to the fact that they had a shared vision and strove for common understanding with members of school governing bodies.

The study revealed myriad complex factors which contributed to negative perceptions of some principals about the effectiveness of school governing bodies. The outstanding challenges faced school governing bodies were illiteracy, apathy, teachers' negative attitudes, socio-economic factors and poor communication between principals and other stakeholders. The study revealed that the perceptions of secondary schools principals about effectiveness of school governing bodies were also influenced by lack of time, a negative school environment, and lack of parents' involvement, lack of opportunities and negative attitudes of some stakeholders.

In the interviews, respondents revealed that it became increasingly difficult for the ordinary member of the school governing body to attend meetings because of the use of English by some government officials during workshops. Language created a

barrier and served as a tool to frustrate the illiterate parents. Consequently, parents felt inferior and began to withdraw their participation from schools activities. To a greater extent the perceptions of secondary schools principals remained intact towards the effectiveness of school governing bodies.

The empirical study revealed that perceptions of secondary schools principals remained positive towards the effectiveness of the school governing bodies despite challenges. The positive perceptions of secondary schools principals influenced the effectiveness of the school governing bodies. School governing bodies were in a position to maintain their effectiveness despite political turbulence, poor socio-economic conditions and teacher reluctance and parents' apathy. The positive perceptions of the secondary schools principals played an important role in the effectiveness of the school governing bodies in relation to the culture of teaching and learning. Perceptions of secondary schools principals compelled members of school governing body to be involved and played an important role. Principals showed parents that the achievements of their children depended strongly on the level of support and active involvement of the school governing bodies. It was critical that school governing bodies take greater responsibility for their effectiveness in school activities.

The study revealed that involvement of school governing bodies increased their effectiveness. School governing bodies had a good chance to uphold the school ethos if there is good rapport between school governors and principals. Principals may achieve the aspirations of the parents and communities if they work well with the other stakeholders. Participation of school governing bodies in school activities was a valuable source for increasing the quality of education and effectiveness of school governing bodies. The perceptions of most secondary schools principals were positive despite frustrations faced by schools.

The empirical investigation revealed that school governing bodies responded positively whenever they realized that the perceptions of secondary schools principals were positive and helpful. The results of literature review revealed that whenever the secondary schools principals were positive about the effectiveness of the school governing bodies, performance of the schools improved.

Learners also achieved better when school governing bodies function effectively. In contrast, when the school governing bodies were not involved, there were grave negative implications for school performance in general. There was decline in performance of learners, increased in teenage pregnancy and high incidences of violence and dropout. Unemployment increased and economic growth became catastrophic and led to long-term degradation of the education system in general and the culture of teaching and learning deteriorated.

The empirical research showed a strong relationship between the perceptions of secondary schools principals and effectiveness of school governing bodies. Without doubt many challenges besetting the school governing bodies in townships were due to the negative perceptions of the secondary schools principals towards them. The effectiveness of the school governing bodies could be improved by a greater degree of positive perceptions among principals. The possible strategies were to ensure that the perceptions of secondary schools principals remained positive to enhance effectiveness of the school governing bodies. Schools cannot be effective without making school governing bodies more effective.

The respondents, in the interviews, revealed that face-to-face communication was very effective. Every school needed to develop a shared vision through consultation with different stakeholders. The respondents emphasized the importance of a common vision, collective responsibility and teamwork by all stakeholders. They indicated that without direction, there would be no purpose; without purpose, there would be no targets, priorities, plan or hope. In their case, they were trying their best to inspire hope in all stakeholders. They encouraged workshops that were purposeful and target orientated.

The respondents stated that the greatest challenge was to make school governing bodies efficient and effective at all costs. School governing bodies encompassed collective thinking, accountability and continuous effectiveness as basic objectives of school governance. New ideas, skills and capabilities should be adopted and tested through application and hard work in order to improve effectiveness of school governing bodies. The respondents concluded that unless the perceptions of principals were correct and positive, all good ideas will be futile.

Visionary principals and effective school governing bodies may achieve effective teaching and learning in schools. Effective school governing bodies may inspire learners to achieve prosperous adulthood. The respondents were confident that all the said findings were achievable where there was teamwork and hard work.

6.6 RECOMMENDATIONS

The recommendations were as follows:

6.6.1 Establishment of a training unit for mentorship and workshops

It was recommended that the Department of Basic Education and Gauteng Department of Education in consultations with all stakeholders establish a training unit for mentorship. The unit should also deal with the perceptions of secondary schools principals about the effectiveness of school governing bodies. The training unit should explore perceptions of principals about effectiveness of school governing bodies. Mentorship and internship should be encouraged for the enhancement and empowerment of principals and school governing bodies. Principals should be exposed to effective training and on how to handle and make school governing bodies effective. The training of school governing bodies should be the sole responsibility of principal to ensure school governing bodies were effective. At the moment no programme compelled the principal to train school governing bodies to be effective.

School principals should be given training that would address their perceptions and develop positive attitude towards school governing bodies. The mind-set of secondary schools principals should be prepared to work hard towards the effectiveness of school governing bodies. Principals should focus on the effectiveness of school governing bodies. All stakeholders should nurture pride and ownership towards effectiveness of school governing bodies. The government should also focus on the perceptions of principals and in turn principals should ensure the effectiveness of school governing bodies.

The government and principals should ensure that members of the school governing bodies gain required experience and skills to contribute towards the effectiveness of

the school governing bodies. It was further recommended that secondary schools principals should use available literature to develop strategies to capacitate members of the school governing bodies. Principals should participate in the train-a-trainer system to train school governing bodies. Training of school governing bodies should be done throughout the year.

Each principal should train his or her school governing body and it should be mandatory. The empirical research revealed that there was not enough training and workshops for school governing bodies and principals. Schools were encouraged to draw up training and workshop policies spearheaded by the principals. The involvement of principals in the training of school governing bodies may boost the morale of both principals and members of the school governing bodies. Principals and communities should set standards of what they meant by effectiveness of school governing bodies. School governing bodies should be judged and assessed on basis of set standards. Principals were mostly knowledgeable about the importance of participation of all stakeholders towards the effectiveness of school governing bodies. The empirical study revealed that most principals had baseline information about the effectiveness of school governing bodies. Thus, they should be able to set standards for training and workshops for school governing bodies. Participatory approaches should be adopted towards improving the perceptions of principals towards school governing bodies. Principals played an important role in the effectiveness of school governing bodies on condition that their perceptions are positive.

One of the core tasks of principals should be the training of school governing bodies to be effective and perform well towards school improvement. The perceptions of principals should be positive to contribute towards the effectiveness of school governing bodies.

6.6.2 Use of indigenous language

It was recommended that the local indigenous language, namely, Setswana, should be used as medium of communication during school governing body meetings because most members communicated comfortably in that language. Most schools used English when they communicated with members of the school governing bodies.

The use of English in meetings by officials was still problematic because most members of school governing bodies were limited by the language barrier and they were unable to participate effectively. The progress and innovations should focus mainly on improving the perceptions of secondary schools principals about the effectiveness of school governing bodies. The most important element in building strong and positive perceptions of principals was by building strong relationships with school governing bodies. Successful communication with school governing bodies may improve the perceptions of principals about effectiveness of school governing bodies.

To ensure that effective school governing bodies were created and maintained, it was recommended to use the local community radio stations to disseminate information about the functions, roles and responsibilities of school governing bodies through indigenous languages. Churches may also be used to target the positive perceptions of the secondary schools principals about the effectiveness of school governing bodies. Principals should be empowered to specialize in skills and knowledge to inspire effective school governance.

6.6.3 *Ex-officio* position of the principal

Ex-officio membership of a principal in a school governing body was national government policy. Respondents recommended that *ex-officio* position of the principal be repealed. Secondary principals were not comfortable about the *ex-officio* position of the principal in the school governing body. The position of the principal in the school governing body should be improved. It is recommended that the principal should be regarded as the trainer of school governing body rather than to be regarded as *ex-officio*. Thus, the *ex-officio* position will no longer be regarded by the principals as undermining their abilities. If this position and its benefits are well articulated, it gave principals a sense of belonging and pride. Some members of the school governing bodies understood training as for self-interest and that created negative attitudes towards the principals. Principals at times were seen as interfering in activities of school governing bodies.

Lack of effective collaboration, support and teamwork amongst members of school governing bodies and principals improved through mutual respect and good training. Effective training of members of school governing bodies improved parent involvement, communication and develop interdependence of principals and school governing bodies. Schools should be seen as centres of excellence where effectiveness of school governing bodies was nurtured through the training given by principals.

The present training of school governing bodies was not constant and lacked continuity. Little time was given to training of school governing bodies. Where it was done, it was too little and too late.

6.6.4 The perceptions of secondary schools principals about the effectiveness of the school governing bodies in Ga-Rankuwa

The summary of findings was interpreted in congruence with the topic, aims and research questions. The primary purpose of this study was to investigate and evaluate the perceptions of secondary schools principals about the effectiveness of school governing bodies in Ga-Rankuwa. The influence and impact of the perceptions of principals about the effectiveness of the school governing bodies in Ga-Rankuwa was not investigated.

The empirical study provided an account of the exploration of the perceptions of principals about the effectiveness of school governing bodies. Different authors from literature revealed the importance of the perceptions of principals towards the effectiveness of the school governing bodies. The researcher recommends that perceptions of principals should be given high consideration when dealing with the effectiveness of school governing bodies.

The respondents, in interviews, indicated that the perceptions of principals played an important role in relation to effectiveness of school governing bodies. If the perceptions of principals are positive, the effectiveness of school governing bodies may be achieved with great ease. Negative attitudes result in ineffective school governing

bodies. Positive perceptions of principals stand a good chance to yield good results and impact positively towards the effectiveness of school governing bodies.

It was also recommended that relevant psychometric tests be introduced in order to explore the perceptions of principals about effectiveness of school governing bodies. The attitudes of the principals need to be explored and corrected all the time at all costs.

Psychometric tests, if properly applied, may be helpful towards the exploration of the perceptions of principals and affected school governing bodies positively. Principals should be given powers and strategies to enhance the effectiveness of school governing bodies.

6.6.5 Strategies to improve the perceptions of secondary schools principals about the effectiveness of school governing bodies

The findings of the study identified the need for a training unit of principals in relation to their perceptions and effectiveness of school governing bodies. Such a training unit would ensure efficiency and effectiveness of school governing bodies and positive enhancement of perceptions of principals. The proposed training unit should also deal with induction of newly appointed principals and school governing bodies. The empirical study revealed that newly appointed principals were doubtful about certain items in relation to functions, roles and responsibilities of school governing bodies. More time should be given to the training and empowerment of school governing bodies. The findings of the study suggested that principals should play a role in the empowerment and improvement of school governing bodies' effectiveness and school improvement.

The training unit would also ensure that principals gain confidence in dealing with school governing bodies. The government and principals should not take for granted that training members of school governing body would automatically yield the desired results.

Principals felt a sense of ownership, belonging and goodwill towards members of school governing bodies and should enhance the active participation of all stakeholders. Development of perceptions of principals towards the effectiveness of school governing bodies should be regarded as very important. Effectiveness of school governing bodies should rest in the hand of the principals. There should be incentives for principals who display hard work and yield good results. Incentives may attract skilled and hard-working principals with positive perceptions into school governance.

The study proposed that there should be a measuring stick to measure the effectiveness of school governing bodies. Indicators of good school governing bodies should also be outlined and determined at school, district, provincial and national levels. Clear-cut standards for effective school governing bodies should be properly drawn up.

6.6.6 Areas for further studies

Areas of further studies are as follows:

- The study revolved around a limited sample of only seven (n=7) secondary schools principals. More schools could be used to expand on the current research work in order to generalize the findings. An increased sample would lead to greater reliability, validity and credibility.
- The study concentrated on the perceptions of secondary schools principals. Another study could explore learners and educators' attitudes and perceptions of principals in relation to effectiveness of school governing bodies.
- Future studies could investigate the impact of perceptions of principals in successful township schools.
- A comparative study of perceptions of principals in former Model C schools and township schools or rural schools could be useful.

- Future studies could explore perceptions of parents about the effectiveness of school governing bodies and perceptions of parents about the effectiveness of principals in effective schools.

6.7 SIGNIFICANCE OF THE STUDY

The study had significant implications towards the perceptions of principals in relation to effective functioning of the school governing bodies. The study was important to formulate guidelines to support perceptions, commitment and accountability of the school governing bodies. It created a common understanding of the perceptions of principals about the effectiveness of school governing bodies.

The significance of the study was summarized as follows:

- Provided knowledge and insight into factors affecting perceptions of principals about the effectiveness of school governing bodies.
- Permitted the researcher to make valuable recommendations that would be used to improve the perceptions of principals in relation to effectiveness of school governing bodies.
- Brought to the attention of the government the importance of the perceptions of principals about the effectiveness of school governing bodies.
- Stressed the training of principals in relation to their perceptions and how to enhance principals to make school governing bodies effective.

6.8 LIMITATIONS OF THE STUDY

The study was limited to seven (n=7) secondary schools in Ga-Rankuwa. The findings thereof can thus not be generalized. It was too limited to warrant generalization of the results. A far larger sample should be utilized in future studies to make generalizability possible. Further, purposeful sampling was used in this study and this was aimed at in-depth knowledge rather than representativeness of the population.

The researcher was a former school principal with many years of experience in the position in a secondary school in Ga-Rankuwa. Respondents may have attempted to please him in their responses.

6.9 CONCLUSION

The aims of the study were to investigate the perceptions of principals about the effectiveness of school governing bodies in Ga-Rankuwa, Tshwane West District.

Chapter 6 presented a summary of the study, research findings relating to the functions of the school governing bodies, results from literature review, results from empirical study, recommendations, significance of the study, recommendations for further studies, limitations of the study and the final conclusion.

The research revealed daunting challenges relating to perceptions of principals about effectiveness of school governing bodies. The study also revealed the importance of co-operation and teamwork between principals and school governing bodies. Both literature review and empirical study indicated that the relationship between principals and school governing bodies was of great importance. More information was needed to explore the perceptions of principals about effectiveness of school governing bodies.

The findings of the study provided a clear understanding of the problematic issues centred on the effectiveness of school governing bodies within the South African schooling system. The manner which the information given, provided a deeper understanding and appreciation of the problem than what is available in the published literature. The selection of method, paradigm, design, population and sampling techniques provided adequate evidence needed to back up the study. Demarcation and scope of the study fitted fairly well.

In conclusion, the study provided some insight into the perceptions of secondary schools principals about the effectiveness of the school governing bodies.

It highlighted certain perceptions of participants in relation to effectiveness of school governing bodies. There is still scope to study further the perceptions of principals about effectiveness of school governing bodies and school improvement as indicated above.

LIST OF REFERENCES

- Abdalla, S. 2012. Peace education in post conflict societies: A case of the young peace ambassador program in Somalia and Kenya, Unpublished Dissertation. Pretoria, University of South Africa.
- Adler, H. 16. *Perception of the principal's role in the state of Israel: Report by the professional committee to formulate policy recommendations for the Ministry of Education*. Tel Aviv: Ministry of Education.
- Angelsen, A., Larsen, H.O., Lund, H., Smith-Hall, J. F & Wunders, S. 2011. *Measuring livelihood and environmental & dependence methods for research and fieldwork*, Washington: Earthscam.
- Arthur, J., Waring, M., Coe, R. & Hedges, L. 2012. *Research Methods and Methodologies in Education*. Los Angeles: Sage.
- Atkins, L. & Wallace, S. 2012. *Qualitative Research in Education*. London: Sage.
- Balian, E.S. 2011. *The Graduate Research Guidebook*. Boston: Silver Sky Publishing.
- Baloyi, C. R. 2010. The role of the state in the establishment of a culture of learning and teaching in South Africa, Unpublished D Ed dissertation. Pretoria, University of South Africa.
- Barber, M. & Stoll, L. 2013. *Governing bodies and effective schools*. Gaborone: Department for Education, Botswana.
- Beckham, J. & Wills, B. K. 2016. *School Boards: responsibilities, duties, decision-making and legal basis for local school board powers*, Washington: Washington State University.
- Beckmann, J. & Prinsloo, I. 2009. Legislation on school governors` power to appoint educators: Friend or foe? *South African Journal of Education*, 29:171-184.
- Beckmann, J. & Fussel, H. P. 2013. The labour rights of educators in South Africa and Germany and quality education: An exploratory comparison. *Berlin and German International Educational Research Centre for Research on Educational Governance*, 46 (2). Berlin: Humboldt University.
- Bless, C & Higson-Smith. 2013. *Fundamentals of social research methods: An African perspective*. 2nd Edition. Lusaka: Juta & Co.

- Boaduo, F. R. C., Milondzo, K. S. & Adjei, A. 2009. Parents, community involvement in school governance and its effectiveness on teacher effectiveness and improvement of learner performance: A study of selected primary and secondary schools in Botswana. *Educational Research and Review*, 4(3): 96-105.
- Boonstoppel, E. 2010. Building School: community relations through empowerment of school development committees in Zimbabwe, Harare, Education Sector.
- Boshego, L. P. 2012. The management of partial absenteeism and late-coming at four public secondary schools of the Tshwane West District (D 15): Circular 13 of 2002, Pretoria, University of South Africa (M.Ed).
- Botswana. Education Act, Chapter 58.01, Gaborone: Government Printers.
- Bryman, A. 2012. *Social Research Methods*. 4th Edition. Oxford: Oxford University Press.
- Burke, L., McCluskey, N., Rebarber, T., Kurtz, S., Estrada, W.A. & Evers, W.M. 2016. *Common core and centralization of American Education: Special report on Education*. Washington: The Heritage Foundation.
- Burrin, S. 2011. Attaining Quality Education in Mauritius at Secondary Level: A case study of the Zone 2 (State Secondary) Schools from the educator's perspective, Pretoria, University of South Africa.
- Check, J. & Schutt, R. K. 2012. *Research Methods in Education*. New Delhi: Sage.
- Chisholm, L. 2012. Apartheid education legacies and new direction in post-apartheid South Africa. *Storia delle Donne*, Florence: Firenze University Press.
- Chris, J. 2011. School governing bodies in England under pressure: the effects of socio-economic context and performance. *Educational Management Administration and leadership*, 39 (4).
- Clen-Hayes, S.T. Ackerman, M.S. & Mason, E.C.M. 2014. 101 solutions for school counsellors and leaders in challenging Times, New York, Corwin Sage Company.
- Cohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. 7th Edition. London: Routledge.
- Couchenour, D. & Chrisman, K. 2014. *Families, schools and communities: Together for young children*. 5th Edition. Wadsworth: Centage Learning.
- Darten. E. C. 2013. *The law and its influence on public school districts: An overview*. Alexandria: Centre for Public Education.

- Davids, J. 2011. The effectiveness of School governing bodies in Gauteng public schools. Unpublished dissertation. Johannesburg, University of Johannesburg.
- Department for Education. 2015. *The constitution of governing bodies of maintained schools: Statutory guidance for governing bodies of maintained schools and local authorities in England*. London: Government Publishers.
- Duflo, E., Dupas, P. & Kremer, M. 2011. Peer effects, teacher incentives and the impact of tracking: Evidence from a Randomized Evaluation in Kenya. *American Economic Review*, 101, (5).
- Elazar, D. 2016. *Parent control and Educational choice: Learning from the Israeli Experience*. Jerusalem: Jerusalem Centre for Public Affairs.
- Epstein, J. L. 2011. *School, and family and community partnerships: Preparing educators and improving schools*. 2nd edition. Philadelphia: Westview Press.
- Evertson, C. M. & Emmer, E. T. 2013. *Classroom management for elementary teachers*, 9th Edition. Boston: Pearson.
- Fynn, A. W. R. 2011. An appreciative inquiry of an NGO that delivers empowerment driven education support services, Pretoria, University of South Africa (M.A).
- Gabriel, A. 2013. *Research Guides: Organizing your Social Sciences paper: Theoretical Framework*, San Francisco, Berrett-Koehler Publishers.
- Gay, L. R., Mills, G. E. & Airasian, P. W. 2011. *Educational Research Competencies for Analysis and Applications*. 10th Edition. Boston: Pearson.
- Gillard, D. 2013. *School governing bodies: do they have a clear role*. London: Corwin Company.
- Gongotha, V.M. 2010. Investigating how African philosophy affects the teaching and learning a Cala Pass Senior Secondary School, Pretoria, and University of South Africa.
- Grant, C.& Osanloo, A. 2013. *Understanding, Selecting and Integrating a Theoretical Framework Research: Creating the blueprint for your house*. Chicago: University of Colorado-Denver.
- Greyling, S. C.M. 2013. *Factore wat n` rol speel in vroue se aspirasies vir skoolhoofposte*, Pretoria, University of South Africa (M.Ed).

- Hopkins, D., Harris, A. & Stoll, L. & Mackay, T. 2011. School and System Improvement: State of Art Review: Keynote presentation prepared for the 24th international Congress of School Effectiveness and School Improvement, Limassol, Cyprus.
- Israel. 2016. *Educational legislation and the structure of the Education System*. Tel Aviv: Ministry of Education.
- Johnson, B. & Christensen, L. 2011. *Educational Research: Quantitative, Qualitative and Mixed Approaches*. Los Angeles: Sage publications.
- Kathie, P. 2012. Seattle Public Schools: School board about us, Seattle, Seattle public schools.
- Kenya. 1980. *The Education Act, Chapter 211*. Nairobi: Government Printers.
- Khine, M. S. & Saleh, I. M. 2011. *Practitioner Research: Teachers` investigation in classroom teaching*. New York: Nova Science Publishers.
- Kirchner, V. A. 2012. Stresses amongst primary school learners with learning problems in inclusive classroom in an independent school. Unpublished M Ed. Pretoria, University of South Africa.
- Kothari, C.R. 2010. *Research methodology: Methods and techniques*. 2nd revised edition. New Delhi: New Age International Publishers.
- Lee, M. 2011. *The difference between research design and research method*. New York: How Contributors.
- Leedy, P. D. & Ormrod, J. E. 2010. *Practical Research: Planning and design*. 9th Edition. New York: Pearson Education International.
- Levin, B. 2013. Decentralization in New Zealand, Toronto, Phi Delta Kappa, International.
- Liamputtong, P. 2013. *Qualitative Research Methods*. 4th Edition. South Melbourne: Oxford University Press.
- Luttrell, W. (ed). 2010. *Qualitative Educational Research: Readings in reflexive methodology and transformative Practice*. London: Routledge.
- Madue, S. M. 2011. The effect of the research component of the South African Higher Education Subsidy formula on knowledge production. Unpublished PhD dissertation. Pretoria, University of South Africa.
- Madziyire, G. T. 2015. Evaluating the impact of philanthropic activities in public high schools in Mutasa District: An educational management perspective. Unpublished PhD dissertation. Pretoria, University of South Africa.

- Mahlo, F. D. 2011. Experience of learning support teachers in the Foundation Phase, with reference to the implementation of inclusive education in Gauteng. Unpublished PhD dissertation. Pretoria, University of South Africa.
- Makori, A & Onderi, H. 2012. *Challenges in achieving effective school leadership and management in Kenya: A case of the role of BOGs and PTA's in the country*. Cyprus: Limassol.
- Makworo, E.O. 2013. Competency Based Education and training: A fresh green leaf from Australian context for TVET in Africa, Harvard, and Institute of Research Advances.
- Mandy, B. 2013. *What is the difference between UK, Britain, and British Isles?* Sevenoaks, Kent: Woodlands Resources.
- Manwadu, N.C. 2010. The impact of the principal's task of curriculum supervision on teaching and learning in primary schools: A case study in Vhembe District, Limpopo. Unpublished M Ed dissertation. Pretoria, University of South Africa.
- Martella, R., Nelson, J. R. & Morgan, R. L. 2013. *Understanding and Interpreting Educational Research*. New York: The Guilford.
- Mashaba, S. W. 2012. Developing a cognitive model to motivate school principals in the Mpumalanga. Unpublished D Ed dissertation. Pretoria, University of South Africa.
- Mawela, A.L. 2016. Barriers to Managing Environmental Education projects in Alexandra Township Primary and Secondary Schools, Pretoria, University of South Africa.
- McAteer, M. 2013. *Action Research in Education*. New Delhi: Sage.
- McMillan, J. H. 2012. *Educational Research: Fundamentals for the Consumer*. 6th Edition. Boston: Pearson.
- Mears, C. L. 2012. *Research methods and Methodologies in Education*. London: Sage Publication.
- Mertler, A. & Charles, C. M. 2011. *Introduction to Educational Research*. 7th Edition. New York: Pearson.
- Midgley, W., Danaher, D. & Baguley, M. 2013. *The role of participants in education research: Ethics, epistemologies and methods*. New York: Routledge.

- Mogale T. J. 2014. Parental involvement as strategic tool to improve the culture of teaching and learning in the township schools. Unpublished D Ed dissertation. Pretoria, University of South Africa.
- Molefe, O. 2012. Limpopo textbook, only the begging of basic education`s woes, Daily Marvick, 28 June, 2012, Johannesburg, Dailymarvick.
- Mouton, J. 2001. *How to succeed in your Masters & Doctoral studies. A South African Guide and Resource book*, Pretoria: Van Schaik.
- Mpofu, I. 2014. Effective marketing strategies for township schools in the Gauteng Province, Pretoria, University of South Africa (M.Ed).
- Muir, R. & May J. 2010. *Developing an effective major gift program: From managing staff to soliciting gifts*. Washington D.C, Council for the advancement (4):
- Musera G., Achoka J.K.S. & Mugasia, E. 2012. Perception of secondary school teachers on the principal`s leadership style in school management in Kakamega Central District, Kenya: Implications for Vision 2030. *International Journal of Humanities and Social Science*, 2(9).
- Ncube, V. 2009. The perception of parents of their role in the democratic governance of schools in South Africa: Are they on board? *South African Journal of Education*, 29 (60).
- New Zealand. 2016. *Education Act No. 80 of 1989*. Auckland: Ministry of Education.
- Newby, P. 2010. *Research Methods for Education*. London: Longman.
- Ngwenya, V. C. 2010. Managing parental involvement with Education in Zimbabwe, Unpublished D Ed dissertation. Pretoria, University of South Africa.
- Nthathe, D.W.T. 2016. Former principal of Tswelelang Middle School, Ga-Rankuwa and First mayor of Ga-Rankuwa. Interviewed by the researcher, Ga-Rankuwa.
- Nyaegah, J. O. 2013. Challenges facing management of Free Primary Education in Kenya: A case of Nyamira County, Kenya. *International Journal of Business and Management Tomorrow*, 1, (4).
- Nziyane, L. N. 2009. Attending a system of quality teaching and learning through effective teacher evaluation in selected schools in the Limpopo Province, Pretoria, University of South Africa (M.Ed).
- Ockerman, M.S. & Mason, E.C.M. 2014. *101 Solutions for school counsellors and leaders in challenging times*. Thousand Oaks: Corwin.

- Panigrahi, M. R. 2012. *School effectiveness*. New Delphi: A.P.H. Publishing Corporation.
- Rammapudi, T. S. 2010. The Botswana National Museum as an educational resource in public school classroom. Unpublished D Ed dissertation. Pretoria, University of South Africa.
- Republic of South Africa (RSA).1996. *South African Schools Act No. 84 of 1996*. Pretoria: Government Printers.
- Robinson V (ed). 2009. School leadership and student outcomes: Identifying what works and why: Summary of the Best Evidence synthesis (BES), Sidney, and Curee Research Summary.
- Saunders, M. Lewis, P. & Thorn-hill, A. 2009. Research methods for business students, 5th Edition, London, Prentice Hall.
- Sayed, H. 2013. The influence of principal leadership on schools. Unpublished D Ed dissertation. Pretoria, University of South Africa.
- Scott, S. 2012. The difference between the UK, England, and Great Britain. London: Vacca Foeda Media.
- Sepuru, M.G. 2010. The effect of poverty on the effectiveness of school managers in rural areas of Limpopo Province, Pretoria, University of South Africa.
- Serem, D.K. & Kipkoech, L.C.2012. Role of community in the management of Free Primary Education, Eldoret, Moi University School of Education, Kenya.
- Sharma, K. C. 2010. Role of local government in Botswana for effective service delivery: Challenges. *Prospects of local governance*, Issue 6. Gaborone: University of Botswana.
- Sinyola, D. 2012. A strategy for managing teacher migration in Southern Africa, Pretoria, University of South Africa (D.Ed).
- Tatlah, I. A. & Iqbal, M. Z. 2011. Role of board of governors and Parent Teacher Association in the District Public Schools in the context of conflicts and challenges. *Management*, 1 (1): 35-40.
- Taylor, N., van der Berg S. & Mabogoane, T. 2013. *Creating effective schools*. Cape Town: Pearson.
- Tshabalala, T. 2013. Perceptions of school head on parents' involvement on the Zimbabwean Primary School. *International Journal of Asian Social Science*, 3 (3): 645-656.

- Tshifura, A. R. 2012. Managing inclusive education in primary schools of the Shinane Circuit in Limpopo. Unpublished D Ed dissertation. Pretoria, University of South Africa.
- United Kingdom (UK). 1986. *Education No.2 Act of 1986*. London: Government Printers.
- United Kingdom (UK).1992. *Education School Act of 1992*. London: Government Printers.
- USA. 1966. *Public Law No 89-750: Amendments to the Elementary and Secondary Education Act of 1965*. Washington: Government Printers.
- USA. 2012. *Education Policy No. 221*. Alabama: Government Printers.
- Wang, V. C. X. 2013. *Handbook of research on teaching and learning in K-20 Education, Vol 1*. Hershey: Leadership Book Series.
- Wilson, C. M. & Horsford, S. H. 2014. *Advancing equity and achievement in America`s diverse schools: Inclusive theories, policies and practice*. New York: Routledge.
- World Bank, 2010. The Education system in Malawi, Washington, World Bank.
- Wyse, S.E. 2011. *What is the difference between qualitative research and quantitative research*. New York: Home Blog.
- Xaba, M. & Ngubane, D. 2010. Financial accountability at schools: challenges and implications. Pretoria, *Journal of Education*, No.50 (20)
- Zimbabwe. 1998. *Education Act, Chapter 25.04*. Harare: Government Printers.

Webpages

- Data Collection (2016) Available at [www.martin.data%20 collection.03.jpg](http://www.martin.data%20collection.03.jpg) accessed on 25 October 2016
- Data collection (2017). Available at <http://cms.education.gov>. Accessed on 21 July 2017
- Districts (2015) Available at www.gov.za Accessed on 10 December 2015.
- Districts (2016). Available at www.gov.za Accessed 14 May 2016.
- Education Act No 80 of 1989 (2016). Available at (www.gov.za Accessed on 13 July 2016.
- Elementary and Secondary Education Amendment Act of 1966 (2016). Available at www.nasbe.org/ state-boards Accessed on 9 February 2016.

Free Dictionary (2016). Available at <http://cms.education.gov>. Accessed on 21 May 2016.

Ga-Rankuwa (2016). Available at Wikipedia Accessed on 18 July 2016.

Government gazette No 17579, 1996 (2016). Available at www.gov.za Accessed on 12 May 2016.

Government gazette No 17579, 1996 (2016). Available at www.gov.za Accessed on 2 May 2016.

New Zealand (2016). Available at www.gov.za accessed on 21 October 2016, Questionnaire product or idea (2017). Available at (<http://cms.education.gov>. Accessed on 21 July 2017.

School boards (2016). Available at www.gov.za Accessed 10 May 2016.

State Boards (2016) Available at [www.nasbe.org/ state-boards](http://www.nasbe.org/state-boards) Accessed on 9 February 2016.

State of Israel (2016). Available at <http://kavInoar.org> 2014 Accessed 21 May 2016.

Techniques to handle missing data (2016) Available at Wikipedia.org Accessed on 10 November 2016.

The Elementary Education Act of 1880 (2016). Available at Wikipedia.org 20/01/2016

The Free Dictionary (2016) Available at, <http://cms.education.gov.il> Accessed on 25 October 2016.

Tshwane West District (2016). Available at www.education.gov.za/Districts Accessed on 11 May 2016.

APPENDIX 1 : QUESTIONNAIRE

QUESTIONNAIRES

TITLE: AN EXPLORATION OF SECONDARY SCHOOLS PRINCIPALS' PERCEPTIONS ABOUT THE EFFECTIVENESS OF SCHOOLS GOVERNING BODIES IN GA-RANKUWA: TSHWANE WEST DISTRICT.

Questionnaire to be filled by secondary schools principals

Purpose:

The purpose of the questionnaire is to assess secondary school principal's perceptions about the effectiveness of schools governing bodies and draw their understanding, experience, knowledge and skills on challenges related to effectiveness of schools governing bodies. It is required that all participants answer questions with honesty.

Section A.

1. Biographical information.

1.1 Your age category in years.

30-35	1	50-59	4
36-39	2	60-65	5
40-49	3		

1.2. Gender

Male	1	Female	2
------	---	--------	---

1.3 Period of service as a principal or deputy-principal if applicable

Acting principal	1	4-6 years	4
Less than a year	2	7-10	5
1-3 years	3	11 years or more	6

1.4. Highest Academic qualifications (Choose only one)

Std 6	1	A degree (B. A)	5
Std 8	2	Honours degree or B. Ed	6
Std 10	3	Master's degree	7
Std10 plus few degree courses	4	Doctorate	8
		Other (specify).....	9

1.5 Highest professional qualifications (You may choose more than one)

None	1	U.E.D. (College diploma)	7
L.P.T.C	2	H.E.D (University diploma)	8
P.T.C.	3	B.A. Paed	9
H.P.T.C.	4	B.A. Ed.	10
S.T.D	5	Ace	11
J.S.T.C.	6	Other (specify)	12

1.6. Race

African	1	Coloured	3	Other (specify)	5
White	2	Indian	4		

Section B

2 Demographic information

2.1 Type of Settlement for the school

Rural	1	Urban	2	Peri -urban	3
-------	---	-------	---	-------------	---

2.2 Type of school

Primary	1	High School	3
Secondary	2	Intermediate	4

2.3 Standard offered in the school

Grade 7-12	1	Grade 0 -Grade 12	3
Grade 0-Grade 12	2	Grade10-Grade 12	4
Grade 8-Grade 12	3	Other (Specify)	5

Section C**3 Membership of the school governing body.**

Please indicate your response to each question with a cross (X) in the appropriate block.

What will be your response on the following points? Please use the scale below

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response			
3.1. The inclusion of the principal as an <i>ex-officio</i> , in the school governing body made it effective to improve the school.				1	2	3	4
3.2. The inclusion of learners in the school governing body made it effective and useful				1	2	3	4
3.3. The inclusion of educators in the school governing body made it effective				1	2	3	4
3.4. The inclusion of parent component made the school governing body democratic and effective				1	2	3	4
3.5. Participation of all stakeholders make school governing body effective in the school				1	2	3	4
3.6. School governing body is a centre of conflict in the school environment				1	2	3	4
3.7. Good attendance of meetings by school governing body members is sign of effective school governing body.				1	2	3	4
3.8. School governing body had a contribution towards school effectiveness.				1	2	3	4
3.9. The school can function effectively without school governing body.				1	2	3	4
3.10. The structure of school governing body needs to be reviewed if it is to be more effective				1	2	3	4
3.11. The principal do most of the work for the school governing body to be effective				1	2	3	4
3.12. School governing body is just a centre of confusion and stress for principal in so far as effectiveness is concerned				1	2	3	4
3.13. <i>Ex-officio</i> position of the principal is more frustrating than helping to make school governing body more effective				1	2	3	4
3.14. School governing body creates tension rather than effectiveness in the school				1	2	3	4
3.15. School governing body depends on the principal for ideas as they are non-visionary				1	2	3	4

4. Functions and responsibilities of school governing body

Please indicate your response to each question with a cross (X) in the appropriate block. Please use the scale below:

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response			
4.1. School governing body had the skills to determine school fees				1	2	3	4
4.2. School governing body just approves the ideas of the principal				1	2	3	4
4.3. School governing body had skills to develop the school policies				1	2	3	4
4.4. School governing body had skills to draw up the school budget				1	2	3	4
4.5. It is the principal who calls annual parents meetings				1	2	3	4
4.6. School governing body had skills to deal with discipline of learners effectively in the school				1	2	3	4

4.7. School governing body contributes towards school effectiveness	1	2	3	4
4.8. School governing body show effectiveness in so far as promotion of culture of teaching and learning is concerned in the school	1	2	3	4
4.9. The principal prepares financial reports for parents in consultation with the school governing body	1	2	3	4
4.10. Members of the school governing body are less interested in their capacity building, upskill development and empowerment	1	2	3	4
4.11. School governing body is able organize workshops for its members in order to be effective	1	2	3	4
4.12. School governing body members understand the difference between governance and management	1	2	3	4
4.13. School governing body is powerless in disciplining staff members	1	2	3	4
4.14. School governing body cannot discipline educators in terms of the labour laws	1	2	3	4
4.15. The school governing body had capacity and skills to maintain school buildings.	1	2	3	4
4.16. The school governing body had an idea of how to prepare a financial report for parents	1	2	3	4
4.17. The school governing body had a contribution towards school improvement	1	2	3	4
4.18. The school governing body is not effective as it is just for political point scoring	1	2	3	4
4.19. The school governing body is effective in policy making.	1	2	3	4
4.20. The school governing body is not effective as it can buy school policies from consultant	1	2	3	4
4.21. The principal draft the initial policy document without consulting school governing body	1	2	3	4
4.22. School governing body implements policies of the school as drafted by members	1	2	3	4
4.23. School governing body changes policies almost every meeting	1	2	3	4
4.24. School governing body cannot differentiate between governance and management	1	2	3	4
4.25. School governing body is not effective as it cannot raise funds without the principal	1	2	3	4

5. Teaching and learning

Please indicate your response to each question with a cross (X) in the appropriate block. Please use the scale below:

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response			
5.1. School governing body members are knowledgeable about curriculum management and development	1	2	3	4			
5.2. School governing body members strive for high quality of teaching and learning in the school	1	2	3	4			
5.3. School governing body made resources available for effective teaching and learning	1	2	3	4			
5.4. School governing body contribute towards effective curriculum management	1	2	3	4			
5.5. School governing body is helpful in curriculum development by making funds available	1	2	3	4			
5.6. School governing body is effective as it had ideas how to improve school curriculum	1	2	3	4			
5.7. School governing body encouraged educators to form curriculum forums	1	2	3	4			
5.8. Curriculum management and development is a professional matter	1	2	3	4			
5.9. School governing body delays curriculum development through its beliefs and myths	1	2	3	4			
5.10. Lay school governors should have final say to curriculum development	1	2	3	4			
5.11. School governing body should not participate in curriculum development	1	2	3	4			

5.12. School governing body is aware of the importance of effective teaching and learning	1	2	3	4
5.13. School governing body is ineffective in monitoring effective teaching and learning	1	2	3	4
5.14. School governing body do not play any effective role in learners achievements	1	2	3	4

6. School governance and management

Please indicate your response to each question with a cross (X) in the appropriate block. Please use the scale below:

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response				
6.1. School governing body is capable to use conflict management strategies.	1	2	3	4				
6.2. The principal had more power than school governing body	1	2	3	4				
6.3. School governing body concentrates on governance matters	1	2	3	4				
6.4.. Governance issues are not as important as management issues	1	2	3	4				
6.5. The school will be difficult to run effectively without school governing body	1	2	3	4				
6.5. School governing body is just an effective political ploy	1	2	3	4				
6.6. School governing body is just a rubber stamp	1	2	3	4				
6.7. The school governing body is not empowered	1	2	3	4				
6. 8. School governing body is not effective to determine the admission policies of the school	1	2	3	4				
6.9. The school governing body helps the principal to develop the culture of teaching and learning	1	2	3	4				
6.10. There is no need for school governing body in the school	1	2	3	4				

7. Language and religious policies

Please indicate your response to each question with a cross (X) in the appropriate block. Please use the scale below:

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response				
7.1.The school governing body failure to draw language policy	1	2	3	4				
7.2. School governing body effective in drawing language policy in a school	1	2	3	4				
7.3. The language policy is drawn by the principal and rubber stamped by the school governing body	1	2	3	4				
7.4. Language policy is a source of conflict which is poorly managed by school governing body	1	2	3	4				
7.5. School-governing body had it difficult to handle language policy in a school.	1	2	3	4				
7.6. Language policy is used by school governing body to promote racial discrimination	1	2	3	4				
7.7. Religious policy is very easy to handle by school governing body effectively	1	2	3	4				
7.8. School governing body fail to draw fair policy on religion	1	2	3	4				
7.9. In fact religious policy should not be one of the responsibilities of school governing body, as it performs poorly in this regard	1	2	3	4				
7.10. School governing body is ineffective in religious matters	1	2	3	4				

8. Code of conduct of educators, learners and school governors

Please indicate your response to each question with a cross (X) in the appropriate block. Please use the scale below:

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response				
8.1.School governing body understands of code conduct well	1	2	3	4				

8.2. School governing body can determine good policies on code of conduct of all stakeholders.	1	2	3	4
8.3. School governing body fail to discipline learners, educators and their own members	1	2	3	4
8.4. School governing body is helpless as it is not empowered to deal with educators, learners and school governors	1	2	3	4
8.6. School governing body might discipline educators	1	2	3	4
8.7. School governing body had disciplinary procedures skills to deal with learners who have behavioural problems	1	2	3	4
8.8. The government is less interested in developing schools governing bodies and render it useless	1	2	3	4
8.9. School governing body had the capacity to determine HIV/Aids policies	1	2	3	4
8.10. School governing body is effective in dealing with code of conduct of all stakeholders	1	2	3	4
8.11. Code of conduct drawn by school governing body is useless as final decision depends on the HOD	1	2	3	4

9. School improvement and culture of teaching and learning

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	Response			
9.2. School governing body had no contribution in the culture of teaching and learning	1	2	3	4			
9.3. School governing body cannot motivate educators without the support of the principal to work hard	1	2	3	4			
9.4. School governing body is effective in school improvement	1	2	3	4			
9.5. Culture of teaching and learning is not effectively encouraged by school governing body.	1	2	3	4			
9.6. School governing body is ineffective to select resources e.g. text-books.	1	2	3	4			
9.7. School governing body creates spirit of teamwork, amongst SMT, learners and educators	1	2	3	4			
9.9. The culture of teaching and learning had nothing to do with the school governing body	1	2	3	4			
9.10. Effective school governing body contribute to school improvement as it creates a good working climate	1	2	3	4			
Promoted culture of teaching and learning	1	2	3	4			
School governing body leads to school improvement school results	1	2	3	4			

10 General

10.1 Do you contribute positively as a principal towards the effectiveness of the school governing body?

Yes	1	No	2
-----	---	----	---

Substantiate your answer

.....

.....

.....

10.2 Is there any need for the existence of school governing?

Yes	1	No	2
-----	---	----	---

Substantiate your answer

.....

.....

.....

10.3 Is the perceptions of principals helpful towards the effectiveness of schools governing bodies?

Yes	1	No	2
-----	---	----	---

Substantiate your answer

.....

.....

.....

10.4 How can the perceptions of principals be used positively to enhance the effectiveness of school governing body and school improvement?

Substantiate your answer

.....

.....

.....

10.5 Why the government is of the opinion to reduce the responsibilities of school governing body?

Substantiate your answer

.....

.....

.....

10.6 What role do principals play towards the effectiveness of the school governing body?

Substantiate your answer

.....

.....

.....

10.7 Is there any additional information that you might need to highlight?

Yes	1	No	2
-----	---	----	---

Substantiate your answer

.....

.....

.....

10.8 Is there any link between school effectiveness and school improvement?

Yes	1	No	2
-----	---	----	---

Substantiate your answer

.....

.....

.....

10.9 Is the school governing body effective in the school

Yes	1	No	2
-----	---	----	---

Substantiate your answer

.....

.....

.....

10.10 Any comments about effectiveness of school governing body.

.....

.....

.....

Thank you very much for sparing your precious time for a worthwhile research work. The research might be of great value and helpful to communities and many more generations to come, when we have gone.

APPENDIX 2: DISTRICT PERMISSION



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICAEnq: RL Tlhoale
Tel: 012 725 1357
Ref no: 15/2/1/12

TSHWANE WEST DISTRICT

TO: THE PRINCIPALS
HL SETLALENTOA SECONDARY SCHOOL
LG HOLELE SECONDARY SCHOOL
MAPENENE SECONDARY SCHOOL
MODIRI SECONDARY SCHOOL
NM TSUENE SECONDARY SCHOOL
RANTAILANE SECONDARY SCHOOL
TEBOGWANA SECONDARY SCHOOL

FROM: MR MEKWA (MS)
DISTRICT DIRECTOR

DATE: 03 NOVEMBER 2014

SUBJECT: PERMISSION TO CONDUCT RESEARCH

Please note that Moate J.K. has been granted permission by Head Office to conduct research at the above named schools. The exercise is scheduled for the academic year 2015.

The school principals and SGB members are kindly requested to welcome the researcher.

Research Topic: "An exploration of secondary school principals' perceptions about the effectiveness of School Governing Bodies in Garankuwa Tshwane West District"

Please ensure that teaching and learning process is not negatively affected.

MR MEKWA (MS)
DISTRICT DIRECTOR
TSHWANE WEST

Making education a societal priority

Office of the Director – Tshwane West District
Mabopane, Winterveldt, Ga-Rankuwa, Soshanguve, Kameeldoof, Rosslyn, Alasta, Pretoria North, Mountain View, Roseville, Capital Park, Hercules, Pretoria Gardens, Pretoria West, Lents (Gardenburg), Private Bag X39, P.O. Box 74, 0200. Tel: 012 725 1357. Fax: 012 725 1355
mothomone@gmail.com Rachel.Mekwa@gauteng.gov.za Web: www.tshwanewest.gov.za

APPENDIX 3: RESEARCH ETHICS CLEARANCE CERTIFICATE**Research Ethics Clearance Certificate**

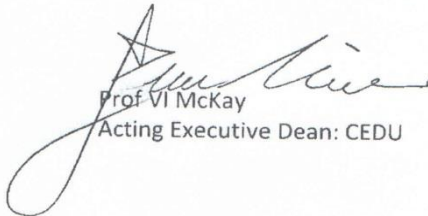
This is to certify that the application for ethical clearance submitted by

JM Moate [02864266]

for a D Ed study entitled

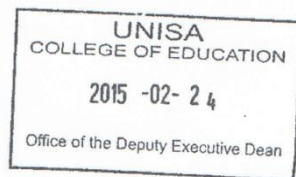
An exploration of secondary school principals 'perceptions about the effectiveness of School Governing Bodies in Ga-Rankuwa, Tswane West district

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.


 Prof VI McKay
 Acting Executive Dean: CEDU


 Dr M Claassens
 CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2015 February /**02864266**/MC 18 February 2015



APPENDIX 4: REQUEST TO RESEARCH

P.O. Box 911758

Rosslyn 0200

Date: _____

Dear Principal

RE: REQUEST TO PARTICIPATE IN RESEARCH PROJECT

My name is **Moate James Keboitsile** and I am a Doctoral student at UNISA in the Department of Educational Management in College of Education. This letter serves to humbly request you to participate in a research study that will assist me in completing my dissertation research.

This study is supervised by **Prof. L.D.M. Lebeloane**. The study demands questionnaire to be filled and it will take you twenty (20) minutes. I am requesting your assistance in completing the instruments voluntarily. The title of the study is "An exploration of secondary schools principals' perceptions about effectiveness of schools governing bodies in Ga-Rankuwa, Tshwane West District". The purpose of this study is to find measures that can be used in dealing with perceptions of principals about the effectiveness of schools governing bodies in schools.

It is essential that you understand that your participation in this study is voluntary. You might opt to refuse to participate or to participate in the research, there is no penalty or loss of benefits to which you are entitled, and you might choose to discontinue in your participation at any time without penalty or loss of benefits. The results of the instruments will contain no identifying information that might cause harm to your reputation and all data will be kept confidential. The final results of the study will be kept at UNISA and will not contain any identification information.

You are welcome to communicate with the researcher, that is, if you have any inquiries you would like to make with regard to this research project.

Cell: 0722117614

Email address: jkmoate@gmail.com

As way of showing interest in participating in this research study, please sign the informed consent letter and hand back to the researcher (Mr. J. K. Moate)

Thanking you in advance for your availability and the information provided as a participant in this research study.

.....
Mr. J. K. Moate

APPENDIX 5: REQUEST TO USE INSTITUTION: SCHOOL GOVERNING BODY

P.O. Box 911758
Rosslyn
0200
Date: _____

Dear Principal and School Governing Body (SGB)

.....

RE: REQUEST TO USE YOUR INSTITUTION FOR RESEARCH PROJECT

This letter serves to humbly request to use your institution in a research study that will assist me in complete my dissertation research.

My name is **Moate James Keboitsile** and I am a Doctoral student at UNISA in the Department of Educational Management in College of Education.

This study is supervised by **Prof. L.D.M. Lebeloane**. The study demands questionnaire to be filled and it will take only twenty (20) minutes. I am requesting permission to use your institution to participate in a research study by allowing the principal to complete questionnaire. The completion of the instruments is voluntarily. The title of the study is “**An exploration of secondary schools principals` perceptions about effectiveness of schools governing bodies in Ga-Rankuwa, Tshwane West District**”. The purpose of this study is to find measures that can be used in dealing with perceptions of principals about the effectiveness of schools governing bodies in schools.

It is essential that you understand that your participation in this study is voluntary. The principal might opt to refuse to participate or to participate in the research, there is no penalty or loss of benefits to which you are entitled and he or she might choose to discontinue in his or her participation at any time without penalty or loss of benefits. The results of the instruments will contain no identifying information that might cause harm to your institution and all data will be kept confidential. The final results of the study will be kept at UNISA and will not contain any identification information. You are welcome to communicate with the researcher, that is, if you have any inquiries you would like to make with regard to this research project.

Cell: 0722117614 Email address: jkmoate@gmail.com

As way of showing interest in participating in this research study, please sign the informed consent letter and hand back to the researcher (Mr. J. K. Moate)

Thanking you in advance for you availability and the information provided as a participant in this research study.

.....
Mr. J. K. Moate (Researcher)

.....
SGB Representative/ Chairperson

APPENDIX 6: PERMISSION TO DO RESEARCH

School Address

.....
.....

Dear Researcher
P. O. Box 911758
Rosslyn
0200

RE: PERMISSION TO DO RESEARCH IN THE INSTITUTION

The above-mentioned secondary school hereby give permission to you to use the school for research purpose. The permission is granted on conditions that the research might be conducted after school so that normal school programme might not be disrupted, you do not disturb the smooth running of the school, the school does not incur any financial expenditure, that you had been given permission by Gauteng Department of Education and permission to do research by the relevant Ethics committee of Unisa. You should also respect your participants.

The School Governing Body and the principal wish you all the luck in your research project.
Thank you in anticipation
Yours in service

Surname and Name of SGB Representative

Signature of SGB representative

Date

Moate J.K. _____
Surname and Name of principal investigator

Signature of Principal investigator

Date

APPENDIX 7: PARTICIPANT CONSENT FORM: QUESTIONNAIRE

**P. O. Box 911758
Rosslyn
0200**

Date : _____

Information Consent

Principal Investigator:

Potential Risks or Discomforts: None

The project principal investigator rest assure all participants of no risks or discomforts that they might experience during and after the investigation.

Potential Benefits to participants and others.

The purpose of this research is to investigate the “perceptions of secondary principals about the effectiveness of schools governing bodies in Ga-Rankuwa” in order to identify challenges that secondary schools principals are facing in relation to effectiveness of schools governing bodies. The results of this research will be helpful to secondary schools principals on how best schools governing bodies might be made more effective in school governance. It will further help authorities how to develop schools governing bodies and make them more effective as expected.

Alternative Procedures

Participating in this research project is voluntarily. There are no alternative procedures that are hidden to the participants. Participants are entitled to participate willingly and also to withdraw from participating at any time without consequences.

Protection of confidentiality

The primary researcher and the dissertation supervisor will have access for the raw gathered data. Acknowledgement of the consent form will be placed with the collected data. The data will be retained without any indicators, on the personal computer and on the backup external hard drive of the researcher.

Signature and Consent to Participate

UNISA research procedures require that we obtain signed consent for the conduct of social research and for participation in research projects which involve human subjects. After this study’s purpose, procedures, potential risks, discomforts, and benefits have been explained to you, Please indicate your consent by reading and signing the statements below.

I have been fully informed of the above- described procedures with its possible benefits and I have given my permission to participate in this research study.

Surname and Name of Participant

Signature of participant /Principal

Date

Moate J.K. _____
Surname and Name
of principal investigator

Signature of Principal investigator

Date

APPENDIX 8: PARTICIPANT CONSENT FORM: INTERVIEWS

P. O. Box 911758
Rosslyn
0200

Date: _____

Information Consent in interviews

Principal Investigator:

Participant Consent Form

James Keboitsile Moate

Potential Risks or Discomforts: None

The project principal investigator rest assure all participants of no risks or discomforts that they might experience during and after the investigation and **interviews**.

Potential Benefits to interviewees participants and others.

The purpose of this research is to investigate the “perceptions of secondary principals about the effectiveness of schools governing bodies in Ga-Rankuwa” in order to identify challenges that secondary schools principals are facing in relation to effectiveness of schools governing bodies. The results of this research will be helpful to secondary schools principals on how best schools governing bodies might be made more effective in school governance. It will further help authorities how to develop schools governing bodies and make them more effective as expected.

Alternative Procedures

Participating in the interviews is voluntarily. There are no alternative procedures that are hidden to the interviewees. Interviewees are entitled to participate willingly and also to withdraw from participating at any time without consequences.

Protection of confidentiality

The primary researcher and the dissertation supervisor will have access for the raw gathered data. Acknowledgement of the consent form will be placed with the collected data. The data will be retained without any indicators, on the personal computer and on the backup external hard drive of the researcher.

Signature and Consent to interviewee

UNISA research procedures require that we obtain signed consent for the conduct of social research and for participation in research projects which involve human subjects. After this study’s purpose, procedures, potential risks, discomforts, and benefits have been explained to you, Please indicate your consent by reading and signing the statements below.

I have been fully informed of the above- described procedures with its possible benefits and I have given my permission to participate in this research study, in particular interviews.

Surname and Name of interviewee
Date

Signature of interviewee /Principal

Moate J.K. _____
Surname and Name of principal investigator

Signature of Principal investigator

Date

APPENDIX 9: GDE RESEARCH APPROVAL LETTER:

**GAUTENG PROVINCE**
 Department: Education
 REPUBLIC OF SOUTH AFRICA

 For administrative use:
 Reference no. D2015 / 358
GDE AMENDED RESEARCH APPROVAL LETTER

Date:	3 December 2014
Validity of Research Approval:	9 February 2015 to 2 October 2015
Previous GDE Research Approval letter reference number	D2015/302 dated 22 September 2014
Name of Researcher:	Moate J.K.
Address of Researcher:	P.O. Box 11758
	Roslyn
	0200
Telephone Number:	012 703 3600; 072 211 7514
Email address:	jkmoate@gmail.com
Research Topic:	An exploration of secondary school principals' perceptions about the effectiveness of School Governing Bodies in Garankuwa Tshwane West District
Number and type of schools:	SEVEN Secondary Schools
District/s/HO	Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the

Handwritten: 2014 / 12 / 04

Making education a societal priority

1

Office of the Director: Knowledge Management and Research
 9th Floor, 111 Commissioner Street, Johannesburg, 2001
 P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
 Email: David.Makhado@gauteng.gov.za
 Website: www.education.gpg.gov.za

above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2014/12/04
.....

2

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX 10: TENTATIVE RESEARCH TIME LINE AND INTERVIEW GUIDES

TENTATIVE RESEARCH TIME LINE AND INTERVIEW GUIDESLINES

There are different outline of research design. This study follows Durkheim's and De Vos's outline of research process and time schedule, and a brief explanation of each stage undertaken in the following table.

Methods of data collection and design features	Activities and process of the research	Time/Period
Review of literature: " An exploration of secondary schools principals` perceptions about the effectiveness of schools governing bodies in Ga-Rankuwa, Tshwane West"	Literature review is done during the period of defining the focus of study from different internet resources, books, journals and newspapers.	2013 January to 2014
Formulation of research question/s	Identifying research objectives and or sub-objectives	2013 January to 2014
Research approach/ design	The research inquiry incorporates of: Purpose of the study Context of study area	2013 January to July 2014
Sample selection:	The setting and selection of 07 secondary schools principals and piloting the questionnaires: Pilot study was done between July 2014 and August 2014.	2014 January to October 2014
Data Collection: questionnaire and observation by being at sites. Data analysis and interpreting.	Collect data from secondary schools principals in Ga-Rankuwa using questionnaires. Recording data and make follow ups	9 February 2015 to 31 Might 2015
Analysis of data collected	Enough data collected to support analysis Analysis of raw data Draw graphs Make interpretation and conclusion of the collected data. Submission and corrections and re-submission	June 2015 to October 2015 2016-2018

jkmoate@gmail.com

INTERVIEW GUIDELINES

1. Seven (n=7) principals were interviewed in a semi-structured interviewed
2. Interview took about 20 minutes each.
3. Principal to be made comfortable and asked if he would not mind if a tape recorder is used.
4. **Key question:** After answering questionnaire what was there that you think might have been left out that might contribute to the perceptions of principals. Discussions flew from this.
5. Does the perceptions of principal play any role in the effectiveness of schools governing bodies
6. What contribution can the secondary schools principals make towards the effectiveness of schools governing bodies
7. What do you think was left out by the questionnaire that might be helpful in the research topic?
8. Lastly thank him or her for been so helpful in the research project

APPENDIX 11: STANDARD DEVIATION, T-TEST, P-VALUE AND T-CRITICAL

3 Membership of the school governing body			Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit	
3.1	The inclusion of the principal as an <i>ex-officio</i> , in the school governing body made it effective to improve the school	Strongly agree	1	4	0.57 1429	7	0	4	2	1.707 8251 3	0.64 54 97	6	- 6. 5 8 4 0 7	0.00 0294 633	-	1.9 43 18 02 81
		Agree	2	1	0.14 2857											
		Disagree	3	0	0											
		Strongly disagree	4	2	0.28 5714											
3.2	The inclusion of learners in the secondary school governing body made it effective and useful	Strongly agree	1	3	0.42 8571	7	0	3	2	1.5	0.56 69 47	6	-	0.00 0145 678	-	1.9 43 18 02 81
		Agree	2	3	0.42 8571											
		Disagree	3	1	0.14 2857											
		Strongly disagree	4	0	0											
3.3	The inclusion of educators in the school governing body made it effective	Strongly agree	1	3	0.42 8571	7	0	3	2	1.5	0.56 69 47	6	-	0.00 0145 678	-	1.9 43 18 02 81
		Agree	2	3	0.42 8571											
		Disagree	3	1	0.14 2857											
		Strongly disagree	4	0	0											
3.4	The inclusion of parent component made the school governing body democratic and effective	Strongly agree	1	5	0.714 286	7	0	5	2	2.362 9078 1	0.89 30 95	6	-	0.00 1565 234	-	1.9 43 18 02 81
		Agree	2	2	0.285 714											
		Disagree	3	0	0											
		Strongly disagree	4	0	0											
3.5	Participation of parents, learners, principal, educators and non-teaching staff make school governing body effective in the school	Strongly agree	1	4	0.571 429	7	0	4	2	2.061 5528 1	0.77 91 94	6	-	0.00 0790 457	-	1.9 43 18 02 81
		Agree	2	3	0.428 571											
		Disagree	3	0	0											
		Strongly disagree	4	0	0											

3.6	The school governing body is a centre of conflict in the school environment	Strongly agree	1	1	0.142857	7	1	4	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	4	0.571429										
		Strongly disagree	4	1	0.142857										
3.7	Good attendance of meetings by school governing body members is a sign of an effective school governing body	Strongly agree	1	1	0.142857	7	0	6	2	2.87228132	1.08562	6	-3.91481	0.003924373	-1.943180281
		Agree	2	6	0.857143										
		Disagree	3	0											
		Strongly disagree	4	0											
3.8	A school governing body had a contribution to make towards school effectiveness	Strongly agree	1	2	0.285714	7	0	5	2	2.36290781	0.893095	6	-4.75873	0.001565234	-1.943180281
		Agree	2	5	0.714286										
		Disagree	3	0											
		Strongly disagree	4	0											
3.9	The school can function effectively without school governing body	Strongly agree	1	1	0.142857	7	1	3	2	0.95742711	0.361873	6	-1.7444	1.15004E-05	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	1	0.142857										
		Strongly disagree	4	3	0.428571										
3.10	The structure of school governing body needs to be reviewed if it is to be more effective	Strongly agree	1	1	0.142857	7	0	5	2	2.21735578	0.838082	6	-5.0711	0.001142747	-1.943180281
		Agree	2	0											
		Disagree	3	5	0.714286										
		Strongly disagree	4	1	0.142857										
3.11	The principal does most of the work for the school governing body to be effective	Strongly agree	1	0		7	0	3	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	3	0.428571										
		Strongly disagree	4	1	0.142857										

3.12	A school governing body causes confusion and stress for a principal in so far as effectiveness is concerned	Strongly agree	1	1	0.142857	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	0											
		Disagree	3	4	0.571429										
		Strongly disagree	4	2	0.285714										
3.13	<i>Ex-officio</i> position weakens the power of the principal in the school governing body and makes him or her less effective	Strongly agree	1	1	0.142857	7	1	3	2	0.95742711	0.361873	6	-1.17444	1.15004E-05	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	3	0.428571										
		Strongly disagree	4	2	0.285714										
3.14	School governing body creates tension rather than effectiveness in the school	Strongly agree	1	1	0.142857	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	0											
		Disagree	3	4	0.571429										
		Strongly disagree	4	2	0.285714										
3.15	School governing body depends on the principal for ideas on how to draw school policies	Strongly agree	1	1	0.142857	7	1	3	2	0.95742711	0.361873	6	-1.17444	1.15004E-05	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	3	0.428571										
		Strongly disagree	4	1	0.142857										
Functions and responsibilities of school governing body			Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit
4.1	School governing body had the skills to determine school fees	Strongly agree	1	1	0.142857	7	0	3	2	1.5	0.566947	6	3.08671	0.010738981	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	3	0.428571										
		Strongly disagree	4	0											

4.2	School governing body just approves the ideas of the principal	Strongly agree	1	0		7	0	3	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	3	0.428571										
		Strongly disagree	4	3	0.428571										
4.3	School governing body had skills to develop the school policies	Strongly agree	1	0		7	0	3	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	3	0.428571										
		Strongly disagree	4	1	0.142857										
4.4	School governing body had skills to draw up the school budget	Strongly agree	1	0		7	0	3	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	3	0.428571										
		Strongly disagree	4	1	0.142857										
4.5	It is the principal who calls annual parents meetings	Strongly agree	1	2	0.285714	7	1	2	2	0.5	0.188982	6	-2.4889	2.52941E-07	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	2	0.285714										
		Strongly disagree	4	2	0.285714										
4.6	School governing body had skills to deal with discipline of learners effectively in the school	Strongly agree	1	0		7	0	4	2	2.06155281	0.779194	6	-5.44436	0.000790457	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	4	0.571429										
		Strongly disagree	4	0											
4.7	School governing body contributes towards school effectiveness	Strongly agree	1	2	0.285714	7	0	5	2	2.36290781	0.893095	6	-4.75873	0.001565234	-1.943180281
		Agree	2	5	0.714286										
		Disagree	3	0											
		Strongly disagree	4	0											

4.8	School governing body show effectiveness in so far as promotion of culture of teaching and learning is concerned in the school	Strongly agree	1	2	0.2857 14	7	0	3	2	1.2 583 057 4	0. 47 55 95	6	- 8. 9 3 6 1 8	5.47 894E -05	- 1.9 43 18 02 81
		Agree	2	3	0.4285 71										
		Disagree	3	2	0.2857 14										
		Strongly disagree	4	0											
4.9	The principal prepares financial reports for parents in consultation with the school governing body	Strongly agree	1	1	0.1428 57	7	1	3	2	0.9 574 271 1	0. 36 18 73	6	- 1 1. 7 4 4 4	1.15 004E -05	- 1.9 43 18 02 81
		Agree	2	3	0.4285 71										
		Disagree	3	2	0.2857 14										
		Strongly disagree	4	1	0.1428 57										
4.10	Members of the school governing body are less interested in their capacity building, upskill development and empowerment	Strongly agree	1	1	0.1428 57	7	1	4	2	1.5	0. 56 69 47	6	- 7. 4 9 6 3	0.00 0145 678	- 1.9 43 18 02 81
		Agree	2	1	0.1428 57										
		Disagree	3	4	0.5714 29										
		Strongly disagree	4	1	0.1428 57										
4.11	School governing body is able organize workshops for its members in order to be effective	Strongly agree	1	0		7	0	5	2	2.3 629 078 1	0. 89 30 95	6	- 4. 7 5 8 7 3	0.00 1565 234	- 1.9 43 18 02 81
		Agree	2	2	0.2857 14										
		Disagree	3	5	0.7142 86										
		Strongly disagree	4	0											
4.12	Effective school governing body members understand the difference between governance and management	Strongly agree	1	3	0.4285 71	7	0	4	2	2.0 615 528 1	0. 77 91 94	6	- 5. 4 5 4 3 6	0.00 0790 457	- 1.9 43 18 02 81
		Agree	2	4	0.5714 29										
		Disagree	3	0											
		Strongly disagree	4	0											
4.13	School governing body is powerless in disciplining staff members	Strongly agree	1	2	0.2857 14	7	0	4	2	1.7 078 251 3	0. 64 54 97	6	- 6. 5 8 4 0 7	0.00 0294 633	- 1.9 43 18 02 81
		Agree	2	4	0.5714 29										
		Disagree	3	1	0.1428 57										
		Strongly disagree	4	0											

4.14	School governing body cannot discipline educators in terms of the labour laws	Strongly agree	1	3	0.428571	7	0	4	2	2.06155281	0.779194	6	-5.45436	0.000790457	-1.943180281
		Agree	2	4	0.571429										
		Disagree	3	0											
		Strongly disagree	4	0											
4.15	The school governing body had capacity and skills to maintain school buildings	Strongly agree	1	1	0.142857	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	4	0.571429										
		Disagree	3	2	0.285714										
		Strongly disagree	4	0											
4.16	The school governing body had an idea of how to prepare a financial report for parents	Strongly agree	1	2	0.285714	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	4	0.571429										
		Disagree	3	1	0.142857										
		Strongly disagree	4	0											
4.17	The school governing body had a contribution towards effective teaching and learning in the school	Strongly agree	1	2	0.285714	7	0	3	2	1.25830574	0.475595	6	-8.93618	5.47894E-05	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	2	0.285714										
		Strongly disagree	4	0											
4.18	The school governing body is not effective as it is just for political point scoring	Strongly agree	1	1	0.142857	7	0	3	2	1.5	0.566947	6	-7.49663	0.000145678	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	3	0.428571										
		Strongly disagree	4	0											
4.19	The school governing body is effective in policy- making	Strongly agree	1	0		7	0	4	2	2.06155281	0.779194	6	-5.45436	0.000790457	-1.943180281
		Agree	2	4	0.571429										
		Disagree	3	3	0.428571										
		Strongly disagree	4	0											

4	Functions and responsibilities of school governing body		Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit
4.20	The school governing body is not effective as it can buy school policies from consultant	Strongly agree	1	0		7	0	5	2	2.36290781	0.893095	6	-4.75873	0.001565234	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	5	0.714286										
		Strongly disagree	4	0											
4.21	The principal draft the initial policy document without consulting school governing body	Strongly agree	1	0		7	0	4	2	2.06155281	0.779194	6	-5.45436	0.000790457	-1.943180281
		Agree	2	0											
		Disagree	3	4	0.571429										
		Strongly disagree	4	3	0.428571										
4.22	School governing body implements policies of the school	Strongly agree	1	3	0.428571	7	0	3	2	1.25830574	0.475595	6	-8.93618	5.47894E-05	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	2	0.285714										
		Strongly disagree	4	0											
4.23	School governing body might review school policies after three years	Strongly agree	1	4	0.571429	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	1	0.142857										
		Strongly disagree	4	0											

	Functions and responsibilities of school governing body		Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit
4.24	School governing body cannot differentiate between governance and management	Strongly agree	1	1	0.142857	7	0	3	2	1.5	0.566947	6	-	0.000145678	-
		Agree	2	3	0.428571								7.4963		1.943180281
		Disagree	3	3	0.428571										
		Strongly disagree	4	0											
4.25	School governing body is not effective as it cannot raise funds without the principal	Strongly agree	1	1	0.142857	7	1	4	2	1.5	0.566947	6	-	0.000145678	-
		Agree	2	1	0.142857								7.4963		1.943180281
		Disagree	3	1	0.142857										
		Strongly disagree	4	4	0.571429										
5	Curriculum Development		Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit
5.1	Effective school governing body members are knowledgeable about curriculum management and school improvement	Strongly agree	1	1	0.142857	7	1	3	2	0.95742711	0.361873	6	-	1.15004E-05	-
		Agree	2	2	0.285714								1.17444		1.15004E-05
		Disagree	3	3	0.428571										
		Strongly disagree	4	1	0.142857										
5.2	Effective school governing body members strive for high quality of teaching and learning in the school	Strongly agree	1	1	0.142857	7	0	6	2	2.87228132	1.08562	6	-	0.003924373	-
		Agree	2	6	0.857143								3.91481		1.943180281
		Disagree	3	0											
		Strongly disagree	4	0											
5.3	Effective school governing body made resources available for effective teaching and learning	Strongly agree	1	3	0.428571	7	0	4	2	2.06155281	0.779194	6	-	0.000790457	-
		Agree	2	4	0.571429								5.4433		1.943180281
		Disagree	3	0											
		Strongly disagree	4	0											

5.4	School governing body contribute towards effective curriculum management	Strongly agree	1	2	0.285 714	7	0	5	2	2.3 629 078 1	0.8 930 95	6	- 4. 7 5 8 7 3	0.00 156 523 4	- 1. 94 31 80 28 1
		Agree	2	5	0.714 286										
		Disagree	3	0											
		Strongly disagree	4	0											
5.5	School governing body is helpful in curriculum development by making funds available	Strongly agree	1	3	0.428 571	7	0	3	2	1.5	0.5 669 47	6	- 7. 4 9 6 3	0.00 014 567 8	- 1. 94 31 80 28 1
		Agree	2	3	0.428 571										
		Disagree	3	1	0.142 857										
		Strongly disagree	4	0											
5.6	School governing body is effective as it had ideas how to improve school curriculum	Strongly agree	1	6	0.857 143	7	0	6	2	2.8 722 813 2	1.0 856 2	6	- 3. 91 48 1	0.0 039 243 73	- 1.9 43 18 02 81
		Agree	2	1	0.142 857										
		Disagree	3	0											
		Strongly disagree	4	0											
5.7	Effective school governing body encouraged educators to form curriculum forums	Strongly agree	1	0		7	0	6	2	2.8 722 813 2	1.0 856 2	6	- 3. 91 48 1	0.0 039 243 73	- 1.9 43 18 02 81
		Agree	2	1	0.142 857										
		Disagree	3	6	0.857 143										
		Strongly disagree	4	0											
5.8	Curriculum management and development is a professional matter and not SGB matter	Strongly agree	1	3	0.428 571	7	0	3	2	1.5	0.5 669 47	6	- 7. 49 63	0.0 001 456 78	- 1.9 43 18 02 81
		Agree	2	3	0.428 571										
		Disagree	3	1	0.142 857										
		Strongly disagree	4	0											
5.9	School governing body delays curriculum development through its beliefs and myths	Strongly agree	1	0		7	0	4	2	2.0 615 528 1	0.7 791 94	6	- 5. 45 43 6	0.0 007 904 57	- 1.9 43 18 02 81
		Agree	2	0											
		Disagree	3	4	0.571 429										
		Strongly disagree	4	3	0.428 571										
5.10	Lay school governors should have final say to curriculum development	Strongly agree	1	0		7	0	5	2	2.2 173 557 8	0.8 380 82	6	- 5. 07 11	0.0 011 427 47	- 1.9 43 18 02 81
		Agree	2	1	0.142 857										
		Disagree	3	5	0.714 286										
		Strongly disagree	4	1	0.142 857										

5	Curriculum Development			Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit	
5.11	School governing body should not participate in curriculum development	Strongly agree	1	0		0.857 143	7	0	6	2	2.8 722 813 2	1.0 856 2	6	-	0.0 039 243 73	-	1.9 43 18 02 81
		Agree	2	0													
		Disagree	3	6													
		Strongly disagree	4	1													
5.12	School governing body is aware of the importance of effective teaching and learning	Strongly agree	1	3	0.428 571	0.142 857	7	0	3	2	1.5	0.5 669 47	6	-	0.0 001 456 78	-	1.9 43 18 02 81
		Agree	2	3													
		Disagree	3	1													
		Strongly disagree	4	0													
5.13	School governing body is ineffective in monitoring effective teaching and learning	Strongly agree	1	3	0.428 571	0.571 429	7	0	4	2	2.0 615 528 1	0.7 791 94	6	-	0.0 007 904 57	-	1.9 43 18 02 81
		Agree	2	0													
		Disagree	3	4													
		Strongly disagree	4	0													
5.14	School governing body do not play any effective role in learners achievements	Strongly agree	1	0		0.428 571	7	0	3	2	1.5	0.5 669 47	6	-	0.0 001 456 78	-	1.9 43 18 02 81
		Agree	2	1													
		Disagree	3	3													
		Strongly disagree	4	3													
6	School governance and management			Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit	
6.1	School governing body is capable to use conflict management strategies	Strongly agree	1	1	0.142 857	0.285 714	7	1	3	2	0.9 574 271 1	0.3 618 73	6	-	1.1 500 4E- 05	-	1.9 43 18 02 81
		Agree	2	3													
		Disagree	3	2													
		Strongly disagree	4	1													

6.2	The principal had more power than school governing body	Strongly agree	1	0		7	0	3	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	3	0.428571										
		Strongly disagree	4	3	0.428571										
6.3	School governing body concentrates on governance matters	Strongly agree	1	4	0.571429	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	1	0.142857										
		Strongly disagree	4	0											
6.4	School governing body deals with governance issues and not with day-to-day activities of the school	Strongly agree	1	2	0.285714	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	4	0.571429										
		Disagree	3	1	0.142857										
		Strongly disagree	4	0											
6.5	The school governing body gives School Management Team directives and School Management Team ensure that decisions are implemented	Strongly agree	1	1	0.142857	7	1	4	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	1	0.142857										
		Strongly disagree	4	4	0.571429										
6.6	School governing body is just an effective political ploy	Strongly agree	1	0		7	0	3	2	1.5	0.566947	6	-7.4963	0.000145678	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	3	0.428571										
		Strongly disagree	4	3	0.428571										
6.7	School governing body is just a rubber stamp	Strongly agree	1	0		7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-1.943180281
		Agree	2	1	0.142857										
		Disagree	3	2	0.285714										
		Strongly disagree	4	4	0.571429										

6.8	The school governing body is not empowered to discipline educators	Strongly agree	1	4	0.571 429	7	0	4	2	1.7 078 251 3	0.6 454 97	6	-	6. 58 40 7	0.0 002 946 33	-	1.9 43 18 02 81
		Agree	2	2	0.285 714												
		Disagree	3	1	0.142 857												
		Strongly disagree	4	0													
6.9	Effective school governing body had the power to determine the admission policies of the school	Strongly agree	1	4	0.571 429	7	0	4	2	1.7 078 251 3	0.6 454 97	6	-	6. 58 40 7	0.0 002 946 33	-	1.9 43 18 02 81
		Agree	2	2	0.285 714												
		Disagree	3	1	0.142 857												
		Strongly disagree	4	0													
6.10	The school governing body helps the principal to develop and monitor the culture of teaching and learning	Strongly agree	1	2	0.285 714	7	0	4	2	1.7 078 251 3	0.6 454 97	6	-	6. 58 40 7	0.0 002 946 33	-	1.9 43 18 02 81
		Agree	2	4	0.571 429												
		Disagree	3	0													
		Strongly disagree	4	1	0.142 857												
6.11	There is no need for schools governing bodies in schools	Strongly agree	1	0		7	0	4	2	1.7 078 251 3	0.6 454 97	6	-	6. 58 40 7	0.0 002 946 33	-	1.9 43 18 02 81
		Agree	2	1	0.142 857												
		Disagree	3	2	0.285 714												
		Strongly disagree	4	4	0.571 429												
7	Language and religious policies		Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit		
7.1	The school governing body is failing to draw language policy	Strongly agree	1	0		7	0	3	2	1.2 583 057 4	0.4 755 95	6	-	8. 93 61 8	5.4 789 4E- 05	-	1.9 43 18 02 81
		Agree	2	2	0.285 714												
		Disagree	3	2	0.285 714												
		Strongly disagree	4	3	0.428 571												

7.2	School governing body is effective in drawing language and religious policies in the school	Strongly agree	1	0		7	0	5	2	2.3 629 078 1	0.8 930 95	6	-	4. 75 87 3	0.0 015 652 34	-	1.9 43 18 02 81
		Agree	2	5	0.714 286												
		Disagree	3	2	0.285 714												
		Strongly disagree	4	0													
7.3	The language policy is drawn by the principal and endorses by ineffective school governing body	Strongly agree	1	0		7	0	5	2	2.3 629 078 1	0.8 930 95	6	-	4. 75 87 3	0.0 015 652 34	-	1.9 43 18 02 81
		Agree	2	2	0.285 714												
		Disagree	3	5	0.714 286												
		Strongly disagree	4	0													
7.4	Language policy is a source of conflict which is poorly managed by school governing body	Strongly agree	1	1	0.142 857	7	1	3	2	0.9 574 271 1	0.3 618 73	6	-	11 .7 44 4	1.1 500 4E- 05	-	1.9 43 18 02 81
		Agree	2	1	0.142 857												
		Disagree	3	3	0.428 571												
		Strongly disagree	4	2	0.285 714												
7.5	School governing body had it difficult to implement language and religious policies in the school	Strongly agree	1	0		7	0	3	2	1.2 583 057 4	0.4 755 95	6	-	8. 93 61 8	5.4 789 4E- 05	-	1.9 43 18 02 81
		Agree	2	2	0.285 714												
		Disagree	3	3	0.428 571												
		Strongly disagree	4	2	0.285 714												
7.6	Language policy might be used by school governing body to promote racial discrimination and exclusions on basis of ethnicity	Strongly agree	1	1	0.142 857	7	0	4	2	1.7 078 251 3	0.6 454 97	6	-	6. 58 40 7	0.0 002 946 33	-	1.9 43 18 02 81
		Agree	2	2	0.285 714												
		Disagree	3	4	0.571 429												
		Strongly disagree	4	0													
7.7	Religious policy is very easy to handle by school governing body effectively	Strongly agree	1	0	0	7	0	4	2	2.0 615 528 1	0.7 791 94	6	-	5. 45 43 6	0.0 007 904 57	-	1.9 43 18 02 81
		Agree	2	3	0.428 571												
		Disagree	3	4	0.571 429												
		Strongly disagree	4	0													

7.8	School governing body fail to draw fair religious policy	Strongly agree	1	0		7	0	5	2	2.21735578	0.838082	6	-5.0711	0.001142747	-	1.943180281
		Agree	2	1	0.142857											
		Disagree	3	5	0.714286											
		Strongly disagree	4	1	0.142857											
7.9	In fact religious policy should not be one of the responsibilities of school governing body, as it performs poorly in this regard	Strongly agree	1	0		7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-	1.943180281
		Agree	2	1	0.142857											
		Disagree	3	2	0.285714											
		Strongly disagree	4	4	0.571429											
7.10	Religious policy is at times difficult to be implemented by school governing body	Strongly agree	1	1	0.142857	7	1	2	2	0.5	0.188982	6	-22.4889	2.52941E-07	-	1.943180281
		Agree	2	2	0.285714											
		Disagree	3	2	0.285714											
		Strongly disagree	4	2	0.285714											
8	Code of conduct of educators, learners and school governors		Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t-stat	p-value	t-crit	
8.1	School governing body understands code conduct of different stakeholders well	Strongly agree	1	1	0.142857	7	1	3	2	0.9574271	0.361873	6	-11.7444	1.15004E-05	-	1.943180281
		Agree	2	3	0.428571											
		Disagree	3	2	0.285714											
		Strongly disagree	4	1	0.142857											
8.2	School governing body can determine good policies on code of conduct of all stakeholders	Strongly agree	1	0	0	7	0	4	2	1.70782513	0.645497	6	-6.58407	0.000294633	-	1.943180281
		Agree	2	4	0.571429											
		Disagree	3	2	0.285714											
		Strongly disagree	4	1	0.142857											

8.3	School governing body might have it difficult to implement code of conduct for learners, educators and their own members	Strongly agree	1	2	0.285 714	7	1	3	2	0.9 57 42 71 1	0.3 61 87 3	6	- 11 .7 44 4	1.1 500 4E- 05	-
		Agree	2	3	0.428 571										1. 94 31 80 28 1
		Disagree	3	1	0.142 857										
		Strongly disagree	4	1	0.142 857										
8.4	School governing body is helpless as it is not empowered to deal with educators, learners and school governors	Strongly agree	1	1	0.142 857	7	1	3	2	0.9 57 42 71 1	0.3 61 87 3	6	- 11 .7 44 4	1.1 500 4E- 05	-
		Agree	2	2	0.285 714										1. 94 31 80 28 1
		Disagree	3	3	0.428 571										
		Strongly disagree	4	1	0.142 857										
8.5	School governing body might discipline educators	Strongly agree	1	0		7	0	4	2	2.0 61 55 28 1	0.7 79 19 4	6	- 5. 45 43 6	0.0 007 904 57	-
		Agree	2	3	0.428 571										1. 94 31 80 28 1
		Disagree	3	0											
		Strongly disagree	4	4	0.571 429										
8.6	School governing body had disciplinary procedures skills to deal with learners who have behavioural problems	Strongly agree	1	2	0.285 714	7	1	3	2	0.9 57 42 71 1	0.3 61 87 3	6	- 11 .7 44 4	1.1 500 4E- 05	-
		Agree	2	3	0.428 571										1. 94 31 80 28 1
		Disagree	3	1	0.142 857										
		Strongly disagree	4	1	0.142 857										
8.7	The government is less interested in developing schools governing bodies and render it useless	Strongly agree	1	3	0.428 571	7	0	3	2	1.5	0.5 66 94 7	6	- 7. 49 63	0.0 001 456 78	-
		Agree	2	1	0.142 857										1. 94 31 80 28 1
		Disagree	3	3	0.428 571										
		Strongly disagree	4	0											
8.8	School governing body had the capacity to determine HIV/Aids policies	Strongly agree	1	2	0.285 714	7	0	3	2	1.2 58 30 57 4	0.4 75 59 5	6	- 8. 93 61 8	5.4 789 4E- 05	-
		Agree	2	2	0.285 714										1. 94 31 80 28 1
		Disagree	3	3	0.428 571										
		Strongly disagree	4	0											

8.9	School governing body is effective in dealing with code of conduct of all stakeholders	Strongly agree	1	0		7	0	4	2	1.70782513	0.645497	6	-6.58407	0.00294633	-1.943180281
		Agree	2	4	0.571429										
		Disagree	3	2	0.285714										
		Strongly disagree	4	1	0.142857										
8.10	Code of conduct drawn by school governing body is useless as final decision depends on the Head of Department at provincial level	Strongly agree	1	0		7	0	4	2	2.06155281	0.779194	6	-5.45436	0.00790457	-1.943180281
		Agree	2	3	0.428571										
		Disagree	3	4	0.571429										
		Strongly disagree	4	0											
9	School improvement and culture of teaching and learning		Code	Respondents	%	Total	Min Value	Max Value	Mean	Standard Deviation	Standard Error	df	t- stat	p-value	t- crit
9.1	School governing body had no contribution in the culture of teaching and learning	Strongly agree	1	0		7	0	4	2	1.70782513	0.645497	6	-6.58407	0.00294633	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	4	0.571429										
		Strongly disagree	4	1	0.142857										
9.2	School governing body cannot motivate educators without the support of the principal to work hard	Strongly agree	1	1	0.142857	7	1	3	2	0.9574271	0.361873	6	-11.7444	1.15004E-05	-1.943180281
		Agree	2	2	0.285714										
		Disagree	3	3	0.428571										
		Strongly disagree	4	1	0.142857										
9.3	School governing body is effective in school improvement	Strongly agree	1	1	0.142857	7	0	5	2	2.2173578	0.838082	6	-5.0711	0.001142747	-1.943180281
		Agree	2	5	0.714286										
		Disagree	3	1	0.142857										
		Strongly disagree	4	0											

9.4	Culture of teaching and learning is not effectively encouraged by school governing body	Strongly agree	1	2	0.285 714	7	0	4	2	1.7 07 82 51 3	0.6 45 49 7	6	-	6. 58 40 7	0.0 002 946 33	-	1. 94 31 80 28 1
		Agree	2	0													
		Disagree	3	4	0.571 429												
		Strongly disagree	4	1	0.142 857												
9.5	School governing body find it difficult to select resources e.g. text-books without the help of the principal	Strongly agree	1	3	0.428 571	7	0	4	2	2.0 61 55 28 1	0.7 79 19 4	6	-	5. 45 43 6	0.0 007 904 57	-	1. 94 31 80 28 1
		Agree	2	4	0.571 429												
		Disagree	3	0													
		Strongly disagree	4	0													
9.6	Effective school governing body creates spirit of teamwork, amongst SMT, educators and learners for effective teaching and learning	Strongly agree	1	2	0.285 714	7	0	5	2	2.3 62 90 78 1	0.8 93 09 5	6	-	4. 75 87 3	0.0 015 652 34	-	1. 94 31 80 28 1
		Agree	2	5	0.714 286												
		Disagree	3	0													
		Strongly disagree	4	0													
9.7	The culture of teaching and learning had nothing to do with the effective school governing body	Strongly agree	1	1	0.142 857	7	0	5	2	2.2 17 35 57 8	0.8 38 08 2	6	-	5. 07 11	0.0 011 427 47	-	1. 94 31 80 28 1
		Agree	2	1													
		Disagree	3	5	0.714 286												
		Strongly disagree	4	0													
9.8	Effective school governing body contribute to effective school as it creates a good working climate	Strongly agree	1	3	0.428 571	7	0	4	2	2.0 61 55 28 1	0.7 79 19 4	6	-	5. 45 43 6	0.0 007 904 57	-	1. 94 31 80 28 1
		Agree	2	4	0.571 429												
		Disagree	3	0													
		Strongly disagree	4	0													
9.9	Effective school governing body promoted culture of effective teaching and learning	Strongly agree	1	2	0.285 714	7	0	4	2	1.7 07 82 51 3	0.6 45 49 7	6	-	6. 58 40 7	0.0 002 946 33	-	1. 94 31 80 28 1
		Agree	2	4	0.571 429												
		Disagree	3	1	0.142 857												
		Strongly disagree	4	0													

APPENDIX 12: TURN-IT-IN REPORT

Turn-it-in Originality Report

AN EXPLORATION OF SECONDARY SCHOOLS PRINCIPALS' PERCEPTIONS ABOUT THE EFFECTIVENESS OF SCHOOLS GOVERNING BODIES IN GA-RANKUWA: TSHWANE WEST DISTRICT by James Keboitsile Moate

From Revision 1 (M & D Student submissions 2018)

- Processed on 27-Feb-2018 18:41 SAST
- ID: 922218544
- Word Count: 86239

Similarity Index

12%

Similarity by Source

Internet Sources:

10%

Publications:

4%

Student Papers:

5%