

**An Investigation into the Role of the SMT and SGB
in Developing a Partnership for the Promotion
of Quality Education in Schools**

By

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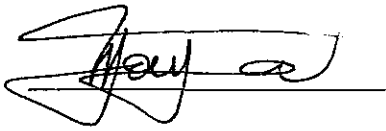
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Declaration

I, Sandile Albert Ngongoma, hereby declare that "*An Investigation into the Role of the SMT and SGB in Developing a Partnership for the Promotion of Quality Education in Schools*" represents my own work both in conception and execution and that all sources used or quoted have been acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'S. A. Ngongoma', written over a horizontal line.

S. A. Ngongoma

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Dedication

This dissertation is dedicated to my father, the late, **DINGISA ELPHAS NGONGOMA**, my mother (uma Zindela) **Mantombana Eslinah**, my wife **Thandiwe** and my sons **S'Busiso**, **Siphamandla** and **Nkosingiphile**, my brothers and their wives **Mvangeli Almon**, **Bongani Elliot**, **Zwelakhe Jeffery** and **Thembinkosi**.

Abstract

Education policy documents such as the National Constitution, No. 108 of 1996 (NC) and the South African Schools Act, No. 84 of 1996 (SASA) mandate and encourage partnerships in the education system. Schools are recognized as being embedded within a wider socio-economic environment and must therefore develop effective and meaningful partnerships to facilitate communication and service channels that allow them to respond to the educational needs of their service constituency as well as to draw expertise and support from these constituencies thereby sustaining positive growth and remaining relevant.

The democratisation of education has challenged School Manager Teams (SMTs) to transform the school's relationship with its service constituency and forge meaningful and effective partnerships between itself and the School Governing Bodies (SGBs) with the global aim of improving quality education. The SMT is the primary agent for an effectively management structure within a school. The SGB is the primary governance structure of the school. It is therefore critical for a solid partnership, with clearly defined roles and responsibilities, to exist between these entities.

The current study was triggered by an observation of school management and governance in practice which suggests that there is in many instances a breakdown in the development of an effective SMT-SGB partnership. Many reasons have been proposed to explain this phenomenon including the lack of parent involvement in school matters, the apparent dictator-like leadership style of some principals and the lack of participative management in schools (Chetty, 1998).

Embarking on a literature review, the researcher investigates strategies to promote a partnership between school managers and parents as governors of schools. An empirical study is also undertaken to evaluate to what extent these strategies are being employed by SMTs and SGBs in building meaningful and effective partnerships and to exposing shortcomings in efforts to build such partnerships.

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Acronyms used in this study

QE	Quality Education
QPE	Quality Public Education
SASA	South African Schools Act No 84 of 1996
SGB	School Governing Body
SMT	School Management Team

Appendices

Appendix A	Questionnaire
Appendix B	Letter to Circuit Manager
Appendix C	Letter from the Circuit Manager

CHAPTER ONE: ORIENTATION

1.1 Introduction

The democratisation of education has challenged School Manager Teams (SMTs) to transform the school's relationship with its service constituency and forge meaningful and effective partnerships between itself and School Governing Bodies (SGBs) with the global aim of improving quality education. Kruger (1996: 37) comments that a participative approach is called for which involves collaborative acts between school managers and school governors aimed at promoting quality education. It has, however, been observed that partnership between managers and governors are for the most part non-existent in many rural schools.

1.2 Statement of Problem

Quality education in schools hinges on a meaningful and effective partnership between SMTs and SGBs. The South African Schools Act No 84 of 1996 (SASA) legislates that SMTs and SGBs have to establish a partnership for the promotion of quality education. Steyn (1999: 357) believes, however, that many educational managers still resist attempts by other education stakeholders to be partners in promoting quality education. Autocratic management styles are still prevalent, and in some instances dominant, in schools.

Commenting on autocratic management style, Finnigan and Schmidt (1993: 15) add that school managers tend to be the final decision-makers and initiators of school improvement. It is argued that without involvement of other stakeholders, the quality of education in schools cannot be improved. A lack of parent involvement may in fact retard learner progress.

Smith's (1999: 247) research study reinforces Finnigan and Schmidt's (1993) assertion that SMTs do not share ideas with SGBs in any decision-making regarding the provision of quality learning and teaching in schools. School managers claim to be committed to supporting transformation in school management and governance, yet they deny an SMT-SGB partnership as a tool with which to attain their goals.

Another factor that impedes the development of a meaningful partnership between SMTs and SGBs is the high level of parent illiteracy. Chetty (1998: 48) confirms that school managers use parent illiteracy as justification for marginalizing parents from school and quality improvement decisions. SASA (1996) compels managers to accept SGBs as partners. In developing quality education, parents should not be used merely as "rubber stamping" structures to pass institution policies. Their full involvement is imperative.

Bowering-Carr and West-Burnham (1994: 3) agree that promotion of quality education depends on the responsiveness to customer (parent, educator and learner) needs. This statement further endorses the importance of parents as critical role-players in decision-making.

According to Finnigan and Schmidt (1993: 6) schools will have achieved their ultimate goal if they succeed in satisfying the customer's needs. Parents as external customers and educators as internal customers should not forget the importance of each other in promotion of quality education in schools.

1.3 Background of the Study

Under the pre-1994 apartheid regime, the government succeeded in exercising total power and control over what was happening in schools. It achieved this

through the use of authoritative powers over the school committees and principals. The government did all it could to control, divide and even close down all education institution that were not under its direct jurisdiction.

Teachers, pupils and parents were alienated from meaningful participation in the decision-making concerning curriculum matters, the governance of the school and school improvement plans. Behr (1988: 241) suggests quasi-participative structures were prescribed to create the illusion of stakeholder participation. This took the form of school boards and school committees. Kallaway (1984: 19) comments that education was used as a tool to impose a particular epistemology on a society that had no bargaining power with the state.

The democratisation of education after 1994 was underpinned by constitutional principles and mandated by multiple policy documents, new acts, laws and regulations. Among the acts was the SASA (1996) which stipulated that all public schools have to elect SGBs. The SGB was constituted to facilitate community participation in school governance, provide feedback loops between the community and school and be the mouthpiece for parents and learners in all matters pertaining to the development of schools and promotion of quality education. The SASA (1996) emphasises that governing bodies have to support principals, educators and other staff of the school in the performance of their professional duties. A partnership between the SGB and the SMT is therefore critical. Governing bodies have legitimate rights to make profound decision about improving and sustaining quality education across schools in South Africa. SMTs and SGBs jointly have the responsibility of developing policies to enhance the quality of education for learners.

Although the SMTs and SGBs differ in their functional duties and roles, their intersecting "clients" are the learners. Badenhorst (1997: 109) and Oosthuizen

(1994: 142) argue that neither the governance nor management structures alone can fulfil the task of educating the child completely without the involvement of each other and collaboration between them. This study investigates the role of the SMT and the SGB in developing partnerships for the promotion of quality education in schools.

1.4 Aims of the Study

The aims of this study are to investigate strategies to promote an effective and meaningful partnership between SGBs and SMTs, and to evaluate to what extent these strategies are being employed by SMTs and SGBs. A further aim is to assess the impact that the strength/weakness of the SMT-SGB partnership has on the delivery of quality education. To achieve these aims the study is organised around the following discrete tasks:

- A literature review on effective strategies for the development of partnerships between SMTs and SGBs will be conducted;
- An empirical investigation into the role of the SMT and SGB in developing a partnership for promotion of quality education in schools will be undertaken; and
- Recommendations on how to develop efficient and effective partnerships between the SMT and SGB for the promotion of quality education will be made.

1.5 Research Questions

The research questions are formulated as follows:

- What are the strategies for the development of effective partnership between SMTs and SGBs in promoting quality education?

- What roles are SMTs and SGBs currently playing in developing a partnership for the promotion of quality education?
- What are the factors that hinder the development of effective partnerships between SMTs and SGBs?

1.6 Assumptions

1. Mutual respect and an open communication system between SMTs and SGBs are critical partnership components to promote quality education in schools.
 2. Weak or dysfunctional SMT-SGB partnerships undermine delivery of quality education.
-

1.7 Operational Definition

Important concepts used in this study are defined hereunder.

1.7.1 Partnership

Bamhart, (2002: 1520) defines 'partnership' as a joint internet of two or more members who share a common relationship. Chambers (1997: 33) describes the noun 'partnership' as "an encompassing method that combines actions, reflection, participation and research". It is the participatory action that seeks to actively involve people in generating knowledge about their own conditions. Brown (1997: 20-21) defines partnership as the analysis of benefits.

Partnership embraces both direct involvement and participation through representation since it involve the direction of representatives, discussion with representatives and receiving information on decision as a form of participation.

Partnership, according to Epstein (1996: 209) is the energized purpose of two or more individuals.

Raynold and Wang (1995: 172) and Michel (1996: 204) suggest that partnership benefits the child through securing a new environment, by reinforcing a sense of self-worth and providing consistent responses. Wang (1995: 173) suggests that parents and educators are also beneficiaries of solid SMT-SGB partnerships in that it enhances educator/parent self-esteem, increases knowledge, promotes skill sharing and reinforces feelings of support.

The concept 'partnership' in this study involves collaboration on educational matters, setting goals, finding solutions, implementing and evaluating shared goals as well as inspiring and maintaining trust between school managers and governors. According to Squelch and Lemmer (1993: 96) SMT-SGB partnerships should promote and support learners, learning and school performance in general. The SMT-SGB partnership according to Wolfendale (1992: 5) can be defined as a dynamic process where the managers and governors work together for the ultimate benefit of the learner.

However, to promote quality education in schools, the partnership should provide vital information on and offer valuable insights into the learner's academic performance, attitude and aspirations. Partnership in this study is referred to as the co-operation of the SMT and SGB in promoting quality education in schools.

1.7.2 School Governing Body (SGB)

The SGB is defined as the body of parent-elected members of the community tasked with executing the duties of the school in partnership with educators. According to SASA (1996), a governing body is a statutory body of the people

who are elected by people to govern a school. In terms of SASA (1996: 18) the functions and duties of the governing bodies stipulate that they must:

- Promote the best interest of the school and ensure its development.
- Help the principal, educators and other staff to perform their professional functions.
- Administer and control the school's property, buildings and grounds.
- Recommend to the Head of Department on the appointment of educators and non-educators.

In this study, the SGB is defined as above.

1.7.3 School Management Team (SMT)

According to the Education Employment Act No 76 (1998: 3) the SMT is the professional body of educators who have been appointed and promoted into higher positions within the Department of Education to manager services of teaching and learning.

Professional management, according to the Department of Education (1997) refers to the day-to-day administration and organization of teaching and learning in the school and is the responsibility of SMT. It includes the management of activities to promote quality education in schools.

The SMT in this study refers to the body within the teaching staff which is promoted through their competencies to manage educational services pertaining teaching and learning and which promotes quality education in schools.

1.7.4 Quality Education

This study defines 'Quality Education' as a formal system of developing knowledge, skills, abilities and character through training, teaching and learning. The Department of Education (2003: 7) defines 'Quality Education' as the system of ensuring quality teaching and learning through monitoring and evaluating performances. 'Quality Education' is further associated with excellence in teaching and learning. Cronje (2002: 133) defines 'Quality Education' as the excellent delivery of educative and valued information to the learner.

'Quality Education' in this study is a collective concept which is inclusive of the definitions provided above.

1.8 Parameters of Study

Although the SMT and SGB roles may be separate and distinct, there are areas of overlapping responsibilities. One such area is the development of an effective partnership for the enhancement of quality public education. This study will focus exclusively on the role of SMTs and SGBs in developing a partnership to promote quality education in schools.

1.9 Limitation of the Empirical Study

The empirical investigation for this study is confined mostly to rural schools, particularly located in the Scottburgh circuit. Most SGB members in this area are illiterate and are consequently sidelined in educational activities involving their children.

Besides being sidelined, it has further been observed that parents in rural areas entrust their responsibilities to educators. This study is limited to rural schools so that data can be accessed about how SMT-SGB partnerships are being developed to co-ordinate quality education in such schools. Factors that hamper such partnerships in rural schools will be revealed so that recommendations based on the findings can be made.

1.10 Significance of the Study

This study will help SMTs and SGBs understand the importance of using their positions as leaders to enable the whole organization to contribute towards achieving quality education. This study will also suggest strategies that will be helpful in developing partnerships between SMTs and SGBs. Recommendations based on findings from the empirical study will also be provided. The recommendations will help the SMT-SGB members to govern and manage schools properly and consequently promote quality education.

1.11 Research Methodology

Research for this study will be conducted as follows:

- A study of available literature relevant to the development of partnerships between SMTs-SGBs is undertaken.
- A survey is conducted by means of a questionnaire to collect data from SMTs and SGBs about their roles in promoting quality education in schools.

1.12 Structure of the Research Study

The study is structured as follow:

- **Chapter one** is a general orientation to the study outlining key concept and parameters of the study.
- **Chapter two** provides a literature review of strategies relevant to promoting and strengthening SMT-SGB partnerships with the ultimate aim of promoting quality education in schools.
- **Chapter three** provides the research methodology used to collect data from SMT and SGB respondents.
- **Chapter four** presents an analysis and interpretation of data collected from SMT-SGB respondents.
- **Chapter five** presents a summary of findings, conclusions and recommendations.

1.13 Conclusion

In this chapter, the researcher has provided an overview of the scope of the study, its aims and its significance. Key concepts and terms were introduced and the parameters of the study were defined.

The next chapter will provide a literature review of strategies relevant to promoting and strengthening SMT-SGB partnerships with the ultimate aim of promoting quality education in schools.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The primary reasons for forging an SMT-SGB partnership are:

- To co-ordinate intra- and extra-school management and governance initiatives so that the same key educational messages are reinforced.
- To broker curriculum relevance between learner materials, skill development programmes, attitudes and values offered in school and community and industry needs for these skills, attitudes, values and knowledge.
- To involve parents in disciplining learners and encouraging a learning environment outside of the school.
- To build trust and confidence in educational content and service delivery and to invite a participatory culture between the community and the school.

All of the above ideals contribute to the ultimate aim of providing quality education. Successful achievement of these ideals hinges on the critical relationship between the SMT and SGB. The SMT and SGB are respective barometers of the school culture and the communal culture in which it is embedded.

This chapter provides a review of literature on strategies to help develop a partnerships between SMTs and SGBs. The discourse begins with the review of two policy documents mandating the partnership, namely:

- The National Constitution No 108 of 1996 (NC)
- The South African Schools Act No 84 of 1996 (SASA)

The rationale for selecting these two policy documents is provided below.

The NC (1996) is the highest law of the country. All other policies, regulations, laws, edicts and criteria must be formulated within the framework of the NC. The Bill of Rights in the NC (1996: 6-24) regulates among others, social relations. As Ngcongco (2000: 41) asserts, "schools are social institutions; social relations within the school has to be consistent with the Bill of Rights".

South African curriculum reform in the form of an outcomes-based education has drawn extensively on the NC to provide the eight critical outcomes that underpin all school learning areas. Furthermore, Chapter 3 in the NC (1996: 25-26) mandates co-operative governance.

The SASA (1996) is an education policy document relevant specifically to school management and governance and is therefore included in the discussion.

This chapter is structured as follows:

- Policies that mandate partnership
- Parents as active partners
- Evolving effective partnerships between SMTs and SGBs
- Conclusion

2.2 Policies that Mandate Partnership

Although South Africa has a number of national and provincial policies that mandate how schools are to be managed and governed, this study looks primarily at the NC (1996) and the SASA (1996) for the reasons outlined earlier.

2.2.1 The National Constitution, No 108 of 1996

As stated earlier, the NC is the highest law of the country. All other laws therefore, are subordinate to it and must be developed within the framework of the NC. Chapters 2 and 3 of the NC are of particular relevance to SMTs and SGBs. Chapter 2 outlines the Bill of Rights while chapter 3 provides principles of co-operative government. Relevant aspects of these chapters will be reviewed below.

2.2.2.1 The Bill of Rights

The NC (1996: 6) declares that "The Bill of Rights is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom."

Both SMT and SGB members have a mutual responsibility to uphold these rights espoused in the NC. Two key principles, namely mutual respect and trust have to evolve between the SMTs and SGBs to maintain a partnership where human dignity, equality and freedom become a norm. Finnigan and Schmidt (1993: 47) stress that trust, openness and respect should form part of a partnership.

2.2.2.2 Freedom of Expression

Although SGB's are mandatory in terms of the SASA (1996: 28), merely having such structures in schools does not guarantee authentic partnerships between the school and the community. The Bill of Rights (1996: 9) is emphatic that "everyone has the right to freedom of expression which includes freedom to receive or impart information or ideas."

SMTs have a responsibility to engage SGBs in a way which motivates governors to freely express their voice about the educational needs of their children. Any attempt by SMTs to isolate or marginalize SGBs is in fact a violation of the Bill of Rights and is therefore unconstitutional. The Education White Paper (1995: 25) affirms education and training as basic human rights.

It must be emphasized that whilst parents' rights to freedom of expression are protected and enshrined in the NC (1996: 9), parents have a corresponding responsibility to exercise their rights to participate actively in decisions about the quality of education service and delivery. Such active participation by parents, via SGBs, is supportive of the evolution of a partnership with the education system. Berger (2000: 144), citing Epstein (1986), states that schools can achieve their goals in education most efficiently when teach-parent partnerships remain beyond reproach.

In developing a partnership between SMTs and SGBs where 'freedom of expression' (NC, 1996: 9) is given credence, "advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm" must be vehemently subverted by both SMTs and SGBs. Both SMTs and SGBs should work collaboratively to eradicate the above-mentioned vices from their school curriculum, practices and processes.

2.2.2.3 Freedom of Association

Chapter 2 of the NC (1996: 9) contains the Bill of Rights and stresses that everyone has the right to freedom of association. The notion of freedom of association allows both SGBs and SMTs to canvass the school and general community to solicit membership based on skills required to implement the school's vision and mission. Freedom of association ensures that members within a SGB need not be guarded because of class, race, ethnicity, socio-

economic means or even own educational background. They may transgress any of these artificial boundaries as equal members of the SGB. Equally association between members and across the SGB-SMT divide should be encouraged so that members can understand each other's life-worlds and appreciate the context of SMT-SGB input. Parents have a constitutional right to liaise with professionals and professionals (SMTs) have a responsibility to embrace and nurture this right. Both SMTs and SGBs, through the right to associate, learn to understand the behaviour of members within and between their respective structures. The right to associate provides the right to parents to have access to the curriculum and its future benefits for the child. Badenhorst (1993: 109) argues that "neither the parent nor the teacher alone can fulfil the education task completely." Therefore collaborative teacher-parent association becomes imperative to building a sound partnership for quality education.

2.2.2.4 Right to Education

According to the NC (1996: 14) everyone has the right to:

- basic education, and
- education in the official language or languages of choice where practicable.

Schools are responsible for upholding the above rights. SGBs have a responsibility to hold schools accountable so that all learners have access to education irrespective of race, gender, economic background etcetera. SGBs must support schools by encouraging parents to ensure that all children of school-going age are indeed attending school.

It is evident that SMTs and SGBs need each other to promote quality education in schools. Cohen and Uphoff (1980: 124) state that school governors and managers should participate collaboratively to develop programmes for

improving education. Buchel (1995: 79) concurs that successful functioning of the school depends on a good relationship between SMTs and SGBs. The beneficiaries of effective SGB-SMT partnerships are the learners who rely on adults to support them in their educational endeavours.

2.2.2.5 Co-operative governance

Chapter 3 of the NC (1996: 25-26) clearly states that:

- In the Republic, government is constituted as national, provincial and local spheres of government, which are distinctive, interdependent and interrelated.
- All spheres of government must observe and adhere to the principles of Chapter 3 and must conduct their activities, within the parameters that the chapter provides.

SMTs and SGBs fall into the category of a “local sphere of government”. These structures must comply with the principles of co-operative government as espoused in the NC. These ‘principles’ will be given emphasis in the following discussion.

a) Secure the well-being of the people of the republic

The SGB has a social responsibility to ensure that the educational service offered by schools is congruent with the knowledge requirements and skills required by the serviced communities and that learners are equipped to become agents of social improvement. Berger (2000: 458) concurs that parents have a right to choose and guide their children’s education. Keeping schools accountable in this respect is part of securing the well-being of the people of our country. Walford (1994: 2) asserts that parents have a priority right to choose the kind of education that can be given to their children. Successful promotion of an

ethos of trust is dependent on how well the SMTs and SGBs are working together. (Ngcongo, 2000: 21).

b) Provide effective, transparent, accountable and coherent government

Effectiveness, transparency, accountability, and coherence between SMTs and SGBs are key components of building a partnership. These partnership components are mandated by the NC (1996).

The SASA (1996), states that all schools must be democratically governed and managed. All stakeholders must be involved in school governance. Decisions taken must be transparent. To promote transparency, co-operation between SMT-SGB becomes necessary. According to Badenhorst (1993: 110) collaborative efforts between parents and educators become pronounced through co-operation, dedication, honesty, trust and sincerity in order to provide effective education among learners. Both the SMT and SGB are accountable to promote cohesiveness so that coherent management and governance becomes the norm in schools.

c) Exercise parent rights and performance of duties

In order to secure efficient partnership between the SMT and SGB each component must exercise its legitimate right to perform the duties assigned to it, in accordance to the SASA (1996). Whilst it is the right of SMTs to manage schools, SGBs have a corresponding right to govern schools.

Oosthuizen (1994: 143-146) elaborates on the legal rights and duties of parents by saying that parents have rights in respect of a child's life, development and

welfare. He states that parents' rights are founded in common law which stipulates that a parent has a right and a duty to educate and provide for his or her child.

A parent has the right to give advice on the education of his child, the right to be given information concerning his child, and to be involved in the child's education. Oosthuizen (ibid) concludes by saying that parents may decide which school the child is to attend, the type of training s/he should receive, the method applied in his/her education and the religious observances s/he has to be engaged in, the persons with whom s/he can socialize with and the activities in which s/he may participate. Commenting on parents' rights Walford's (1994: 2-16) contends that:

- It is the fundamental right of parents to decide about all matters concerning their child as supported by all declarations and policies.
- Parents are better able to choose a school to suit their children's needs. It is assumed that parents know best the needs of their children.
- Parents' involvement in terms of choice leads to a beneficial effect on the child's perception of the school and the child's motivation.

d) Co-operate with one another in mutual trust and good faith

According to the NC (1996: 25-26) local spheres of government should co-operate with one another in mutual trust and good faith by:

- Fostering friendly relations.
- Assisting and supporting one another.

- *Informing one another of, and consulting one another on matters of common interest.*
- *Co-ordinating actions and legislation with one another.*
- *Adhering to agreed procedures.*
- *Avoiding legal proceedings against one another.*

In the context of the schools, SMTs and SGBs should respect and uphold the above-mentioned constitutional principles. Dekker and Lemmer (1994: 159) state that support structures are critical for securing partnership, and further assert that “parents and teachers need each other.”

The NC (1996: 25) mandated some key partnership directives. These directives are of a general character and therefore, relevant to all organizational structures. What follows is a review of partnership mandates specific to educational institutions. In this sense, a discussion of the SASA (1996) becomes relevant.

2.2.2 The South African Schools Act, 84 of 1996

The SASA (1996) places parents in a position of power by granting them legitimate rights to govern schools. According to Singh (2002: 15), the SASA allows the creation of democratically elected governing bodies to govern schools. Schools can no longer develop policies exclusively in isolation from parents. The SASA mandates SMT-SGB partnerships.

The act allows for some measure of flexibility and makes it possible for the SGBs of different schools to have different powers and functions (Motala and Pampallis 2001: 152). Motala and Pampallis (ibid) state that Section 21 of the Act stipulates a basic set of functions allocated to all SGBs. Those are summarised as:

- To promote the best interest of the school and to strive to ensure its development through the provision of quality education for all learners at the school.
- To adopt a constitution.
- To develop a mission statement for the school.
- To adopt a code of conduct for the school.
- To support the principal and other staff of the school in the performance of their professional function.
- To determine times of the school day consistent with any applicable conditions of employment of staff at the school.
- To administer and control the school's property, buildings and grounds occupied by the school, including school hostels, if applicable.
- To encourage parents, learners, educators and other staff at the school to render voluntary services to the school.
- To recommend to the Head of Department the appointment of educators at the school, subject to the Educators' Employment Act and the Labour Relations Act.
- To recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act and the Labour Relations Act.
- To allow the reasonable use, under fair conditions, of the facilities of the school for educational programmes not conducted by the school at the request of the Head of Department.
- To discharge all other functions imposed upon the governing body by or under this Act;

- To discharge other functions consistent with this Act as determined by the Minister by notice in the Government Gazette, or by the members of the Executive Council by notice in the Provincial Gazette.
- To develop a budget for the school, which could include school fees, for approval at a meeting of the parents. Once approved, school fees become compulsory and all parents, unless specifically granted exemption, are obliged to pay them.

The SASA is emphatic that SGBs be loyal to the NC, the South African laws and to the general parent component. Whilst school governors have to be loyal, they must also exercise powers and perform their functions as stipulated above.

Stone (1984: 163) argues that school managers have to consider the inclusion of parents as part of planning in order to develop a solid partnership. It is crucial to legitimatise SMT-SGB partnerships by embedding it in a school constitution.

2.2.2.1 The Constitution of the SGB

The law makes provision for all schools to have a formerly constituted (statutory) SGB that should be fully involved in the overall management of school (Squelch and Lemmer 1994: 101). SGBs have been given wide powers and responsibilities. They should work in partnership with the SMTs and staff.

Squelch and Lemmer (ibid) and section 6 of the SASA (1996) state that the governing body comprises:

- the principal in his capacity as the head of the school,
- elected members of the parent body,
- elected members professional staff,

- learners in case of post primary schools, and
- co-opted and elected members of non-teaching staff.

To qualify to serve in the governing body, that person should have a child in the school, although other members can be elected, on condition that they possess required expertise (Squelch and Lemmer, *ibid*).

According to KwaZulu-Natal Education Act, No. 3 of 1996, the constitution must provide for:

- A meeting of the SGB at least once every school term.
- Meeting of the SGB with parents, learners, educators and other staff at the school, respectively at least once a year.
- Recording and keeping the minutes of the SGB meeting.
- Making available such minutes for inspection by the Head of Department.
- Rendering reports on its activities to parents, learners, educators and other staff of the school at least once a year.

According to the SASA (1996: 15) the state is required to recognize and respect the governing rights of parents in schools. It is important for educators to know who the governors are and what responsibilities they carry (Squelch and Lemmer 1994: 101). Educators should be constantly reminded that the role of the governor is a legitimate one which binds the school to embrace every governor as a partner in the process of promoting quality education. The development of such a partnership is highlighted below.

2.3 Parents as Active Partners

Parents are now regarded as equal partners in education (SASA, 1996). The responsibility of the parent is no longer limited to merely choosing a school and then relinquishing responsibilities to educators. The parent is now an active co-architect of the education that his/her child receives. Wolhuter (2003: 50) highlights some of the change drivers that have defined the role of the parent in education. He (ibid) summarizes them as being:

- a matter of policy;
- compulsory by law;
- essential in upholding community needs;
- important for financial contributions, and
- requiring parent-educator co-operation in order to develop the child mentally and socially.

Hill and Stacie (2000: 74, 33-45) believe that the school-parent partnerships will yield positive outcomes like:

- Improving social behaviour, social competency and school performance in learners.
- Assisting young students in obtaining the necessary academic competences for succeeding in school.
- Directly improving children's social behaviour and interaction among peers.

SMTs therefore, need to take cognisance of the above reasons and benefits of parent partnership, and develop strategies to involve parents fully in supporting the school through effective governance.

2.3.1 Securing Effective Governors

School governance, as regards the SGB's functions means determining policies and rules by which the school has to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and budget of the school (Zulu, 2000: 16; and Potgieter, 1997: 11).

Both parents and educators have legitimate rights to participate meaningfully in schools, as discussed above. Squelch and Lemmer (1994: 92) state that parents are regarded as equal partners in education and they are playing an increasing important role in the school. The SASA states that the governance of every public school is vested in the SGBs. Since SASA mandates the participation of parents in school matters, it would be an unlawful violation of the parents' rights if the SMT did not involve the SGB in school matters.

The Department of Education (1997: 8) states that the day-to-day running of the school is the work of the school principal and the staff, with support from the SMT. The Department of Education (ibid) states clearly that managing the school is the joint task of the principal, the SMT and the SGB.

2.3.2 Encouraging Parental Involvement in School Governance

Squelch and Lemmer (1994: 93), as well as Wolfendale (1992: 33), suggest that parent involvement benefits schools performance, reduces drop-out rates, decrease delinquency and develops a more positive attitude towards the school.

Van Wyk (1996: 27-28) points to a reluctance to involve parents because of high parent illiteracy levels and/or a perceived unwillingness by parents to accept governance responsibilities. He (ibid) also suggests that the problem could be

exacerbated by authoritarian school principals that do not encourage parent involvement. SMTs must play a critical role in encouraging parent involvement.

According Squelch and Bray (1996: 226); Kruger (1996: 26) and Van Wyk (1996: 33) SGBs have key responsibilities of creating and maintaining effective partnership with schools by way of open communication, teamwork, active leadership and rule determination. Squelch and Lemmer (1994: 98) state that parents can be involved in many different ways and at various levels.

2.3.3 Parent Support in Educational and Non-Educational Activities

Berger (2000: 177) states that parents can be involved in both educational and non-educational tasks at schools. The task should be related to the parent's interest.

2.3.3.1 Educational Activities

Parents have the right to know what their children are learning and must be kept informed of the children progress and performance. There are also certain areas of curriculum in which parents have a say, for example religious education, physical education and sex education (Squelch and Lemmer, 1994: 99).

Freedman (1983: 13), and Barrell and Partington (1985: 2) are of the opinion that parents choose schools based on educational consideration, accessibility, special facilities, etcetera. Law and Glover (2000: 231) also believe that parents often seek out an education for their child which is closely related to their own thinking. In order to secure partnership with the SMT, Squelch and Lemmer (ibid) suggest that parents should be involved in:

- monitoring their children's progress,

- curriculum discussions,
- reading programmes,
- developing learning programmes for children with special needs,
- homework supervision,
- encouraging effective performance in classroom activities and
- helping children with study planning and techniques.

2.3.3.2 Non-educational Activities

Researchers, such as Squelch and Lemmer (1994: 99) and Shar (1992: 26-28) agree that parents can become partners with SMTs not only by supporting the school in educational activities only but also in non-educational tasks. Berger (2000: 177) states that parents may be involved in non-educational activities, either as individuals or by joining parent-teacher associations or class committees. Squelch and Lemmer (ibid) identify the following non-educational activities as strategies for involving parents:

- fund-raising,
- organizing social events,
- assisting with extra-mural activities,
- helping with play ground duties,
- accompanying children on school trips,
- helping as honoraria in nutrition programmes,
- assisting with administrative tasks, for example typing newsletters, and
- arranging talks and workshops for parents.

2.3.3.3 Home-based Activities

Squelch and Lemmer (1994: 100) state that all parents, no matter what their circumstances, can help their children with school work. There are many things that parents can do to support their children at home. Berger (2000: 169) states that parents can help to read, to talk, listen, share with their children and help their children in moral, spiritual, intellectual and physical development.

2.4 Evolving Effective Partnership between SMT and SGB

Parent involvement is a strategy to evolve partnerships between SMT and SGB. Parents have a constitutional right to take decisions on school matters (Wolfendale 1992: 241). SMTs therefore, need to create an ethos in school, where a partnership between the school and SGB prevails.

Theron and Bothma (1990: 162-163) identify the following assumptions underpinning parent-educator partnerships which SMTs should take cognisance of:

- Parents have a right to be involved as they have the final responsibility for their children.
- Parents want their children to succeed academically.
- All parents can make a contribution.
- Skills of parents and educators compliment one another
- Parents can provide vital information and offer valuable insight into the contextual issues that affect children's academic performance or lack thereof.
- Parent involvement improves home-school communication
- Parents can be effectively involved in teaching their children.

It is clear from the assumptions above that parents can and do have the will and incentive to partner SMTs to promote quality education. Pillay (1995: 36), states that the parent's willingness to involve themselves in the education of their children, can no longer be underestimated.

2.4.1 Consciously Building Partnerships between SMT-SGB

Wolfendale (1992: 14), states that a shared sense of purpose, mutual respect, sharing of information, responsibility and accountability is important if we want partnerships between SGBs and SMTs to succeed.

This participation is needed in South African schools, but it will need a change of attitudes from parents as well as educators and SMTs to achieve school-parent cohesion. Zulu (2000: 44) states that the partnership in education must give whatever is necessary to ensure that schools provide good education and that it functions properly. A partnership cannot be developed in an ad hoc fashion. A conscious effort from both SMT and SGB structures is necessary. Strategies to build such a partner are discussed below.

2.4.1.1 Open Communication

Badenhorst and Calitz (1982: 25) regard communication as sharing ideas, information and emotions. Lovell and Wills (1989: 89) state that communication seems to be aimed more at organizational influence and achievement of human and organizational growth. Communication is very important in developing partnerships between SMTs and SGBs. Adams (1986: 207) suggests that good communication requires awareness, clarity, simplicity, accuracy, direction and common sense. Both SMTs and SGBs should be engaged in actions which reflect the above components of effective communication.

Weller and Weller (2000: 183) advise that good communication skills minimize the potential for conflict situations. Weller and Weller (ibid) state that words, voice, tone and body language are used to convey meaning. When communicating with each other, both SMT and SGB members should be continuously aware of the words they select, their tone of voice and the type of body language they project, as these can be interpreted either positively or negatively.

Whitaker (1999: 70) states that the management teams need to nurture the relationships they build with SGBs. Capezio and Morehouse (1997: 67) believe that open communication starts from the top managers and governors and links the rest of the parents and the academic staff. Partnerships yield the required results if procedures, roles and benefits of partnership have been communicated through regular meetings, opened discussions, internal publications, workshops and handouts.

Leonard (1989: 24) believes that information has to be shared. Open communication helps parents to understand aims, the culture and functioning of the school. Oosthuizen (1994: 136) believes that if all issues are communicated openly and explicitly, parents develop trust for the SGBs and SMTs.

The SASA (1996), as cited by Nhleko (1999: 20), recommends a two way communication system in which the principals are compelled to work with stakeholders in matters regarding admission, governance and most activities at schools.

2.4.1.2 Mutual Trust and Respect

According Gestwiski (2000: 310) the parent-teacher partnership has to be developed on mutual trust and respect. There should be mutual understanding between parents and educators. Wade (1995: 233) believes that the mutual trust among educators and parents portrays respect to children, respect for school work, respect for the society and themselves. It is vital for the SMT-SGB partnership to consider mutual respect as most significant during interaction.

2.4.1.3 Shared Goals and Values

Parents are recognized as critical components in the running of schools. They have responsibilities to perform, like sharing in goals and values of the school. The SMT-SGB partnership is increasingly serving as a more regularly scheduled resource to the school (Berger, 2000: 150). Parents may also help determine school policies. Parents enjoy the opportunities of coming into class to read stories to children and share in the goals and values of these stories. Berger (ibid) states that children become excited to meet parents who come to share with them.

Gestwiski (2000: 131) suggests that shared goals and values promote skill and knowledge development among parents, educators and learners. SMTs therefore, need to adopt a system whereby they meet regularly with SGBs to share and discuss common goals and values.

2.4.1.4 Common Vision

SMTs and SGBs must work collaboratively and responsibly to offer proper direction to their children mentally, emotionally, spiritually, socially and physically. According to Wade (1995: 33), parents should make their vision of education

explicit. Parents and educators should share a common vision to support the highest standard possible and encourage the child's education.

2.4.1.5 Good Team Work

Schools should develop a good team which will involve teacher-parent partnership in promoting quality education. Team spirit is needed to share knowledge, expertise and experiences in educational endeavours. Berger (2000: 177) states that parents are the most needed partners of the team for the following reasons:

- Teachers and children need their help.
- Parents are already experienced in working with children.
- Children will be proud of their parents' involvement and will gain through their contribution.

2.4.1.6 Promotion of the Interests of the Partnership

Teachers are more relaxed and children benefit more if parents are involved in parent-teacher dialogues which enhance participation. Berger (2000: 199) believes that if the parent can be given pointers for the classroom visit, be involved in a selection of activities, give direction and control noise, the interests of the partnership can be promoted.

Berger (2000:208) cites Gordon (1975) when he suggests that parents should be involved in curriculum development. This provides a sense of shared ownership of the education of the child and a vested interest in ensuring successful learning.

Parents can also become involved in parent-teacher conferences. Berger (ibid) citing Manning (1985) highlights that such conferences seek to continue the communication between parents and schools, based on agreed-upon goals of the child throughout the year.

2.4.1.7 Respect for the Role of Different Partners

A partnership can be exciting but also anxiety-producing, since managers who function as partners with parents frequently exert control over the relationship. Gestwiski (2000: 168) requests that the educators and parents respect experiences, knowledge and expertise that each participant bring to the situation. Gerstwiski (ibid) states that genuine respect validates parent and educators as team members finding areas of strength rather than weakness.

Parents and SMTs should be aware that if one partner neglects his obligations, he places a heavier burden on the other partner. Each structure thus, should respect the rights of the other in the sphere of education, and also acknowledge their respective responsibilities in this regard.

2.5 Factors that Hinder Effective Partnerships between SMT and SGB

Van Wyk (1996: 27-28) claims that contextual factors often hinder effective partnerships between SMTs and SGBs. He categorises these factors as:

- Problems in relation to SGBs as partners
- Problems in relation to SMTs as partners
- Practical problems

Each of these is discussed more fully below.

2.5.1 Problems in Relation to SGBs as Partners

According to Gestwiski (2000: 142) effective partnership is hindered by human nature, that is, fear of criticism, fear of failure, fear of differences and insecurities. For example, if the school keeps a teacher isolated from the parent, it may cause the parent to become hyper-critical and demanding in order to get the teacher to pay attention to him/her.

SGBs may also experience reluctance in partnerships with the SMT for reasons cited by Wade (1995: 349), namely:

- Low academic level of the SGB with high level of illiteracy.
- Ignorance pertaining administration of the school.
- SGBs have a negative attitude towards the school and educators.
- SGBs are unwilling to accept responsibility for school matters.
- SGB members feel intimidated by the school, its staff members, the organized student movement and prevailing political climate.

2.5.2 Problems in Relation to SMTs as Partners

According to Gestwiski (2000: 142) citing Mertinez (1982) non-participation of parents isolates the parent and learner component from decision-taking. Some parents forfeit their responsibilities and entrust them to educators. Ngcongo (2000: 44) comments that shifting responsibilities to educators adds unnecessary strain on educators. Some parents are afraid of educators, particularly in rural schools, as there is a perception that educators are professionals who have a lot to contribute to school management whilst parents are lay-people who have little to contribute to governing the school, (Chetty 1998: 48). Such misperceptions should vehemently be deconstructed as it is a myth that parents have little to

contribute. Howey (1980: 172) and Henderson (1982: 223) confirm that parents serve as a valuable resource to improving the quality of education.

Wade (1995: 352) and Gestwiski (2000: 142-143) highlight that lack of parent involvement can often be traced back to one of the following factors:

- The SMT does not make the SGB feel welcome.
- The SMT does not give the SGB enough opportunities to become involved in the education of their children.
- School principals do not facilitate parent partnership with educators.

Whether the above problems are still current in schools, is still to be explored in this study. However, SMTs need to make every attempt to welcome SGBs, create opportunities for their involvement, and facilitate effective partnership.

2.5.3 Practical Problems

Many problems in the relationship between SGB and SMT are practical rather than ideological or attitudinal. According to Gestwiski (2000: 153) some of these practical problems include:

- SGB members work for long hours and get home late.
- Some SGB members do not attend meetings; they put their trust in the principal and the staff.
- Poverty plays a negative role resulting in the perception that as an SGB member one would need to make significant personal financial contributions.
- Some members of the SGB do not have transport. Many may not be able to walk long distances for the school meetings.
- Single parents find it difficult to be involved in school matters.

2.6 Conclusion

This chapter highlights the importance of developing an SMT-SGB partnership in order to promote quality education in schools. Without co-operation between the SMT and SGB, the child may not be adequately and appropriately educated.

Chapter 3 discusses the research methodology used in soliciting and analysing data about the role that SMTs and SGBs play in developing an effective partnership to promote quality education.

CHAPTER THREE: RESEARCH METHODOLOGY AND PROCEDURE

3.1 Introduction

In this chapter the researcher will give an account of the research methodology used to conduct the empirical investigation.

3.2 Preparation for the Research

3.1.1 Permission

Scottburgh circuit is divided into four wards, namely

- Dududu,
- Breamar,
- Umkomaas, and
- Umdoni.

Permission to conduct the study was requested from the circuit manager (Appendix B). A copy of the questionnaire (Appendix A) and topic of the study was included in the request. Permission was duly granted (Appendix C).

3.1.2 Selection of Respondents

The sample for the study was drawn from Scottburgh circuit for four reasons, namely,

- The researcher has a professional investment in the area as he currently serves the department and the community of that area as a principal.

- Permission to conduct research in this area would be fairly easy to solicit.
- Cost of accessing respondents would be low.
- About 92% of schools in the Scottburgh circuit are situated in deep rural areas. Rural schools are targeted by this study since these schools are disadvantaged when compared to their urban counterparts. The findings would be applicable in other areas with similar traits.

3.1.2.1 Population and Sample Size

Scottburgh circuit has 132 schools consisting of 36 post primary schools and 96 primary schools (statistics were obtained from the circuit office). Due to the large number of schools in the target population it was crucial to select a sample from the population. Cohen and Manion (1989: 101) comment that due to financial and time and accessibility constraints, it is not practical to obtain measures from the whole population. Shipman (1998: 52) refers to sampling as a schematic way of choosing a small group, good enough to provide relevant data.

The researcher chose stratified random sampling as a technique to select the sample. Judd (1991: 202) clarifies that in stratified random sampling, the population is divided into two or more strata based on one or more criteria. Stoker (1983: 33) underwrites stratified sampling as suitable for a heterogeneous population like schools.

From the list of 96 primary schools in the Scottburgh circuit, the researcher selected every eighth school. In each of the 12 school selected, three SMT members and two SGB members were elected as potential respondents.

Parents (SGBs) and educators (SMTs) were the respondents of this research study. According to Goddard and Melville (2001: 36) random sampling is a form of sampling that ensures that each member of the population has an equal chance of being selected. Oakshort (1998: 44) says if the population covers a wide geographical area, a simple random sampling is used in order to select respondents from different parts of the population. Smith and Thorpe (1991: 122) describe random sampling as the form of sampling that ensures every "unit" of the population has equal chance of being selected.

3.2 Research Instrument

Consistent with the aims of this study, the researcher decided that a survey method would be used. Cohen and Manion (1989: 97) prefer the survey as a method of gathering data on prevailing conditions in a particular area. The survey, in this study, was used to obtain data on the conditions that prevail in schools and how these conditions help or hinder SMTs and SGBs in developing a partnership to manage schools.

3.2.1 Questionnaire

A questionnaire was used as the data collecting instrument in the survey. Landman and Bodenstein (1994: 504) define a questionnaire as a set of questions dealing with some topic or related group of topics, given to a group of individuals for the purpose of gathering data on a problem or situation

Lowe, Smith and Thorpe (1991:120) note that if questionnaires are well designed, they become easy to complete and the respondents may be more willing to devote time to it. A well-designed questionnaire can boost the reliability and validity of the data.

The questionnaire for this study consisted of open-ended and closed-ended questions.

3.2.2 Advantages of Questionnaire

Cohen and Manion (1989: 109) state that the questionnaire is highly suited to carrying out educational surveys. Kidder and Judd (1986:231); and Van Dalen (1992: 152) agree and further list the advantage of using questionnaire as:

- cost effective,
- requires less time,
- respondents answer the questions in a non-threatening atmosphere,
- provides a practical method of gathering data in a confidential manner,
- permits collection of data from large sample, and
- is easy to administer.

The following advantages advocated by Bailey (1987: 148-149) were also taken into consideration in selecting the questionnaire as a research instrument:

- The questionnaire may be completed at the respondent's convenience.
- It assures greater anonymity since there is no interviewer present who can identify him/her later.
- It saves time as it can be given to many people at the same time.
- The data provided by the respondents can be more easily analysed.

3.2.3 Disadvantages of Questionnaire

Gummesson (1991: 112) stresses that the main disadvantage of questionnaire is that it focuses mostly on verbal and written statements whereas non-verbal language is of equal importance. Gummesson (ibid) suggests that in addition to non-verbal language, people are constantly communicating their feelings in the language of behaviour. Behavioural responses could not be collated and analysed in this study due to time constraints.

In an attempt to overcome this limitation however the researcher asked both closed and open-ended questions to get in-depth information about SMT-SGB partnerships. The researcher further edited questions in order to ensure clarity. Questions were phrased in a simple understandable language. Only one open-ended question was posed. As the questionnaires were hand-delivered, the researcher was able to personally clarify questions and address concerns.

The structure of a questionnaire consisted of both open-ended and closed questions. The strength of closed-ended questions is that they are quick to complete and analyse, while the weakness of the written questionnaire is that it may not be interpreted by the respondents as intended by the researcher or the respondents may not be interested in the questionnaire and may give false information.

This may result in the data that is not relevant to the study. Closed-ended questions do not give the respondents the chance to express their own views. To overcome this, the researcher included an open-ended question. The weakness of open-ended question though, is that it takes too long to respond to while, to its credit, it gives the researcher an opportunity to ask deeper questions that will allow the respondents to freely express their views.

3.3 Construction of the Questionnaire

A questionnaire is a printed list of questions that respondents are asked to answer. Goddard and Melville (2001: 47) stress that the effectiveness of a questionnaire requires planning beforehand thus ensuring that the data obtained through the questionnaire can be objectively analysed afterwards. Cohen and Manion (1989:106) state that an ideal questionnaire possesses the following properties:

- It is clear.
- It is unambiguous.
- It is uniformly workable.
- It is designed to minimize potential errors from respondents.

Cohen and Manion (1989: 106) list characteristics of a good questionnaire as follows:

- It is attractive.
- It has clear instructions to the respondents.
- Questions are arranged to maximize co-operation from respondents.

The researcher observed these characteristics and further ensured that the language used was simple since the target population was English second language speakers. The layout of the questions was well-formulated and easy to complete. According to Shipman (1998: 81), questionnaires can be too long and complex and this creates confusion. To avoid confusion, questions were short enough to be understood. Instructions on how to complete the questionnaire were clearly formulated. The questionnaire was divided into two distinct sections as discussed below.

3.3.1 Section One: Closed-Ended Questions

The questionnaire consisted predominantly of closed-ended questions. The rationale for this was to ensure that:

- The answers were standardized and could be compared across respondents.
- Answers were easy to code and analyse.
- It was easy for the respondents to respond as he/she merely had to choose the category of response.

Respondents were expected to respond using a Likert scale. The Likert scale is a three-point scale (to ensure consistency) covering:

- Agree (reflects that something happened)
- Uncertain (reflects no standpoint)
- Disagree (reflects that something did not happen)

3.3.2 Section Two: Open-Ended Question

This section consisted of one open-ended question. The open-ended question allowed respondents to frame answers in their own way without the restrictions of pre-formulated answers.

3.4 Administration of the Questionnaire

3.4.1 Pilot Study

A pilot study was launched to help the researcher determine whether or not questions were suitable for the study and if they were free from ambiguity and

errors. The researcher's own school, together with a few neighbouring schools were used for the pilot study. The pilot study revealed that:

- Some questions needed rephrasing.
- Questions were too long.
- The questionnaire had too many questions.

The original questionnaire was revisited. The number of closed-ended questions were reduced from 30 to 24 and the number of open-ended questions from 3 to 1. The necessary editorial changes to shorten and rephrase were duly made.

3.4.2 Actual Study

Sixty questionnaires were administered to schools personally. Principals were asked to invite SGB respondents to participate in this study. The date and times were stipulated in the letter.

3.5 Validity and Reliability of a Questionnaire

Mdingi (1999: 29) points out that reliability and validity are crucial elements in any human or social sciences study. Without evidence of these elements, the study in its entirety can be rendered useless. Each of these concepts is therefore discussed in greater detail below.

3.5.1 Validity

According to Lowe, Smith and Thorpe (1991:121) the validity of a questionnaire means ensuring that the questionnaire measures the attribute(s) which it is supposed to measure. Van den Aardweg and Aardweg (1988: 237); and Van

Rensberg, Landman and Bodenstein (1994: 560) describe content validity as the degree to which a test samples the content area which is to be measured.

To ensure validity the researcher drew from both SGBs and SMTs to constitute a sample from which extrapolations could be made. The questionnaire was used in a pilot study to test for response relevance, to eliminate ambiguity and to ensure acceptance of the research instrument by the target sample. All necessary revisions were made before the questionnaire was administered to the actual sample.

3.5.2 Reliability

Reliability, according to Lowe (1991: 121) is a matter of how stable the results are. Reliability is established where if an instrument is administered on the same individual more than once, will yield the same results.

The questionnaire was first used in a pilot study to test for response-consistency. Furthermore paraphrasing was used to ensure that multiple questions drew similar responses as they targeted solicitation of the same information. A review of the responses to these questions reinforced the claim that the instrument was reliable.

3.6 Data Processing and Analysis

Data processing and analysis involves collation and conversion of the "raw" information that a researcher collects into statistical tabulated and interpreted information that gives greater insight into the subject of study (Kidder 1981: 296). Cohen and Manion (1989: 116) identify several processes including data coding and analysis. The process of data reduction involves the coding of data before it

is analysed. For closed ended-questions raw data was collated in table format using frequency of responses (per question). Open-ended questions were grouped by theme and analysed manually.

3.7 Limitations of the Study

Although the process of completing and collecting questionnaires took more time than anticipated, the research process went as planned.

It was difficult to test for or ensure honesty of responses. As Goddard and Melville (2001: 48) highlight, researchers should not expect honesty from all the respondents. To counter this limitation, the researcher tried to explain the purpose of the research to the respondents and to make sure that questions were easy to answer.

3.8 Ethical Considerations

Goddard and Melville (2001: 49) suggest that collecting data from people raises ethical concerns. Ethical concerns include:

- Taking care not to harm people in a research process.
- Ensuring privacy and confidentiality.
- Allowing for anonymity.

Special care was taking to ensure that the above principles were respected.

3.9 Conclusion

As outlined in this chapter the observations of several seasoned researchers were applied to this study to ensure that the data collected and the conclusions

extrapolated were theoretical well-grounded, relevant, valid and reliable. The next chapter provides an in-depth analysis of the data that was collected.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter provides statistically collation of data using frequency tables and makes a number of qualified observations about the findings of this research and its implications for school management and governance.

Since the study had a dual target, namely SMTs and SGBs members, a comparative analysis of the data is provided. As stated in chapter three, there were twenty-four SGB respondents and thirty-six SMT respondents. In each table, 'A' represents the statistical responses from SMT respondents whilst 'B' represents responses from SGBs. For each item, the frequencies are recorded above and the percentages are given below.

4.2 Analysis of Close-Ended Questions

4.2.1 Demographic Information of Sample

Table 4.2.1: Frequency Distribution According to Gender of SMTs and SGBs

Gender	Frequency	Percent
Male	30	50
Female	30	50
Total	60	100

Table 4.2.1 reflects that 50% of respondents were male while 50% were female. This provides evidence that in schools where this survey was conducted there were equal number of females and males serving in the SMTs and in the SGB. The possible cause could be that primary schools have better female

representation in SMTs and SGBs while post-primary schools tend to have a male bias.

Table 4.2.2: Respondent Age

Age		Frequency	Percent
Under 30	A	10	17
	B	0	0
31 – 40	A	26	43
	B	10	17
41 – 50	A	4	6
	B	10	17
TOTAL		60	100

Table 4.2.2 indicates that 17% of the sample, representing SMT members in this study, is under 30 years of age. Forty-three percent of the sample, representing SMT members, is aged between 31 and 40 years, whilst 6% of the sample, representing SMT members, is aged between 41 and 50. The table indicates that 0% of SGB members were under 30 years of age, 17% of the sample, representing SGB members, is aged between 31 and 40 whilst a further 17% of the sample, representing SGB members, is aged between 41 to 50 years.

The majority of SMT members are younger than SGB members. The age difference might influence the relationship between SGB and SMT. Traditionally older people want to be listened to. There may also be a discrepancy in the pace of decisions and implementation timescales between the two constituencies, with the younger SMT members keen to make progress and the older SGBs keen to first investigate all implications. This may frustrate the two camps. It is also likely that the older average age of the SGB component may also impact on the rate at which change is adopted. It is a long established fact that older people in general tend to resist change. West-Burnham (1990:95) state that people resist change because of a preference for tradition.

Table 4.2.3: Academic Qualifications

Qualification	Respondents	Frequency	Percent
Matric	A	30	50
	B	2	3
University Degree (B.A.)	A	13	22
	B	3	5
Above B.A	A	12	20
	B	0	0
TOTAL		60	100

Table 4.2.3 indicates that 50% of the sample, representing SMT members in this study, has matriculated. Twenty-two percent of the sample, representing SMT members, has a university degree. A further 20% of the sample, representing SMT members, has a qualification higher than a B.A. Three percent of the sample, representing SGB members, has matriculated. A further 5% percent of the sample, representing SGB members, has a university degree.

Table 4.2.3 shows that there is a great difference in terms of academic standard between SGBs and SMTs. Education influences thinking. Chetty (1998:149) contends that self-improvement and professional development equips educators and parents to be confident and skilled in implementing partnerships.

4.2.2 Managing and Governing Experience

Table 4.2.4: Frequency distribution according governing and management experience

Years		Frequency	Percent
Never served in the SMT and/or SGB before	A	3	5
	B	3	5
Served one year in the SMT and/or SGB	A	15	25
	B	4	7
Served two years in SMT and/or SGB	A	12	20
	B	10	17
Served more than two years in the SMT and/or SGB	A	8	13
	B	5	8
TOTAL		60	100

Table 4.2.4 indicates that 5% of the sample, representing SMT members in this study, have never been in management. Twenty-five percent have served in management for one year, whilst 20% have two years experience. A further 13% have more than two years. Five percent of the sample, representing SGB members in this study, have never before served in a governing body. Seven percent have only one year experience, 17% has served two years whilst 8% has more than two years experience.

Table 4.2.4 indicates that there is there is a lack of experience in governing and managing the school. This can possibly be attributed to the limitation applied to the term that governing body members may serve. In most instances a governing body member may serve at most three years. Continuity and experience are severely compromised in such situations.

4.2.3 Communication between SMT and SGB members

Table 4.2.5: Frequency distribution according to items regarding 'communication' between SMT and SGB members

My SMT	Respondent	Agree	Disagree	Unsure	Total
(a) Develops policies to involve SGB in schools matters	A	35 97%	0 0%	1 3%	36 100%
	B	0 0%	5 21%	19 79%	24 100%
(b) Accepts the SGB as a partner in promoting quality education	A	35 37%	0 0%	1 2%	36 100%
	B	21 88%	0 0%	3 12%	24 100%
(c) Trusts the information provided by the SGB	A	0 0%	11 31%	25 69%	36 100%
	B	2 8%	3 13%	19 79%	24 100%
(d) Solicits ideas from SGB about improving discipline at the school	A	35 97%	13 3%	0 0%	36 100%
	B	22 32%	0 0%	2 8%	24 100%
(e) Encourages the SGB to be actively involved in extra activities of the school	A	2 64%	1 3%	12 33%	36 100%
	B	0 0%	4 17%	20 83%	24 100%
(f) Involves the SGB in planning of school improvement	A	36 100%	0 0%	0 0%	36 100%
	B	24 100%	0 0%	0 0%	24 100%
(g) Involves the SGB in the decision-making about the promotion of QE	A	36 84%	22 61%	11 31%	36 100%
	B	0 0%	24 100%	0 0%	24 100%
(h) Involves the SGB in developing the school policies	A	6 17%	25 69%	5 14%	36 100%
	B	0 0%	24 100%	0 0%	24 100%
(i) Involve the SGB in goal setting for quality education	A	5 14%	29 81%	2 5%	36 100%
	B	0 0%	21 87%	3 13%	24 100%
(j) Recognizes the knowledge of the SGB	A	12 33%	24 97%	0 0%	36 100%
	B	6 25%	6 25%	12 50%	24 100%

a) The SMT develops policies to involve the SGB in school matters

Ninety-seven percent of SMT members agreed that they develop policies to involve SGBs in school matters, and 3% were uncertain. Twenty-one percent of SGB respondents disagreed with the statement above while 79% were uncertain.

There is a notable contrast in the responses given by the SMT and SGB respondents. Whilst the majority (97%) of SMT respondents agree that they developed policies to involve SGBs in school matters not a single SGB member agreed with this statement. As stated above 21% of SGB respondents disagreed and 79% were unsure.

It can be safely deduced that while schools in the Scottburgh circuit may have policies to involve SGBs in school matters these policies are not articulated or discussed with SGB members or alternatively, policies may exist on paper, but are not actualised in practice. It is thus, evident that SMTs and SGBs are grappling to establish authentic partnerships imperative for promoting quality public education.

In order for quality education to materialize, the gap between policy and practice in relation to SMT-SGB partnerships has to be bridged.

b) SMT accept SGBs as partners in promoting quality education

Ninety-seven percent of SMT respondents agreed that they accepted the SGB as a partner in promoting quality education, while 3% were uncertain. Eighty-eight percent of SGB respondents agreed that the SMT accepts them as partners in

promoting quality education whilst 12% of SGB respondents were sceptical of their acceptance as true partners.

A high percentage of SMT (97%) and SGB (88%) respondents indicated that both SMTs and SGBs are involved in promoting partnership in favour of quality education. Oosthuizen (1994: 138-139) asserts that professional leaders are not the only pivotal structures to administer and organize the required processes leading to quality in education sector. He (ibid) points out that quality education is the result of a combination of efforts of professional and parent bodies.

c) Confidence in information provided by SGBs

Sixty-nine of the SMT respondents indicated that they were uncertain and 31% disagreed that SMTs displayed confidence in information provided by SGB. Eight percent of SGB respondents agreed with the statement, 3% disagreed and 79% were uncertain.

A significant majority of the SMT membership suggests that SMTs do not trust or value the SGB contributions enough. Most SGB members themselves are not confident that their contributions are indeed trusted or valued (79%). Mutual trust of and respect for contributions is critical to a successful partnership. Without this crucial ingredient SMT-SGB collaboration will fail.

d) SGB contribute to discipline improvement

Seventy-nine percent of SMT respondents agreed that they solicit ideas from the SGB about improving discipline at the school, 3% respondents disagree. Ninety-

two percent of SGB respondents agreed with the statement whilst 8% were uncertain.

It is encouraging to note that both SMTs (97%) and SGBs (92%) are aware of the collaborative effort that should exist between them which could improve discipline in schools. Rosenholtz (1985: 351) comments that the most effective schools do not isolate SGBs ideas. Instead the SMTs encourage teacher-parent dialogue and let their voices be listened to for the improvement of discipline in schools.

There is evidence to suggest though that some SMTs (3%) are ignoring policy directives to include governors in maintaining discipline in schools.

e) SMTs encourage SGB involvement in extra-curricular activities

It is encouraging to note that 64% of SMT respondents are encouraging the SGB to be actively involved in extra-curricular activities of the school. Three 3% of the SMT respondents however revealed that SGBs were not being actively engaged in this regard and a disturbing 12% of respondents were uncertain about the validity of the statement.

Three percent of the SGB respondents disagreed that the SMT encouraged them to be actively involved in extra-curricular activities of the school, while 83% of SGB respondents were uncertain. These findings are very unsettling but may well be a result of a lack of understanding of the concept "extra-curricular activities".

That said, there is still clear evidence to suggest that some schools are not involving SGBs in the extra-curricular activities. In such schools it can be inferred that the SMT-SGB partnership is not being encouraged.

According to Gorton (1993: 522) parents possess ideas, expertise and skills which could be helpful to children and they are willing to make some contributions if given a mandate to prove their competences in extra-curricular activities of the school. Their involvement will ensure that they feel a sense of belonging and encourage loyalty to the school. Furthermore, they will develop a sense of ownership and subsequently identify more closely with the goals of the school.

f) SGB involvement in planning for school improvement

It is encouraging to note that both SMT and SGB respondents agreed that SGBs were actively engaged in school improvement planning. Planning is critical component of school improvement and can help to secure and cement teamwork. Ubben and Hughes (1987: 29) assert that children learn in schools where there is good parent involvement in the planning of school programmes.

g) SMT actively engage SGBs in decisions about the promotion of the quality education

Only eight percent of SMT respondents agreed with the above statement, 61% disagree and 31% were uncertain. It is disconcerting to note that 100% of SGB respondents strongly disagreed that SMTs involved them in decision-making that affected the promotion of the quality of education.

When comparing these percentages with those of previous items, it appears that although schools are willing to involve parents in the planning process, they are reluctant to involve parents in actual decision-making where relevant to quality of education.

The SASA (1996) prescribes that all stakeholders participate in decision-making. The authoritarian decision-making process that exclude parents are contrary to the letter and spirit of educational transformation and will surely lead to tension between SMTs and SGBs thus hindering sustainable development of lasting and effective partnerships.

h) SGB involvement in developing school policies

It is disconcerting to note that 69% of SMT respondents disagreed that they involve the SGB in developing school policies. Twenty percent agreed and 14% were uncertain. All the SGBs respondents indicated that they were not party to developing school policy.

School policies govern interaction and behaviour in the school. Parent and learners are the parties most acutely affected by these policies and must often ensure compliance and give articulation to the policies. If parents and learners do not have input into these policies they cannot be expected to take ownership of them.

i) SMTs involve SGBs in goal-setting for quality education

Only fourteen percent of SMT respondents agreed that SGBs were involved in goal setting to ensure quality education. Eighty-one percent of SMT respondents disagree with the statement, whilst five percent were non-committal on this point. None of the SGB respondents agreed with the statement and a significant eighty-seven percent of SGB respondents claimed that they were excluded from goal setting in relation to quality education. Thirteen percent of the SMT respondents were non-committal about their involvement.

The lack of involvement of the SGB in goal-setting can significantly undermine SMT-SGB partnerships. Key educational messaging that is espoused in the school will not be reinforced in the home. Key knowledge, values, skills and attitudes demanded by the host community in which the school is embedded may not find articulation in the school curriculum if the SGB is side-lined in goal setting for quality education.

j) Due recognition for the knowledge of SGBs

The majority of SMTs (67%) disagreed that they recognized and capitalized sufficiently on the knowledge of SGBs. Thirty-three percent of SMT respondents suggested that they recognised the knowledge of the SGB.

SGB respondents were divided on this point, with 25% agreeing and 25% disagreeing with the view that SMTs recognised the knowledge of the SGBs. A significant 50% of SGB respondents chose to remain non-committal on this point.

The finding suggests that the knowledge and skills of SGBs is not given due value and consequently the knowledge and skills of SGB members is not capitalised on. The intimate knowledge that parents have about their children and the context in which they live is invaluable in constructing a safe and secure learning environment for individual learners. According to Wade (1995: 33) parents are the primary educators, therefore their contribution is felt necessary. SMTs therefore, should develop a co-operative culture between the school and SGBs. Munnith and Swanepoel (1990: 80) state that an important requirement for co-operation in a close partnership is a positive attitude.

4.2.4 Decision-making and Role-player Involvement

Table 4.2.6: Frequency distribution according to the decision-making of SMTs and SGBs in promoting quality education

My SGB	Respondents	Agree	Disagree	Uncertain	Total
(a) Informs the SMT about their expectations	A	0 0%	10 27%	26 73%	36 100%
	B	3 13%	4 16%	17 71%	24 100%
(b) Takes an active part in promoting quality education in the school	A	0 0%	36 100%	0 0%	36 100%
	B	0 0%	0 0%	24 100%	24 100%
(c) Relies on the information provided by SMT for discussion	A	36 100%	0 0%	0 0%	36 100%
	B	22 92%	0 0%	2 8%	24 100%
(d) Accepts the responsibility of promoting quality education	A	22 61%	5 14%	9 25%	36 100%
	B	22 92%	0 0%	2 8%	24 100%
(e) Has a negative attitude towards SMT	A	1 3%	32 89%	3 8%	36 100%
	B	10 42%	13 54%	1 4%	24 100%
(f) Feels free to participate in decision-making	A	23 64%	4 11%	9 25%	36 100%
	B	20 84%	2 8%	2 8%	24 100%

a) The SGB informs the SMT about their expectations

Twenty-seven percent of SMT respondents disagreed that SGBs inform the SMTs about their expectations. Seventy-three percent of SMT respondents were uncertain. Thirteen percent of SGB respondents agree with the statement and 16% disagreed whilst 71% were uncertain.

The findings here suggest that not sufficient emphasis is placed on SGBs articulating their educational expectations of schools. Both SMTs and SGBs appear to be uncertain of whether or not SGBs are articulating their expectations. This is very disconcerting since a primary function of the SGB is to be a barometer of communal requirements of and attitudes to the education offered by the school. There should be no doubt about what knowledge, skills, values and attitudes the community that the school services most dearly prizes and would like to see included in the schooling of their youth.

Motala and Pampallis (2001: 152) stipulate that it is the function of the SGB to support the principal and other staff of the school. If parents' expectations are not expressed, schools will not know whether they are meeting the educational needs of their learners.

b) The SGB takes an active role in promoting quality education in schools

All SMT members were of the view that SGBs were not playing an active role in promoting quality education in schools. None of the SGB members were willing to commit to a definitive answer on this point. They all indicated that they were uncertain about whether or not they played an active role in promoting quality education in their school.

The findings may be attributed to the fact that promotion of quality education is often viewed as the sole domain of the SMTs and the value that SGB members can offer is often disregarded. It could also point to the fact that the promotion of quality education as an explicit concern rarely makes it onto SGB-SMT joint meeting agendas.

c) The SGB relies on information provided by the he SMT for discussion

All SMT respondents agreed that the SGB was dependent on the SMT for information. Ninety-two percent of SGB respondents agreed while 8% of SGB respondents were uncertain.

This finding is a clear indication that the agenda of joint SGB-SMT meetings are driven by the SMT and rarely, if ever, does the parent/learner grouping play a dominant role in establishing these meetings. It is also clear from this finding that the SMT serves as an important conduit for information between the Department of Education and the parents/learners. This vests an incredible amount of power in the SMTs as they control the flow of information. This makes it imperative that SMTs are representative and responsible.

d) SGB accepts responsibility to co-promote quality education

Sixty-one percent of SMT respondents agreed that SGBs accepted responsibility to co-promote quality education. Fourteen percent disagreed, whilst 25% were uncertain. Ninety-four percent of SGB respondents agreed with the statement, while 6% were uncertain.

It is pleasing to note that both SGB and SMT respondents have mostly agreed with the statement. There are however contradictions in the evidence. More SGB members are of the opinion that they have accepted responsibility to promote quality education than SMT members. This suggests that SMT members are of the opinion that SGB members need to do more to promote quality education than is currently in evidence.

e) The SGB has a negative attitude towards the SMT

Three percent of SMT respondents agreed that SGBs have a negative attitude towards SMTs. Eighty-nine percent disagreed, whilst 8% were uncertain. Forty-two percent of SGB respondents agreed and 54% disagreed, while 4% of SGB respondents were uncertain.

It is clear that more SGB members are aware of negative feelings toward SMTs than SMT members themselves are. It would be interesting to investigate the perceptions of SGB members in more detail as it may expose more on the power relations between the two bodies and issues in the actual implementation of partnerships between these groupings. It is heartening to note that cordial trust relations exist in more than 50% of SGB-SMT partnerships.

f) The SGB feels free to participate in decision-making

Sixty-four percent of SMT respondents agreed that the SGB feels free to participate in decision-making of schools, 11% of SMT respondents disagreed while 25% were uncertain. Eighty-four percent of SGB respondents agreed with the contention. Eight percent of SGB respondents disagreed while 8% of SGB

members were uncertain about how free they felt to participate in decision-making.

The majority of SMT (64%) and SGB (84%) respondents indicate that SGBs feel free to involve themselves in decision-making in schools. The misalignment between the view of SMTs and SGBs is interesting. More SMT members than SGB members perceive restrictions/limitations in how free SGB members feel to participate. This may be due to discrepancies in practice. SGB members may feel free to participate in decision-making but may not avail themselves of the opportunity as often as is expected.

It is also clear from the findings that SGB members at some schools do not feel free to participate in decision-making. This may be due to intimidation or authoritarian management styles. The importance of partnership is supplied by Jones (1987: 64) who believes that the principals and governing bodies need to work closely in a balanced partnership. Chetty (1998: 167) states that a lack of encouragement by principal to develop a partnership between educators and parents is the reflection of the lack of emphasis placed on the importance of partnership between SMTs and SGBs.

4.2.5 Partnerships between SMTs and SGBs

Table 4.2.7: Evolving a partnership between SMT and SGB

My SGB	Respondents	Agree	Disagree	Uncertain	Total
(a) has open communication between SMT and SGB	A	35 98%	0 0%	1 2%	36 100%
	B	23 96%	0 0%	1 4%	24 100%
(b) reflects SGB-SMT partnership when addressing parent meetings about school matters	A	36 100%	0 0%	0 0%	36 100%
	B	24 100%	0 0%	0 0%	24 100%
(c) has established SGB sub-committees	A	25 69%	5 14%	6 17%	36 100%
	B	13 54%	11 46%	0 0%	24 100%
(d) Works in partnership with the SMT to encourage communities to become involve in decision-making	A	36 100%	0 0%	0 0%	36 100%
	B	24 100%	0 0%	0 0%	24 100%
(e) SGB and SMT partnership works together to maintain school buildings	A	36 100%	0 0%	0 0%	36 100%
	B	24 100%	0 0%	0 0%	24 100%
(f) has SGB-SMT partnership to accompany learners on excursions	A	31 88%	4 12%	0 0%	36 100%
	B	24 100%	0 0%	0 0%	24 100%
(g) has developed partnership between SGB and SMT to promote cultural activities	A	36 100%	0 0%	0 0%	36 100%
	B	24 100%	0 0%	0 0%	24 100%

a) The school has open communication between SMT and SGB

Ninety-eight percent of SMT respondents agreed that schools have open communication between SMTs and SGBs. Two percent of SMTs were uncertain. Ninety-six percent of SGB respondents also agreed with the statement while only 4% were uncertain.

The majority of both SMT and SGB respondents agreed that schools have open communication between educators and parents. Leonald (1989: 24) suggests that open communication helps parents to understand aims, culture and functions of the school. Oosthuizen (1994: 136) believes that if all issues are communicated openly and explicitly, parents develop trust in the SGBs. Capezio and Morehouse (1997: 67) believe that open communication starts from top management and governors and links with the rest of parents and academic staff.

b) The school reflects SGB-SMT partnerships when addressing school matters

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

c) The school has established SGB sub-committees

Sixty-nine percent of SMT respondents agreed that the school has established SGB sub-committees. Fourteen percent of SMT respondent disagreed, while

17% were uncertain. Fifty-four percent of SGB respondents agreed with the statement. Forty-six of SGB respondent disagreed with the statement.

The findings suggest that sub-committees, as structures to assist SMT-SGB partnerships, have not been established in some schools. Sub-committees can strengthen the SGB-SMT relationship by easing the work-load and ensure task distribution. It also allows for proxy members should principal members become unavailable or merely overburdened.

d) The school SGB and SMT works in partnership to encourage the community to become involved in decision-making

All respondents (SMT and SGB) agreed that SGBs and SMTs worked in partnership to encourage the community to become involved in decision-making.

e) The SGB and SMT work together to maintain school buildings

All respondents agreed that SGBs and SMTs work together to facilitate maintenance of school buildings. It appears from this finding that SMTs and SGBs collaborate more harmoniously on matters that do not that do not directly affect teaching, learning or the curriculum.

f) SGB-SMT partner to accompany learners on excursions

Eighty-eight percent of SMT respondents agreed that the SGBs and SMTs partner to accompany learners on educational excursions, whilst twelve percent disagreed with the contention. All SGB respondents agreed with the statement.

It appears that a small minority of schools find it difficult to co-opt SGBs to directly accompany or find other parents to accompany learners on educational excursions. Excursions also then appear to be a non-threatening sphere of collaboration and partnership between SMTs and SGBs. These interactions should be encouraged as they build trust and respect.

g) The school has developed partnerships between SMTs and SGBs to promote cultural activities

Involvement in cultural activities also appears to be an area where SGBs and SMTs can partner harmoniously. All respondents agreed that SGB-SMT partnerships existed to promote cultural activities. Diversity in the cultural make-up of the SGB-SMT alliance should be promoted. Involvement in promoting cultural activities will also broker respect for divergent knowledge, skills and abilities and ensure that respect and trust builds between SMT and SGB constituencies. Badenhorst (1993: 110) refers to the collaborative work between parents and educators as fertile grounds for co-operation, dedication, honesty and trust.

4.3 Analysis of the Open-Ended Question

A single open-ended question was included in the questionnaire in order to give respondents an opportunity to express their unfettered feelings about the role of the SMT and SGB in developing a partnership for the promotion of quality education in schools. Their responses were categorized thematically and presented in the frequency tables below. Two organizational categories were used:

- Difficulties experienced by SMT and SGB in developing a partnership.
- Suggestions on how partnership can be better developed.

There appeared to be some consensus and a degree of similarity in the responses provided by SMT and SGB members. The frequency table below therefore, represents consolidated responses of both SMT and SGB members.

Table 4.2.8: Difficulties that the SMTs and SGBs experienced in developing a partnership in schools

THEME	FREQUENCY	PERCENTAGE
SGBs rely on decisions made by the principal	43	72
SGB and SMT do not work effectively as partners in promoting quality education	36	60

a) SGBs rely on decision made by the Principal

The majority of the respondents (72%) indicated that the SGBs relied too heavily on decisions made by the school principal. The responses are an indication that a true and equal partnership has not developed. Parents are still over-reliant on SMTs for direction and consequently rarely voice their own views. The Department of Education is conducting workshops on SGB development but it

appears that these are not sufficient or effective enough to fully capacitate governors to partner SMTs on equal grounds.

b) SGBs and SMTs are not working effectively as partners to promote quality education

The majority of the respondents (60%) confirm that SMTs and SGBs are not working effectively as partners to promote quality education. However, parents and educators have to collaborate in the interest of quality education. The SASA (1996) and authors like Badenhorst (1994:101) are emphatic that parent involvement in educational matters is a key component in keeping schools accountable for delivery of quality education.

Table 4.2.9: Suggestions on how partnerships between SMTs-SGBs can be developed

THEME	FREQUENCY	PERCENTAGE
a) Developing capacity building programmes for governors	40	67
b) Stronger teamwork	32	53

a) Developing capacity-building programmes for governors

Sixty-seven percent of the respondents indicated that capacity building programmes for governors should be developed. Authentic partnerships between schools and the communities are dependent on the ability of SGBs and SMTs to interact effectively. School governance is a skill acquired through empowerment

and practice. No SGB members would be found ready and perfect to effectively participate in school decision-making without being trained and attending capacity-building workshops. SMTs need to empower SGBs by disseminating policy information to parents via regular meetings. SMTs need to develop platforms and build forums for school governors to address the community on the importance of education.

b) Stronger Teamwork

Respondents provided a number of strategies for strengthening partnerships between SMTs and SGBs. Strategies to encourage parent participation included:

- Inviting parents to give motivational talks.
- Allowing parents to address learners on moral issues.
- Creating opportunities for parents to deliver features during important school events.
- Inviting parents to conduct prayers and religious talks.
- Encouraging parents to liase with NGOs to support the school to provide quality public education.

Monitoring and adapting the partnership are almost as important as establishing the partnership. The partnership must be flexible enough to accommodate different personalities as the membership changes or as needs and requirements are redefined.

4.4 Conclusion

In this chapter data was statistically collated and insights were inferred about the role that SMTs and SGBs play in establishing and maintaining partnerships in the interest of facilitating quality public education. Recommendations, based on these findings, are made in the next chapter.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings that emanate from the empirical study outlined in the previous chapter. Observations are extended and qualified so as to draw conclusions and make recommendations that will assist managers and governors to optimise their SMT-SGB partnership with the ultimate aim of improving the quality of public education.

5.2 Summary of Findings and Conclusions

a) SMTs have not fully engaged SGBs to forge lasting partnerships

School managers have not developed significant partnerships with SGBs. SGBs are involved fully in non-teaching and learning activities such as fund raising or building maintenance however on core learning and teaching issues such as curriculum development or learner academic performance, SGBs are side-lined as their competencies are deemed questionable. Responses in table 4.2.2 (d and f) reveal that SMTs do consult with SGBs on core educational issues such as curriculum planning. Open discussions where both parties voice their opinions on issues of promoting quality education must be encouraged if progress is to be made in cementing partnerships. Real power needs to be devolved to SGBs as fellow decision-makers.

b) SMTs do not have confidence in information provided by SGBs

SMT do not regard information provided by SGBs as valid or reliable. Table 4.2.1(c) bears testimony to this contention. If SMTs still harbour suspicion about SGBs, the development of effective partnerships will be hampered. More non-threatening activities must be planned to encourage interaction between SGBs and SMTs and in so doing foster mutual trust and respect.

c) SMTs do not sufficiently solicit information from SGBs to reconcile the needs of the school with that of the community

One of the reasons of the existence of schools is to serve the needs and aspirations of the community. The SGB must be encouraged to verbalize and make explicit communal expectations in terms of desired knowledge, skills, values and attitudes and these must be actively integrated into the school curriculum. This investigation has shown that SMTs do not solicit information from SGBs about the needs of learners. Greater efforts must be made to encourage input from parents about their children's educational needs.

SMTs have not initiated capacity-building programmes for parents to empower them to participate meaningfully in the management of schools. Responses to items a-c in table 4.2.2 of the questionnaire confirms that SGBs do not feel capacitated to engage meaningfully in teaching, learning and curriculum matters in schools. SMTs must engage in building the confidence and skills required to have an effective and efficient SGB. Opportunities for meaningful SGB participation must be created.

5.3 Recommendations to Encourage and Accelerate Development of SMT-SGB Partnerships

In the light of the above findings, the following recommendations are made:

a) Principals should identify expertise among SMT members to capacitate SGBs to become effective governors

Principals as the management leaders should involve parents in developing partnerships with schools. Parent engagement must be transparent, demonstrate respect, encourage active participation and be underpinned by democratically decision-making. SGB meetings must address real issues and have agendas circulated well before meetings are scheduled. The parent and learner component must be polled for items that they wish to have tabled on the agenda. Established processes should be made explicit and should not be circumvented without due mandate from the entire SGB.

b) Roles and responsibilities should be clearly defined in SMT-SGB partnerships

It is important for members of the SMT and SGB to have clearly defined roles and understand performance measurement instruments so that they can self-assess and peer-assess contributions. It is especially important that every member feels that they have a significant role to play and were not merely chosen to fulfil a quota and ensure equal representation in the respective structures. Roles and responsibilities must be assigned to capitalize on individual strengths and minimize weaknesses.

c) SMT-SGB partnerships should create opportunities for SGBs development

Training programmes on parent-educator partnership should be encouraged with joint workshops to explore and discuss policy documents and its implications for the particular school environment. Parents feel motivated to take extra responsibility if they feel included and knowledgeable. March (1992: 88) states that continuous development of educator-parent partnership are prerequisites for leaders to keep pace with the rapid change in knowledge, advancement of technology and increasing demands posed on educational leaders.

External service providers with expertise to train SMT-SGB members should be invited to provide workshops on issues such as budgeting, interpreting financial statements and marketing. Ex-learners working in relevant fields can be easily recruited to assist in this regard.

e) SMT-SGB partnerships should access information from the community on how quality education can be promoted

The SGB should be the conduit to the community which should be constantly polled about what they want for their children in terms of educational needs and aspirations. SGB members should convene regular meetings with the general parent population and the entire community to provide feedback on the school's development, to solicit ideas on school improvement and to ensure synchronization between the school's curriculum and the community's educational requirements. Information should be fed back to the school and considered in curriculum design and programme offerings.

5.4 Final Remarks

A key finding of this study is that SMT-SGB partnerships are still superficially constructed with anxiety in both SMT and SGB camps about their relative roles and contributions. Collaboration on non-teaching and learning activities such as fund raising or building maintenance has made significant gains and is benefiting schools in general however on core learning and teaching issues such as curriculum development or learner academic performance, SGBs are side-lined as their competencies are deemed questionable. Genuine efforts need to be made to capacitate parents to participate in this crucial aspect of their newly defined roles. The challenge to jointly undertake school improvement and accept joint accountability for educational deliverables remains. We need to mature into these roles if we wish to ensure quality public education.

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STRICTLY CONFIDENTIAL

QUESTIONNAIRE

**AN INVESTIGATION INTO THE ROLE
OF THE
SMT AND SGB IN DEVELOPING
PARTNERSHIP
FOR THE PROMOTION OF QUALITY
EDUCATION
IN SCHOOLS**

**Ngongoma S.A
(STD; FDE; B.A; B.Ed)**

Dear respondent

Thank you for taking time to answer my questionnaire. You have coincidentally been a chosen respondent through random selection for this purpose.

I would like to assure you that all information you provide will be regarded as strictly confidential, however it is necessary that you answer the questions as honest as you can in order to obtain reliable, scientific information. Your opinion is important.

Please answer all questions in the following method

- 1. use crosses e.g. X**
- 2. where the question requires comment, please write in space provided.**

SECTION ONE

Demographical Information

Gender

Male	
Female	

Age Group

Under 30	
31-40	
41-50	

Highest Academic Qualification

Matric	
University Degree (B.A)	
Above B.A	

Indicate how much of experience you have at serving in the SMT and SGB ?

Never served in the SGB and SMT	
One year serving in the SGB and SMT	
Two years serving in the SGB and SMT	
More than two years serving in the SGB and SMT	

SECTION TWO : Communication between SMT and SGB

MY SMT	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
Develops policies to involve the SGB in school matters.					
Accepts the SGB as a partner in promoting quality education.					
Trusts the information provided by the SGB.					
Solicits ideas from the SGB about improving discipline at the school.					
Encourages the SGB to be actively involved in extra curricular activities of the school.					
Involves the SGB in the planning of school improvement.					
Involves the SGB in the decision-making about the promotion of quality education.					
Involves the SGB in developing the school's admission policy.					
Involves the SGB in goal-setting for quality education.					
Recognizes the knowledge of the SGB.					

SECTION THREE : Decision-making relative to the promotion of Quality education.

MY SGB	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
Informs the SMT about its expectations.					
Takes an active part in promoting quality education in the school.					
Relies on what the SMT provides for guidance					
Accepts the responsibility of promoting quality education.					
Has a positive attitude towards SMT.					
Feels free to participate in decision-making.					

SECTION FOUR : Evolving a partnership between SMT and SGB.

OUR SCHOOL	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
Has open communication between SMT and SGB.					
Reflects SGB – SMT partnership when addressing parent meetings about school matters.					
Has established SGB Sub-committees.					
SGB and SMT works in partnership to encourage the community to become involved in decision-making for the school					
SGB – SMT works together to maintain the school buildings.					
Has SGB – SMT working in partnership to accompany learners on excursions.					
Has developed a partnership between the SMT and SGB to promote cultural activities.					

SECTION FIVE : Open-ended Question

5.1 Please, could you tell me your thoughts and feelings about the SMT – SGB in promoting quality education in your school

Thank You!

APPENDIX B

P.O. Box 264
Umkomaas
4170
14 June 2004

The Circuit Manager
Scottburgh Circuit
Private Bag X0515
Umzinto
4200

Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently conducting a research project aimed at investigation of SMT – SGB partnership in promoting quality education.

Permission is however requested to conduct the research in schools under your control.

This research is towards completion of MEd Degree in Education Management and is being carried under the supervision of Dr K. Chetty of Durban Campus of University of Zululand.

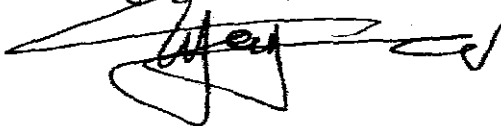
The topic of the Dissertation: An investigation of the role of the SMT and SGB in developing a partnership for the promotion of quality education in schools.

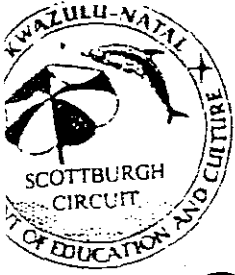
Questionnaires are going to be developed as research instruments to collect data from SMT and SGB located at Scottburgh Circuit.

All information elicited in this research will be treated in strict confidentiality and anonymity.

Information gathered in the research will offer invaluable assistance to the SMT and SGB as well as education in South Africa.

Thank you,
Ngongoma S.A





KWAZULU-NATAL
UMNYANGO WEMFUNDO NAMASIKO
DEPARTMENT OF EDUCATION AND CULTURE
DEPARTEMENT VAN ONDERWYS EN KULTUUR

SCOTTBURGH CIRCUIT

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Inquiries : Mrs Z.P. Mthuli
Circuit Manager

15.06.04
Mr S.A. Ngongoma
P.O. Box 264
UMKOMAAS
4170

PERMISSION TO CONDUCT RESEARCH:

Permission is hereby granted to conduct research in Scottburgh Circuit in proviso that it is conducted outside teaching hours .

Wishing you the best in your endeavours .

Thank you .

Z.P. Mthuli
Z.P. Mthuli
CIRCUIT MANAGER

