

**The influence of relationships among, and skill levels of, school  
governors on the performance of school governing bodies**

**by**

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## **Declaration**

I, Freda M Poo declare that the research is my own work and that references used have been fully acknowledged.

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Above all, thanks to God, as it with Him that all things are possible.

## SUMMARY

Trust enlarges the scope of action on any playing field (O' Brien, 2001:1). The trusted leader is a great asset in forging and maintaining relationships, and lending support to other team players, which can be on-going with little effort. According to Covey (1989: 188), an emotional bank account is the amount of trust that has been built up in a relationship. It's the feeling of safety you have with other human beings. If one makes deposits into an emotional bank account through courtesy, kindness honestly and keeping commitments, the trust increases.

The researcher conducted a research project on the influence that relationships among, and skill levels of, school governors on the performance of school governing bodies; the rationale being as a result of various problems she encountered and experienced as an SGB and SMT member. The literature review indicates that ignorance and inability to perform functions turn SGBs into crisis committees, and that most of the SGBs are not fulfilling their role but relying on the principal who plays the dominant role.

Four SGBs were identified, two with good performance and positive relationships, and two with poor performance and negative relationships. In both categories a primary and a secondary school were selected. A qualitative research design was used for the study. Data collection strategies used were semi-structured, open-ended interviews and structured observations.

The analysis of the data showed the differences in the feelings about the relationships. Non-functioning SGBs with poor relationships experience anger, fear, anxiety, disrespect, and mistrust. The respondents indicated coldness, neglect, isolation and disjointedness, in contrast to functioning SGBs who demonstrated mutual trust, respect love, happiness, cooperation, collaboration, shared decision-making and inclusion. These attributes are confirmed by the literature review on the link between trust relationships and performance.

The research study indicated that productive workers are happy. The model of school effectiveness confirmed that functional SGBs are effective, and non-functional ones are ineffective. Happiness is derived from being productive, thus yielding positive contributions and the realisation of aims and objectives. Where there is no productivity, there is a negative

influence on the relationships. Members concentrate on their fights and forget about their functions as SGB members.

It has emerged that the poor performance and poor relationships are probably the results of attitude and behaviour, and not illiteracy as indicated in the literature review. The data collected indicated that all the SGB members are literate, and can read, write and interpret policies; except one non-teaching staff member who contributes positively by creating a clean environment conducive for teaching and learning.

Key words:

1. School governing bodies.
2. Relationships.
3. Performance.
4. Trust.
5. Attitudes.
6. Teamwork.
7. Skills.
8. Effectiveness.
9. Ineffectiveness.
10. Motivation.

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## List of acronyms

ABET	Adult Basic Education and Training
EEA	Employment of Educators Act
HOD	Head of Department
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
OFSTED	Office for the Standards in Education
PAM	Personnel Administrative Measures
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
SWOT	Strengths Weaknesses Opportunities and Threats

## Chapter 1 Introduction and problem statement

### 1.1 INTRODUCTION

This research study deals with the question as to whether member relationships and skills could have influenced the performance of school governing bodies. In trying to answer this question, I investigated the existing relationships among, and skill levels of, school governors to determine their influence on the performance of the SGBs.

The criterion for the selection of case study schools was based on functional and non-functional (effective and non-effective) SGBs, according to the model of the school effectiveness by Cheng (1996:19-23). The skills needed for linking leaders in democratic organisations and special skills required for successful teamwork (Cloke & Goldsmith 2000: 15 & 200) were adopted for this study.

All employees can improve their leadership skills simply by bringing their life experiences to their work situation. Cloke and Goldsmith (2000: 171-172) assert that by linking leaders in democratic organisations, their skills are deployed strategically, interactively and holistically in order to build and sustain collaborative and democratic self-managing possibilities. The leadership skills required are character skills, relational skills, mediation skills, wisdom skills, elective skills and action skills. Special skills required for successful teamwork are: the skill of management, the skill of communication, the skill of leadership, the skill of responsibility, the skill of supporting diversity, the skill of feedback and evaluation, the skill of planning, the skill of shaping successful meetings, the skill of resolving conflicts and the skill of enjoyment. (Cloke & Goldsmith 2000: 200). Skills will be discussed in Chapter two.

I also referred to the skills used for developing interpersonal relationships (Evenden & Anderson 1992: 169-171) to determine members among the SGBs who can assist by giving other members a sense of inclusion, maintain order, bring about enjoyment in the team, protect individuals from the power of others and offer logical thinking support when needed. This enabled me, through the findings of the research study, to test the applicability of theories of relationships and performance.

The SGBs' performances in schools and the practical problems experienced by local and other countries such as England, as stated in the literature review, were outlined. The poor relationships, where the members could not agree on matters concerning their functionality, were evident.

I referred to the theories in relationships to test if they are applicable to SGBs. Hawthorne's theory on performance, Herzberg's two factors of motivational theory, and the contingency leadership models were explored. The leadership style adopted by the leader can have a positive or negative effect on, for example, effective aim achievement, performance, staff development and job satisfaction in an organisation such as a school (Van Deventer & Kruger 2003: 142).

The SGBs have freedom of decision in setting their aims, objectives and targets to enhance performance. Therefore, I referred to the four generations outlined by Covey (1989: 151), with the third and the fourth generations directly linked to prioritisation in setting goals, SGB relationship and performance. Prioritisation in setting goals and targets brings about satisfaction due to the realisation of goals and targets.

I also referred to the quadrant of time management because of the direct link it has to SGB relationships, skills and performance. The quadrants are also related to the team leaders' skills and team skills that enhance the performance of the SGBs. Quadrants were used to assist the SGBs to be proactive, and not reactive, when solving their problems. The prevailing relationship showed that the SGBs studied are proactive in solving their conflicts.

The quadrants assisted in demonstrating that the SGBs put first things first, fostered new ideas and skills, and turned them into helpers rather than supervisors or policemen. The data collected determined the SGB's quadrant amongst the four, which described the way in which they operate as a team. Quadrant 2 is regarded as the best, because of the activities in it. Relationship building and planning are important, but not urgent (Covey 1989: 151).

Background information about the constitutional provisions and the South African School's Act (Act 84 of 1996; hereafter called the Schools Act) was outlined for the readers to understand the topic regarding the relationships and skills of the SGBs in self-managing schools within the context of South Africa.

The Constitution of the Republic of South Africa, Act 108 of 1996, protects the fundamental rights of everyone in South Africa. The state must respect, protect, promote and fulfil the rights in the Bill of Rights, Section 7 (21). Through the introduction of self-managing schools in South Africa, the state is fulfilling what the Act states, because self-management promotes the active participation of all stakeholders in decision-making.

According to Section 7(1) of the Constitution (Act 108 of 1996), 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. Everyone has the right to freedom of expression and freedom to receive information or ideas (Section 16(1)(a)), as well as the right to take part in decision-making on matters that affect him/her.

Since 1994, much has been done by means of national and subordinate legislation to give effect to the fundamental rights of all partners in education. The Schools Act (Act 84 of 1996) is a good example of national legislation that provides for a uniform education system. The Act also plays a major role in securing a number of rights; namely the right to basic education, equal access to schools, language preference, freedom of religion and culture, human dignity, freedom and security of the person and just administrative action.

The Schools Act furthermore plays an important role in encouraging the principle of partnership and mutual responsibility for education with the institution of SGBs. The act aims to give effect to the principle of the democratisation of schooling by affording meaningful power over their schools to the school level stakeholders. The governing body also aims at bringing together all the stakeholders for the effective functioning of the school.

The establishment of SGBs represents a significant decentralisation of power in the South African schools system. A self-managing school is a school in a system of education to which a significant amount of authority and responsibility to make decisions related to the allocation of resources within a centrally determined framework of goals, policies, standards and accountabilities (Caldwell & Spinks 1998: 4-5). Resources are defined broadly to include knowledge, technology, power, time, assessment, information and finance (Caldwell & Spinks 1988: 5).

Every public school is a juristic person, with the legal capacity to perform its functions in terms of the Schools Act (1996: Section 15). In terms of its legal personality, the school is a

legal subject and has the capacity to be a bearer of rights and obligations. This means that a public school may enter into a contract with another legal subject (e.g. a company, in order to purchase books).

Section 16 of the Schools Act provides that:

- Subject to the Act, the governance of every public school is vested in its governing body;
- A governing body stands in a position of trust towards the school.

Subject to this Act and any applicable provincial law, the professional management of a public school must be undertaken by the principal, under the authority of the Head of Department (HOD). The above sections place the governing of a public school in the hands of its governing body, and its management in the hands of the principal (Beckmann 2002: 159).

The Schools Act thus distinguishes between governance and professional management, assigning the former to the governing body and the latter to the principal of the school (Sections 16 (1) and 16 (3)). Conflict may, however, arise due to poor relationships, unused skills, unused energy and lack of acknowledgement.

A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school (Section 36 (1)). The tasks given to SGBs can only be possible if there is shared decision-making within the team, which makes it functional.

Other functions of school governing bodies in terms of Section 20 of the Schools Act include:

- Promoting the best interests of the school and striving to ensure its development through the provision of quality education for all learners at a school;
- Adopting a constitution;

- Developing a mission statement for the school;
- Supporting the principal educators and other staff members in their professional functions;
- Determining times of the day consistent with any applicable conditions of employment of the staff at the school;
- Administering and controlling the school's property, building and grounds occupied by the school;
- Encouraging parents, learners, educators and other staff at the school to render voluntary service to the school;
- At the request by the HOD, allowing reasonable use, under fair conditions determined by the HOD, of the facilities of the school for educational programmes not conducted by the school.

In terms of Section 21 (1) of the Schools Act, a governing body may apply to the HOD in writing to be allowed any of the following:

- To maintain and improve the property, buildings and grounds occupied by the school, including school hostels, if applicable;
- To determine the extramural curriculum of the school and the choice of subject options in terms of provincial curriculum policy;
- To purchase textbooks, educational materials or equipment for the school;
- To pay for services to the school; or
- Other functions consistent with this Act and any applicable provincial law.

According to the National Norm and Standards for School Funding (2000: 5), in South Africa, self-management in schools is based mainly on two sections of the Schools Act; i.e. Section 20 and Section 21. It further explains “self-managing” as power sharing and working co-operatively.

In Mpumalanga Province, under Section 21 (d), payment for services to schools has been decentralised and other functions are handled centrally. The general requirement according to the National Norms and Standards for School Funding (2000: 16) is that a school must have an understanding of important educational laws and policies and a finance committee with adequate skills in budgeting and accounting procedures. A positive relationship, trust, motivation and shared decision-making among the SGB members may assist the school to perform the functions effectively. Positive relationships bring about a positive climate, which in turn enhances motivation to perform highly (the researcher’s experience as HOD).

According to Van Deventer and Kruger (2003: 15), the school climate can be observed in all aspects of the school. It is seen in the nature of work and the people, the architecture of its buildings and the environment. Interpersonal relationships reflect the school’s climate in its attitudes, motivations and achievements. The creation of a healthy school climate involves developing a school community where all members share a set of essential values, participate in decision-making, and support a common purpose or aim (Van Deventer and Kruger 2003: 17). SGB members have to share common understanding, knowledge and skills for them to achieve their objectives.

Trust enlarges the scope of action on any playing field (O’Brien 2001: 1). The trusted leader is a great asset in relying on relationships and support, which can be renewed with little effort. It will be easy to utilise and develop the skills of SGBs further, if they are motivated to offer what they have. SGBs can request any person with adequate financial skills to workshop with them; be it the principal or the educators. Some educators have completed financial management courses, while others are teaching accounting, business economics or economic and management sciences, as is the case of primary schools. These subjects will not be difficult for the SGBs to comprehend, as they are already employing these skills to some degree in drawing up their family budgets.

The finance task can still be delegated to the principal, who will have to explain everything to the SGB for them to understand all the calculations. Clear explanations will enhance the level of trust within the SGB. The National Norms and Standards for School Funding (2000:



33) state that schools should maximise their own capacity and that people should enjoy developing their skills and using them for the good of the community.

According to Cheng (1995: 11), disagreement occurs in all teams. It is not necessarily bad or destructive. A dynamic team deals openly with conflict when it occurs through honest discussions tempered by mutual trust. He further asserts that dynamic teams are proactive in solving problems and reaching decisions through consensus. Ongoing poor relationships, withdrawal of school governing bodies, and selfishness, are signs of being reactive. The author defines proactive as more than merely taking initiative; i.e. that as human beings, we are responsible for our own lives, and our behaviour is the function of our decisions, not our conditions. Further, we can subordinate feelings to values, and we have initiative and the responsibility to make things happen. Individuals who are members of the SGB have to trust that all members will fulfil their roles. An ineffective team suffers from members who don't have confidence in their fellow team members and therefore end up playing dominant roles.

According to the National Norms and Standards for School Funding (2000: 32), Section 21 status schools have some advantages; e.g. more freedom. According to my experience as an SGB member, schools have freedom in decision-making but no power over allocated money, because it has already been budgeted for by the Department of Education. However, if the SGB agrees to use the money to cover certain needs not yet addressed, they can make an application, stating the reasons for their decision. Records must be kept as evidence. The money that schools receive from the Department of Education is not enough to meet our needs as planned, but it is better than nothing. SGBs have the freedom to decide on aspects to be included in the budget according to the needs of the school.

In terms of Section 19 (2) of the Schools Act, the HOD must ensure that principals and other officers of the Department of Education render all necessary assistance to SGBs in the performance of their functions in terms of the Act. The employment of the Educators Act (Act 76 of 1998) also places obligations on the principal. Chapter A, Paragraph V states that the principal has to serve on the governing body of the school and render all necessary assistance to the governing body in the performance of its function. If our SGBs have a problem of illiteracy, it makes it difficult for them to perform their duties. However, it is the duty of the principal to assist them to work as a team and build upon their individual strengths. This can only be possible if he/she knows the different roles that members of the SGB can play to contribute positively in their governance, rather than being soloists.

In view of the above-mentioned provisions regarding the assistance and support of the SGBs by the principal of the school, he/she plays two roles; i.e. being a member of the SGB and the principal of the school. As a professional leader, the principal should do everything that is expected of him or her to ensure that what the SGB does is legal, fair, reasonable and permissible.

## **1.2 PROBLEM STATEMENT**

The purpose of this study is to investigate the influence of relationships and skills on the performance of SGBs.

## **1.3 BACKGROUND TO THE PROBLEM**

I am of the opinion that it is worthwhile to do research on this topic, based on the findings of research studies that revealed dissatisfaction about relationships and skills of SGBs in performing their tasks. On 22 February 2005, it was stated on the TV news that the principals of schools in the Limpopo and Northwest Provinces were involved in the mismanagement of funds, which led to the parents taking action against them. Principals took unilateral decisions in spending school funds.

According to circular 11/1/12, 2005 from the Mpumalanga Department of Education, some principals are still unilaterally implementing the governance functions. SGBs are suppressed and this resulted in poor interpersonal relationships between members. The "ja baas" (yes boss) behaviour of parents is still prevalent (as stated in the circular). The circuit managers of our two circuits informed me that some SGBs have poor relationships and some, of course, have good relationships.

A survey of educators' experiences and perceptions of the role of SGBs, followed by in-depth interviews with selected principals, was undertaken. The findings suggested that educators did not consider their SGBs to be very effective. Many were concerned that the principal may dominate (Van Wyk 2004: 49). This author mentions that ignorance and incapacity to perform certain functions tended to cause governing bodies to function as crisis committees. The research suggested that a purely legalistic approach to divide the responsibility of the SGBs may not always be helpful and that the emphasis should be placed on the constitutional principles for co-operative governance. The shift to decentralised school

governance and management requires governors, principals and educators to develop a wide range of skills and capacity to deal with the complex issues and tasks they are expected to fulfil (Van Wyk 2004: 49-54).

According to Bush & Heystek (2003: 7), the relationship within governing bodies in South Africa is not always very good. Their findings indicated that most governing bodies were not fulfilling their role but relied on the principal to do so. A low level of literacy was attributed to their failure. Governors showed insufficient interest in the school. The authors indicated that SGB members were still intruding into professional matters of the school and that training was needed, but the rural governors were reluctant to attend. They concluded that governing bodies were welcome additions to the democratic framework of any country, but widespread support was not sufficient to ensure their success (Bush & Heystek 2003: 128).

In the case of *Schoonbee and Others versus the MEC for Education, Mpumalanga and Another* (unreported case no. 337 50/01, J), the MEC alleged that the principal of a high school in Ermelo had misappropriated the school funds and the principal was charged accordingly. The case brought a new dimension to the roles and responsibilities of the principal and that of the SGB. The judge indicated that the principal could not be accused of financial irregularities because the responsibility for a school's financial management rests with the SGB. The principal is an educator who manages the school professionally, while the SGB is accountable to parents for school funds. The principal plays a supportive role in ensuring that the school's finances are managed efficiently. The principal has no executive role in relation to the SGBs' property and financial matters. There are no specific duties relating to the assets, liabilities and property with financial management being entrusted to or vested in the principal. The Schools Act describes the principal's role simply as providing assistance to the SGB (Mestry 2004: 129).

The contextual conditions of poverty in most communities and the widespread apartheid era capacity deficit, work in concert with the state's diminished role to stall transformation, leaving the policy reform a hollow rhetoric (Karlsson 2002: 331). This author further indicated in the findings of the empirical studies that in almost every SGB meeting, the principal was found to be playing a dominant role in making decisions. The governance reforms have fallen short of the transformation vision because the SGB appears to have insufficient ability to democratise schooling. Much is still needed to assist them in performing their task (Karlsson 2002: 331). The Schools Act prescribes how the school should manage its funds. However, there are SGBs and principals who have little knowledge of the content

of the Schools Act or are simply interpreting it incorrectly, and this has led to many schools being victims of mismanagement or misappropriation of funds in the form of embezzlement, fraud and theft. The principal or member of the SGB may choose to sweep those financial problems under the carpet for fear of being implicated (Mestry 2004: 123).

Principals may no longer be able to take decisions unilaterally because parents now have more powers within the SGB. The education service will collapse if parents simply wait to be told what to do or do only what they are told (Maile 2002: 327). It is a new experience for the principals to share their power with other people (Heystek 2003: 5). Principals and chairpersons should not focus on exercising their powers, but on empowering one another to find satisfaction in governance.

Maile (2002: 331) recommends thoughtful preparation and planning, support, literacy programs, identification of obstacles, and the use of parental expertise and experience in the key management activities. Group decision-making techniques, and conflict awareness initiatives as pre-requisites for the effective management of change.

In England and Wales, Earley and Creese (2000: 483) examined teacher governors' perceptions of their role and the relationship of teacher governors with head teachers. The research findings indicated that teachers were uncertain about their roles. They respected principals for the sake of harmony, but found it difficult to speak out in the presence of the principal. Teachers were also marginalised by the SGBs. Teacher governors were sometimes regarded as second class citizens by some of their colleagues on the governing body, and some had restricted their activities of acting as watchdogs for the staff on the governing bodies (Creese & Earley 1999: 22-25). Earley and Creese (2000: 483) also found that teachers viewed SGBs as 'them and us'. They concluded that a lack of knowledge and understanding among lay governors can leave a vacuum to be filled by the principal, which leads to the principal dominating (Earley & Creese 2000: 483).

Governors' morale is more problematic, since some of the governors were sleeping partners (Esp & Sarah 1995: 55). The authors emphasise that the full involvement of governors has not yet been achieved, that the governor's morale has problems, that some don't know how to perform their roles, and that although there is governor training, only some take it up. Effective teams have a clear, agreed-upon common goal; i.e. their members must all pull in the same direction.

According to the NEPI report (1992: 33), decentralisation does not transfer authority but shifts the focus of power away from a powerful elite at the central level, to an equally powerful elite at the local level. Decentralisation may also be an effective strategy for managing conflict by diffusing it at the lower levels of the system. Its policies, particularly in developing countries, may in fact exacerbate existing inequality policies of education. Decentralisation can therefore be usefully analysed in terms of power and conflict.

According to Gann (1998: 99), a principal was dismissed because of the breakdown of trust and confidence between the principal and the governors. He/she carried out major financial transactions without properly consulting or informing the governing body. Governors are more effective when they do not feel isolated, when they act as a body, and when they act confidently in the knowledge that such action is soundly based (Mahoney 1988: iv).

There is a need for a sound knowledge of schooling, acceptable writing skills and the ability to verbalise the content of the policy to others in an effective manner (Van Wyk 2004: 51).

There is an uphill task lying ahead in developing our SGBs. The chairperson and the principal need to be assisted in unlocking the talents and commitment of their respective teams, and the governing body has to realise the full potential of all its members through the use of teamwork. In unlocking the talents of individual members, one will be fulfilling the values of democracy, i.e. participation, collective decision-making, tolerance, rational discussion and representation. Governance partnership lays the foundation for democracy (Karlsson 2002: 327).

Insufficient attention has been given to training in effective relationship skills, e.g. resolving conflict and negotiation, teamwork, leadership and being a self-managing school. In practice, knowledge acquired is not imparted to others, hence there is no implementation.

#### **1.4 MAIN QUESTION**

How do relationships among, and skill levels of members of governing bodies influence the performance of SGBs?

### **1.4.1 Critical questions**

What are the attitudes of SGBs about the relationships among members of the SGB?

- Which skills must SGBs have to improve their performance?
- What is the influence of the SGB's skills on SGB performance?

### **1.5 THE AIMS OF THE STUDY**

- To determine the influence of relationships among, and skills levels of, members of governing bodies on the performance of SGBs.
- To investigate the attitudes of SGBs about the relationship among members of the SGB.
- To determine skills that SGBs have to improve their SGB performance.
- To determine the influence of SGBs skills on the SGB performance.

### **1.6 THE RATIONALE**

I became interested in the topic because of my personal experience as a member of a SGB, current news about the misuse of funds by the principals, and literature on dissatisfaction with the relationships between SGB members.

In my capacity as an SGB member, I have observed that there is a problem of power relationships amongst the members of SGBs. The teacher representatives are usually not free to give their own opinions in matters that affect the principal in the SGB meetings. Most of the parent components of the SGBs withdraw before their term expires. I once attended a meeting where the principal and the chairperson had a disagreement on how the Section 21 allocated funds should be used. The chairperson of the SGB wanted the money to be used to buy a security fence. He argued that all the school's money belonged to the SGB; therefore, as parents, they had the right to decide on how to use that money.

According to research studies and what I have heard from a few principals and parents, some of our school principals dominate the SGB, whilst in others the parents play a dominant role. Some principals and chairpersons of the SGBs have disagreements over their respective roles or are uncertain, or there is unilateral decision-making, lack of trust, poor relationship and lack of communication, which leads to the poor performance or withdrawal of the parent component of the SGB.

Most of the parents working far from home. They only come home once per month, usually at the end of the month. Therefore it is not easy for them to participate in SGBs and other school activities. The poor economic conditions of communities and the capacity of parents to participate in structures that do not bring any significant economic gains has a negative influence on the effective governance of schools. This leads to principals taking unilateral decisions because of the unavailability of parents. Some of the parents cannot read or write, but are always available to serve our schools. Some can read and write, but they misuse their rights as members of the SGBs by bringing in their own agendas, which then leads to conflict between the SGBs and the principals.

The findings from this research could be useful to:

- Other parents;
- All SGBs;
- Policymakers;
- Departmental officials;
- Researchers.

## **1.7 PLANNING FOR DATA COLLECTION**

The purpose of collecting data is to investigate the influence of relationships and skills on the performance of SGBs. Emphasis was on the Hawthorne's theory on performance,

Herzberg's two factor motivational theory, and the leadership theories, because they all have a direct link to the relationships, skills and performance of school governing bodies.

I made use of the qualitative research design to collect data. The research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions (McMillan & Schumarcher 1997: 33). It described the procedures for conducting the study, including when, from whom, and under what conditions, the data were obtained, what happened to the subjects, and what methods of data collection were used. The research was a comparative case study.

The data collection strategies used were semi-structured, open-ended interviews and structured observations. Triangulation through interviews, observations and checklists ensured the validity of data collected. Convenience and purposeful sampling were used in selecting the participants.

## **1.8 THEORETICAL FRAMEWORK**

The research study was undertaken from the post-positivism framework. According to Henning (2004: 17), in post-positivism work, emotions are captured, for example in interviews, and then coded and categorised into groups of meaning. Reality is not necessarily measured but described in a systematic way. Post-positivism relies on multiple methods as a way of capturing as much of reality as possible. Emphasis is placed on discovery and verification of theories (Denzin & Norman 2000: 9).

By the mid 20<sup>th</sup> century, there was a shift away from positivism to studies that aimed to capture the lives of participants in order to understand and interpret the meaning (Henning 2004: 19). Henning further stated that the interpretivist believes in the goal of getting reality or multiple realities right, even if we can never achieve that goal. As an interpretive researcher, I used multiple realities by interviewing different respondents and compared their information. To strive for validity, different sources were used to collect data.

Knowledge was constructed not only by observable phenomena, but also by descriptions of people's intentions, beliefs, values, reasons, meaning-making and self-understanding. I was informed by the interaction with participants, understood the way they make meaning, and



what meaning they make in their governance role. This was captured by means of structured observations and standardised open-ended interviews.

The social world can only be understood from the standpoint of the individuals who are part of the ongoing action being investigated (Cohen, Manion & Morrison 2002: 19). The cited authors further indicated that an individual's behaviour can only be understood by the researcher sharing their frame of reference. Understanding of individuals' interpretations of the world around them has to come from inside. One has to deal directly with what people experience in a specific context.

Actions are only meaningful to us in so far as we are able to ascertain the intentions of actors to share their experiences (Cohen, Manion & Morrison 2002: 23). The researcher, during his/her process of observation, must be able to interpret certain actions made by the respondents. One has to understand individual interpretations of the world around them in order to understand their behaviour.

## **1.9 THE SCOPE, DELINEATION AND LIMITATIONS OF THE RESEARCH PROJECT**

This study about the influence of relationships among, and skill levels of, school governors on performance of SGBs is confined to the SGBs of four schools. Two of the schools, a high school and a primary school, are both functional, while the other two, also a high school and a primary school, are regarded as non-functional. The schools are situated within the Libangeni Circuit of Mpumalanga Province. A limited number of respondents were interviewed, and a limited number of meetings and school climates were observed. The study was performed limited to the four schools. Information will be generalised to the SGBs studied. The purposive and convenience sampling procedures used, decreases the generalisability of findings.

The following limitations are acknowledged as having a great impact on the research study:

- Lack of time - we are living in a period of transformation with rapid changes taking place, e.g. in the curriculum, we were attending RNCS/NCS (revised national curriculum statement / national curriculum statement) workshops on a regular basis, at the same time we have to implement it;

- We have to implement IQMS (Integrated Quality Management System); and
- Principals and teachers are totally occupied with their management and governance responsibilities.

The above-mentioned challenges made it difficult for me to access the respondents, because they were complaining that they were too busy. Some parents were at work; therefore I was forced to visit them during weekends to do the interviews.

Finance for transport and tea breaks for participants was limited because the research study was not funded. It was costly to travel from one respondent to another as they were scattered. Timing was also a problem, because access to respondents was limited by half yearly examinations. I had to phone to arrange for interviews at home.

A non-teaching staff member of one of the non-functional SGBs was not interviewed, because she was recently appointed and had not yet resumed duty. One non-functional SGB meeting was also not observed because the SGB members failed to attend the meeting.

## **1.10 LITERATURE REVIEW**

The existing research on SGBs has been based on the following:

- SGB composition and their roles;
- Legalistic approach (profession and governance);
- Non-involvement of SGBs - culture of non-participation of black people;
- Relationship between the principal and the chairperson of the SGB;
- Relationship between SGB and SMT to build the culture of teaching and learning.

Tsoku (2004) wrote about the relationship between the SMT and the SGB. The author speaks of the steps to be followed in team building and basic teamwork skills. My focus is on the influence of the relationships among, and skill levels of, school governors on the performance school governing bodies.

Hawthorn's theory was tested, and the leadership theories and motivational theories were adopted for the research study because of their direct link to relationships and performance of the SGBs. The sociogram, in terms of who helps who, was determined to see whether there is involvement of all the members in performing the SGB functions. The different team roles and roles governing interpersonal relationships and the skills required for successful team members and team leaders were determined to acknowledge the individual talents among members of the SGB.

Madubela (2001: 9) speaks of decision-making, and mentions that parents are uncertain about their roles and recommended workshops. This research study attempts to address the task uncertainty by determining the different roles that each member can play, with emphasis on the trust relationship.

I have done a computer search through ISAP and SACAT with a combination of key concepts. The results were zero in the case of special reference to relationships among SGBs and skill levels of, and their influence on, the performance of the SGB. Nothing could be found in the literature on the influence of relationships and skills levels on the performance of SGBs, team roles that can make SGBs effective, the interpersonal roles within the team, and the different skills needed for SGB teams and their respective leaders.

Research studies on SGBs were applied to Gauteng, KwaZulu-Natal and workshops in South Africa. This research study will be done within the context of the Libangeni Circuit of Mpumalanga Province. The perception of teacher governors about their role and the teacher governor's relationship with the head teacher was done in the United Kingdom. Most of the researchers used surveys and in-depth interviews as their strategies to collect data, and little was mentioned of observations.

This research study is a case study of the two SGBs with extreme cases, one being functional and the other non-functional in the Libangeni Circuit of Mpumalanga, using semi-structured and open-ended interviews and structured observations. The main focus is on the

influence of relationships among, and skills levels of, SGBs on the performance of SGBs under Section 20 & 21.

### **1.11 PLANNING FOR DATA ANALYSIS**

The qualitative data consists of transcripts of interviews. Analysis of data was done for the purpose of searching the systematic meaning. It involved reading and re-reading the transcripts of the interviews, and checking incomplete and inaccurate data.

Relevant extracts of the text were highlighted and then grouped under themes. They were later clustered into categories. Extracts from raw data were selected and either paraphrased or quoted. The responses from the two SGBs were compared to find similarities and differences. Descriptive narratives about the sequence of events, describing how members interact with each other and with me, were analysed.

## **Chapter 2 School governing body performance, relationships and school effectiveness**

*The more genuine the involvement, the more sincere and sustained the participation in analysing and solving problems, the greater the release of everyone's creativity and of their commitment to what they create (Covey, 1989:283).*

### **2.1 INTRODUCTION**

The relationship amongst SGB members can be good or poor due to feelings of satisfaction or dissatisfaction with certain aspects of their SGB team, such as the way things are run, poor or lack of communication and other matters. Other members can feel that they are excluded from the decision-making process and experience a lack of communication and mistrust among themselves. Bad relations can make the SGB members feel negative and experience their meetings as cold and unfriendly, dominant and full of negative criticisms that are frustrating. They may therefore feel unmotivated and experience little job satisfaction in performing their functions.

However, when SGB members encourage openness, take into account members' opinions and insights, realise their own potential, express appreciation and acknowledgement through the allocation of tasks according to interest and skills to ensure cooperation and encourage solidarity, all members will be motivated to bring out the best in them for high performance. There is as strong link between the interaction of the SGB and setting of tasks, aims in relation to the vision and mission of the school and the target dates. Different opinions from different members are important and therefore are needed (in the experience of myself as the secretary of an SGB).

During my term of office as an SGB member, I have experienced that there is a link between good and poor relationships and the performance of SGB members in performing the functions given to them by the Schools Act (Sections 20 & 21). The poor or good relationship can influence the performance of the SGB either in a positive or negative way. Some of the SGB members may regard the SGB as a place to further their own goals rather than a place to work together to achieve common goals. Some may remain passive listeners, while some may conceal their ideas as a reaction to those with whom they disagree. Such an SGB will

not develop and will not reach its aims and objectives. Individual characteristics such as personalities, norms and cohesion have a strong influence on relationships that will in turn influence performance. However information will be verified by the research findings.

Dependence on the other members in performing the SGB's functions and attaining aims and objectives makes members forget their differences and build a team spirit. Common aims bind the SGB together to experience the pride of their governance. They will criticise things that go wrong instead of people, and give one another positive feedback. This research study will make the SGB members trust one another, be creative, open and supportive, innovative and effective in performing their functions.

This chapter focuses on the literature about the relationships and skills of SGBs under Section 20 & 21 status to determine their influence on the performance of the SGBs. The aim is to develop a culture of co-operation and collaboration and to enhance shared decision-making and trust within the SGBs with the aim of eliminating unfounded accusations that are occurring in practice and are mentioned in the literature review by different authors. SGBs under Section 21 status have to be engaged in proper financial management.

However, the trust relationship is essential for effective control. Both international and South African literature relevant to the study were reviewed in order to contextualise the findings of this study. Definitions by different authors and explanations about the relationship, skills, and performance were discussed to enable me to make conclusions based on those definitions and explanations.

The criterion used for the selection of case study schools was based on functional and non-functional (effective or ineffective) SGBs, according to the model of school effectiveness by Cheng (1996:19-23). The poor relationship was evident where members could not agree on matters concerning their functionality. The four SGBs with extreme cases; that is good performance and positive relationship and poor performance and poor relationship were selected. One high school and primary SGB that are functional and the other high school and primary being non functional. All of them are under section 20 and 21. This enabled me through the findings, to test the applicability of theories of relationships and performance.

This research study determined the different team roles and roles governing the interpersonal relationships, with the most emphasis on the trust relationship and dependence

on one another. Tsoku (2004) research study, speaks of the basic team work skills, while the focus of this study will be on special skills required for successful teamwork in self-managing schools, the skills required by leaders in democratic organisations to deploy their skills strategically, interactively and holistically to build and sustain collaborative, democratic self-managing possibilities and peak performance, and theories on relationships and performance.

In terms of the nature of school-based management, human relations tend to be open and cooperative, team spirit and mutual commitment are emphasised and the organisational climate seems to be the commitment type. The school-based management uses the principle of human initiative, develops internal human resources and encourages wide participation of school members (Cheng 1996: 45).

## **2.2 THE CRITERIA FOR EFFECTIVE SGB RELATIONSHIPS AND SKILLS**

Relationship means friendship or connection between people (Longman 1987: 877). Ability is the fact of having the skill, power or other qualities that are needed in order to do something (Longman 1987: 2). According to the pinch model of Buchholz and Roth (1987: 72), when the team first comes together, the manager has to establish expectations on two fronts, which are tasks and relationships. The author defines tasks as what each member of the team is to do on the job and relationship as how they are going to relate to each other.

The importance of this relationship is to establish greater co-ordination of governance service through people from diverse backgrounds (Marishiane 1999: 17). Human relations bring management and the workers together in a harmonious way (Hodgetts 1990: 5). Performance is highly impacted by human relations. All performance needs a support of one kind or another. Individuals need to be adequately paid and motivated, and workgroups need mechanisms to have their ideas heard and accepted (Langdon 2000: 9).

Money attracts and serves as an incentive. It cannot alone motivate people, but can influence performance. Influencing an individual's motivation involves leaders' behaviour and skills, including clarity of expectations, joint target setting, feedback, praise and recognition, support and encouragement, and information and involvement (Evenden & Anderson 1992: 201). Herzberg's two factor theory (motivators) also emphasises that people need

recognition, advancement, possibility of growth achievement and the work itself to perform high. Motivators bring about worker satisfaction (Hodgetts 1999: 52).

Performance is the action or manner of carrying out an activity (Longman 1989: 763). The most noticeable difference between the higher performing workforce and a normal workforce is the level of energy and emotional commitment that employees exhibit (Katzenbach 2000: 17). The author defines peak performance as better than the norm, better than expected, better than the competition and better than a similar workforce in other places. Competence is earned reputation on the basis of knowledge, experience and ability (O'Brien 2001: 54).

The achievements of an organisation are the results of the combined efforts of each individual in the organisation working towards common objectives (O'Brien 2001: 61). The author argues that relationships depend on the spirit of co-operation among individuals and groups, a commitment to teamwork and an attitude of trust and understanding on the part of managers towards their people. The author defines trust as confidence in the outcome of a situation and an expectation about the positive actions of other people without being able to influence or monitor the outcome. Trust relies on an investment in relationships. Trust release energy as a lubricant of social relations. When people are controlled or blamed repeatedly, they hold on to their potential capacity. When they are encouraged and recognised for their achievement, they tend to stretch their potential.

Trust is a prerequisite to high communication, while communication is critical to high performance. Existing poor relationships can be due to increased workload, inappropriate feedback, lack of needed support, failure to keep to agreements and commitments, misunderstanding between two people or between SGB members about their responsibilities, lack of skills to perform allocated functions, and poor communication skills. Synergy cannot take place within the above-stated situation. Managers should therefore encourage honest open communication, collaboration and participation of all members of SGBs. According to Gann (1998: 99), a head teacher was dismissed because of the breakdown of trust and confidence between the head and governors. The head carried out major financial transactions without properly consulting or informing governors.

According to O'Brien (2001: 1), trust enlarges the scope for action on any playing field. The trusted leader has a great asset in relying on relationships and support, which can be renewed with little effort. Trust can ensure positive working relationships, encouraging people to commit themselves wholeheartedly at work and go the extra mile. The author outlines the



key concepts related to trust as co-operation, participation, confidence, involvement and commitment. The key concepts are supported by Hodgetts (1990: 155), with a sociogram illustrating the social relationships that exist between members of a group. In this case, the relationship is being measured in terms of who helps whom, those who do all the work, those who get help from others and those whom no one interacts with.

Relationships on teams are more grounded in respect and appreciation for contributions than hierarchical organisations. There is flexibility and speed in decision-making and responding to changing conditions. There is also improvement in working relationships through consensus and collaboration (Cloke & Goldsmith 2000: 192). Self-management and task selection by self-managing teams can dramatically increase productivity by improving motivation, limiting unproductive behaviour and reducing management expenses. Working in a team makes assignment flexible and dynamic.

The models of school effectiveness were used to determine the effectiveness and ineffectiveness of SGBs in performing their functions, because the models have a close link to the relationships and performance of the SGB.

## **2.3 MODELS OF SCHOOL EFFECTIVENESS (Cheng 1996: 19-23)**

### **2.3.1 The goal model**

This model is often used in evaluating a school's performance or studying school effectiveness. The model assumes that there are clearly stated and generally accepted goals for measuring school effectiveness, and that a school is effective if it can accomplish its stated goals within given inputs. This model is useful if the school's outcomes are clear and the effectiveness criteria commonly accepted by all involved.

### **2.3.2 The resource input model**

A school is effective if it can acquire its needed resources, therefore inputs and acquisition of resources becomes the criteria for effectiveness. Quality of student intake, facilities, resources and financial support from the central education authority, the parents' sponsoring

body and any outside agents are all important indicators of effectiveness. The capacity of acquiring resources needed represents the potential of a school's effectiveness.

### **2.3.3 The process model**

Internal activities or practices in the school are taken as the important criteria of school effectiveness. Leadership, communication channels, participation, coordination, adaptability, planning, decision-making, social interaction and school climate are indicators of effectiveness.

### **2.3.4 Ineffective model**

The model assumes that it is easier for the concerned school constituencies to identify and agree on the criteria of school ineffectiveness than the criteria of school effectiveness. The indicators of ineffectiveness may include conflicts, problems, difficulties, weaknesses and poor performance.

### **2.3.5 The satisfaction model**

In school-based management, decentralisation from the central authority encourages autonomy and initiative of the strategic constituencies at the site level. Participation of the strategic constituencies such as parents in school decision-making and developmental planning can increase satisfaction and commitment.

According to Creese and Early (1999: 7), the Office for Standards in Education (OFSTED) in 1995 indicated the list of main features of an effective governing body as being:

- Working as a team;
- Having a good relationship with the head teacher;
- Managing time and delegating effectively;

- Having effective meetings;
- Knowing the school;
- Being concerned with their own training and development.

Effective teams need to have individuals with different characteristics, as well as sufficient common positive behavioural features of successful team members (Evenden & Anderson 1992: 180). Being effective means having an effect (Creese & Early 1999: 4). Effective teams have clear, agreed-upon common goals. Their members must all be pulling in the same direction (Creese & Early 1999: 22).

The authors stress that the way in which the governing body faces conflicts and confronts difficult issues is an important indicator of its effectiveness. In an effective team, the members support and trust one another and are able to handle conflict openly and constructively, while collective responsibility is maintained (Creese and Early 1999: 23). Conflict and a certain level of tension may provide a healthy challenge to chairs and principals, but there are some times when they contribute to the breakdown of relationships (Esp & Saran 1995: 33).

According to Chang (1995: 51), we should focus our main attention on the cure underlying the causes of poor teamwork. The author indicates the symptoms of poor teamwork as guarded communication, lack of disagreements, unwillingness to share information, ineffective team meetings, unhealthy competition and little faith in others.

A successful organisation of any sort needs to realise the full potential of all its members, hence the importance of teamwork. The failure to see a positive outcome from teamwork can be caused by several factors, such as being unclear about the nature of the task that is undertaken, appropriate targets and deadlines, and lack of skills (Esp & Saran 1995: 103).

The SGBs are teams. Therefore, a capacity to work in teams is required (Caldwell & Spinks 1998: 17). I will refer to Cloke & Goldsmith's (2000: 15) needed skills for linking leaders in democratic organisations and special skills required for successful teamwork. Although these skills are generic skills needed for teamwork, they may be applicable to SGBs, because the SGBs have to work together democratically to the interest of learners. Their applicability will

be tested later in Chapter 4. The skills also relate to the functions of SGBs, e.g. the skill of responsibility involves Section 20 & 21 functions.

According to Caldwell & Spinks (1998: 17), in self-managing schools, more authority, responsibility and accountability will be decentralised to schools and therefore a capacity to work in teams will be required in virtually every facet of professional practice. The parent and community role in education will be claimed or reclaimed (Caldwell & Spinks 1998: 27).

## **2.4 TEAM SKILLS**

Self-managing employees working in collaborative democratic self-managing organisations produce superior results to those produced in organisations that are coercive, autocratic and managed by others (Cloke & Goldsmith 2000: 15). Linking leaders in democratic organisations deploy their skills strategically, integratively and holistically to build and sustain collaborative, democratic, self-managing possibilities. In doing so, they require the following skills:

1. Character skills, to build integrity through self knowledge, ethical sensitivity, value-based action, personal balance, kindness, spiritual openness, trustworthiness and responsibility.
2. Relational skills, to sustain interconnections among people through dialogue, social inclusion, consensus acknowledgement, constructive feedback and collaborative problem solving.
3. Mediation skills, to turn conflicts into opportunities through penetrating honesty and empathy, supportive confrontation, valued diversity, emotional intelligence, empathetic listening, interest-based negotiation and conflict resolution.
4. Wisdom skills, to increase understanding such as imagination, intuition, judgement, innovation, critical reasoning, paradoxical problem solving and revolutionary strategic planning.

5. Elective skills to motivate people to act through involving others, building coalitions, facilitating, coaching, mentoring, nurturing talent, inspiring passion and empowering leadership.
6. Action skills, to commit to achieving dramatic results such as dedication, responsibility, self-correction, concern for quality, commitments, perseverance and evaluating results (Cloke & Goldsmith 2000: 171-172).

All employees can improve their leadership skills simply by bringing the life experiences they already have to work, in families, communities, hobbies, sports and social gatherings. Employees exhibit virtually all skills required by self-managing organisations. Teams create a feeling of ownership, which increases competitive advantage and a collaborative environment in which members cross-train and back one another up, and they develop leadership qualities among all the members, resulting in broader responsibility for achieving goals (Cloke & Goldsmith 2000: 192).

What has been mentioned regarding the employees of self-managing schools can also be applicable to the SGB members of Section21 schools, because they are of the same trend.

An effective team needs supportive leadership. Individual leaders should know their own and team member's strengths and weakness, the need to establish effective communication and a shared decision-making process where team members have common goals and clearly defined roles (Kelly & Colguhoun 2003: 193).

According to Dekuyper and Hundley (2002: 2), chairs need to be skilled in facilitating the work of the board, and if they lack such skills, they need to find mentors or good resources. The authors further mention that chairs must understand that only the board as a whole can act, and that no individual board member, including the chair, can act on its behalf unless the board has given written authority for an individual to do so.

Leadership can train employees in accounting principles and budgets and can encourage broad participation in budgetary decision-making, or create an overall budget and let the teams decide on how to divide it. Special skills are required for successful teamwork. Articulating these skills can help teams clarify what they do and how they do it. All of these skills are interrelated, mutually reinforcing and dependent on each other.

- The skills of the self-management team: Self-management simply means overcoming obstacles together and sparking passion in the process of building a sense of ownership, responsibility, commitment and efficiency with every team member, thereby cultivating the flow or individual and collective energy within the organisation.
- The skill of communication: Teams need to collaboratively develop their skills in becoming better listeners. When we encourage open and honest empathetic communication, we change the way people relate and work. Team members need to develop a full complement of listening skills to keep collaboration and synergy moving.
- The skill of leadership: Team leadership means creating an opportunity for each member to serve as a leader. To create leadership in teams, employees need to be skilled in linking, organising, coordinating, collaborating, planning, facilitating, coaching and mentoring. The acts become the responsibility not of the manager or individuals, but of the self-managing teams. They act in concert with empowering leaders. Team leaders raise Standards, empowering others to accept responsibility for their work, shift old paradigms and set new directions to improve the quality of products, processes and relationships. They help the teams to set and harmonise priorities, negotiate differences, resolve conflicts and improve motivation and morale.
- The skill of responsibility: Teamwork means there is no one left to blame. It means everyone is personally responsible not only for their own work, but for the work of everybody in the team. Team members have to exercise responsibility in order to be self-managing and to cease being spectators in their own work lives.
- The skill of supporting diversity: Collaborative experiences allow team members to overcome prejudices and biases and not create winners and losers, reject outsiders or mistrust people who are different. New ideas, different opinions, contrasting points of view and diverse experiences, interest and goals enrich team members and make the vital, living organisms that are able to flourish.
- The skills of feedback and evaluation: Feedback and evaluation are essential to improve learning, team communication and the quality of products, processes and relationships. Feedback is most successful when it is reciprocal and open, with a self-assessment by the person giving it after requesting permission from the person receiving it.

- The skill of strategic planning: Effective teams transcend reactive forms of crises management and administration and develop the ability to act strategically. Teams use strategic planning to identify challenges and opportunities collaboratively and influence the environment in which problems emerge. They create visions, define goals, analyse barriers, select strategies and generate action plans that commit team members to implementation. Strategic planning encourages employees to think long term, be proactive and preventative rather than reactive and responsive, and focus on solutions rather than problems.
  
- The skill of shaping successful meetings: Team meetings can be streamlined and be made shorter, more satisfying and more productive, and result in expanded consensus. Team members can rotate facilitating, recording key ideas, time keeping and observing processes in order to improve the next meeting. Through participation, observation and correction, team members develop skills in self-management, collaboration and democracy.
  
- The skill of resolving conflict: It is impossible to belong to a team without experiencing conflict. This reality encourages team members to improve skills in problem solving, collaboration and negotiation, responding to difficult behaviours and conflict resolution by:
  - a. Focusing on the future rather than the past;
  - b. Focusing on problems and behaviours rather than personalities;
  - c. Searching for creative answers and brainstorming the solutions;
  - d. Agreeing on criteria that will make an agreement successful for all sides.
  
- The skill of enjoyment: The skill of enjoyment means being able to bring our entire selves to work, stretch to our limits and take pleasure in our work relationships. Most of the teams enjoy working together to accomplish difficult tasks. Their pleasure derives from meeting high performance challenges and producing results that benefit themselves and their teams. Team members can also increase productivity by:

- a. Acknowledging, celebrating and rewarding personal and team achievements;
- b. Encouraging participation, collaboration, democracy and self-management;
- c. Sharing failures as well as successes;
- d. Providing training and classes in enjoyable, non-work related topics;
- e. Creating an enjoyable, amassing atmosphere everyday (Cloe & Goldsmith 2000: 200).

According to Chang (1995: 9), coaches of sports teams constantly inventorise their players' skills. Likewise, leaders of dynamic business teams regularly catalogue their teams' knowledge, skills and talents by drawing upon the individual competencies. The governing body gets its strength from the knowledge, experience and expertise of all its members. Positive relationship enables governors to work better as a team, share ideas, make decisions and resolve conflicts in a positive way.

These ideas are supported by Crees & Early (1999: 117), who state that having a group of people with variety of skills and experience can be a resource for head teachers and can enhance their role and make their jobs easier.

As an SGB member, I have experienced that some of our SGB members are good thinkers, despite being illiterate. They can come up with winning ideas. However, this can only be possible through open communication and a trust relationship. Thinkers are good at producing excellent ideas and improving ideas from other people. According to Buchholz and Roth (1987: 179), we should look at SGBs with a positive rather than a negative eye. Looking at negatives affect our feeling about ourselves, our team members and our performance. Shifting our focus to acknowledging strengths help the process by making SGBs feel good about themselves and one another.

According to Evenden and Anderson (1992: 180), eight team roles identified by Belbin play an important part in teams. Identified roles include the chairman, the shaper (shapes the teamwork and makes sure things happen), the plant (gives ideas), the monitor (evaluated



ideas given), the team worker (looks after the relationships and feelings in the group), the resource investigator (evaluates whether contributions are practical and explores where and how to obtain resources), and the finisher (tries to get things done and suggest conclusions).

A team has to have a mixture of all the roles for it to be successful. Different roles will be performed when required for a team to be effective. The team member who is the finisher will make sure that things are done and that action takes place in time to avoid delays. The resource investigator will determine the resources needed for effective implementation. Team members have to do reflection on whether they are contributing positively or negatively to the team's progress.

Integration of relationships and skills bring about intrinsic motivation, which has a long-term result and positive influence due to individuals' ability to self actualise. Arguments here-in are based on Maslow's hierarchy of needs (Van Deventer & Kruger 2003: 151). Integration enhances self-confidence, success, self-respect, recognition and appreciation of own achievement, which are all elements of esteem needs. According to Van Deventer and Kruger (2003: 151), the self-actualisation need is the highest level of Maslow's hierarchy - it is the full achievement of a person's potential to be his true, unique self.

## **2.5 THE PERFORMANCE OF THE SGBs IN SCHOOLS**

Below, follows an outline of SGB performances in schools and the practical problems that are experienced in our local schools and in other countries such as England.

There is a perceived difficulty in speaking out in the presence of the head teacher or "boss", as remarked by an interviewee (Early and Creese 2000: 481). According to Van Wyk (2004: 53), one principal considered the role of the SGB as merely providing general support and admitted to be playing a dominant role in the SGB.

The relationship between governing bodies and professional staff headed by a principal is one of the most significant variables in determining the success of both the governing body and the school (Bush & Heystek, 2003: 136). This statement is supported by Early and Creese (2000: 479), who in their research discovered few cases where teacher governors had become marginalised on the governing body or saw themselves as being treated as

second class citizens. As one respondent remarked: "I don't play a very major role. I seem to be making up a number role rather than an active one". Another interviewee remarked that governors have the responsibility but not the expertise; in other words, they have a position they cannot fulfil.

According to the proceedings of the Fourth Education Speaking Gauteng Conference (2003: 143), SGBs will find it essential to delegate various financial functions to either committees or to individuals who have the necessary expertise and specialised knowledge of skills regarding school finances. SGBs can request educators with skills in Accounting to assist them in drawing up their budgets. Teachers with Business Economics in terms of secondary schools and those with Economic and Management Sciences and Mathematics in primary schools can assist in managing the school's tuckshop and fundraising projects.

Parents from the community with expertise in finance management can be co-opted to assist in the SGBs. Parents' basic knowledge used at home to budget for their families can also be used in this regard. Integration can only be possible through positive relationships characterised by mutual trust and shared decision-making. Governors must be enabled to perform their legal role and that requires heads to adjust to the new collaborative style of decision-making (Esp & Saran 1995: 25). Authors further indicate that many chairs they have spoken to in their research were fully aware that governors, including the chair, possess no power as individuals but only as team members.

The board/head relationship is a complex one, but if the environment in which boards interact with the head is a dynamic, candid and collegial one, the relationship will thrive and affect the school in a positive way (Dekuyper & Hundley 200: 2). According to Karlson (2002: 332), it was found that in almost every SGB, principals played a dominant role in meetings and decision-making, following by the educator staff, parents and learners. Low level of participation is ascribed to a weak understanding of SGB roles, a capacity deficit in the range of skills needed to perform all the governance functions, contextual communication and transport difficulties. Lastly, Karlson (2002: 332) mentions that many of these factors are directly related to poverty and underdevelopment and discrimination accumulated during the apartheid era.

The social emotional feelings and relationships skills are important in themselves and provide the climate in which tasks can be conducted (Evenden & Anderson 1992: 148). A high level of mutual trust between governing bodies and teaching staff makes it possible to

deal openly and effectively with a school's weaknesses (Audit: 20). Lack of resources can have a negative influence on a school's results. However, this can be overcome if there is a trust relationship and the use of different skills of SGB members in a school. According to Buchholz & Roth (1987: 28), performance is stimulated by satisfaction with your commitment to high communication and involvement. The importance of fostering the partnership between governors and staff and the need for staff to take the lead on this process was clearly recognised in all of the schools in the study (Creese & Early 1999: 144). Many chairs referred to the importance of good relations with parents and staff (Esp & Saran 1995: 39).

The issue of a low level of participation takes place not only in our region, but also in other countries such as England. According to Circular 11/01/12 (2005) (Mpumalanga Province), there is division within the SGB, the chairperson's group and the opposing group. There was difficulty in filling governor vacancies, since the governor morale was more problematic and some governors were sleeping partners (Esp and Saran 1995: 51). In view of the above-stated problems, one can conclude by saying that there is a high need for a teamwork style, through the integration of relationships and skills of the SGBs in order to improve their performance.

According to the National Norms and Standards for School Funding (2003: 33), schools should maximise their own capacity and people must enjoy developing their skills and using them for the good of the community. The idea is supported by the Schools Act (Section 20h). However, the importance of teamwork roles' identification cannot be overemphasised. In terms of Section 19 (2) of the Schools Act, the Head of Department must ensure that principals and other officers of the Education Department render all necessary assistance to governing bodies in the performance of their functions in terms of the Schools Act. The Employment of Educators Act (Act 76 of 1998) also places obligations on the principal. Principals have to provide the necessary assistance to the governing body in the performance of its function. If our SGBs have a problem of illiteracy that makes it difficult for them to perform their duties, it is the duty of the principal to assist them to work as a team and to build upon their individual strengths. This can only be possible if he knows the different roles they can play to contribute positively in their governance, rather than being soloists.

A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state to improve the quality of education provided by the school, to all learners at the school (Section 2 (1)). This task given to SGBs can only

be possible if there is shared decision-making and shared skills within the team that makes it functional.

According to Van Wyk (2004: 51), the Schools Act offers only sketchy assistance in the division of authority and the tasks of the school management and the SGB. A legalistic approach to dividing responsibility and functions may therefore not be useful. Distinctions should not detract from the constitutional principles for co-operative governance. The author defines co-operative governance as an interactive approach to education in which all stakeholders are represented and take co-responsibility for the effective and efficient operation of their schools.

Governors are more effective when they do not feel isolated, when they act as a body and when they act confident in the knowledge that such action is soundly based (Mahoney 1988: vii). A common problem experienced by many SGBs in South Africa and abroad is the lack of or inadequate expertise within the field of education, which has a negative impact on an SGB's ability to support educators (Van Wyk 2004: 51). In the author's empirical research, it became apparent that consultation with educators other than the members of school management team was necessary. One of the respondents mentioned that he could virtually do as he pleased, since most of the members of the SGB were poorly qualified and accepted his status and knowledge. Most of them were illiterate and therefore failed to execute the task delegated to them (remark by respondent).

According to Van Wyk (2002: 52), there is a need for a sound knowledge of schooling, acceptable writing skills and the ability to verbalise the content of the policy to theirs in an effective manner. However, members can arrange a time to educate one another if they operate under a positive climate with integrated relationships and skills. Maile (2002: 31) recommends thoughtful preparation and planning, support and literacy programs. Identification of obstacles, the use of parental expertise and experience in key management activities, group decision-making techniques and conflict awareness initiatives are prerequisites for the effective management of change, which includes consideration of all stakeholders views, taking into account individual differences, mutual trust and time scheduling.

The shift to decentralised school governance and management requires governors, principals and educators to develop a wide range of skill and capacity to deal with the complex issues and tasks they are expected to fulfil (Van Wyk 2004: 54). SGBs have the

potential to contribute to whole school development. However, this necessitates the support of all stakeholders, particularly educators (Van Wyk 2004: 50).

Particular governor skills and knowledge can be put to good use, e.g. on health and safety (Esp & Saran 1995: 36). The latter authors stress that building the chair/head partnership is a process in which both are learning one another's strengths and weaknesses. Teamwork underpins partnership. Synergy works - it is a correct principle (Covey 1989: 283). It is in the relationship that creative powers are maximised. Synergy means that the whole is greater than the sum of its parts; it means that the relationship that the parts have to each other, is a part in and of itself (Covey 1989: 263). Covey further asserts that our main challenge is to apply the principles of creative co-operation, which we learn from nature in our social interaction. Synergy is the condition when every member of the team is transmitting positive energy in ways that build on each other to produce an effect greater than the simple sum of the energy inputs (Buchholz & Roth 1987: 71). Parents in SGBs may be illiterate, but can have necessary skills such as painting, fitting glasses and doors, repairing broken chairs, etc. SGBs can utilise persons with such skills in performing those duties if there is a need, rather than employing someone else.

Illiteracy, dominance and accountability can lead to psychological pain caused by stress. We need to secure stakeholders' positions as members of SGBs toward school improvement. Their safety needs can be satisfied by assisting them to overcome the obstacles that create insecurity.

Our parents and communities have low socio-economic status and there are physiological needs. As example, in a middle school, the SGB enjoyed heavy lunches for which school fees were used. The main reason was that they were hungry, since they did not have breakfast in the morning before they came for the meeting. Of course, no individual can work on an empty stomach. I think it will be necessary to assist SGB members in budgeting for their meals, have a vegetable garden for them to help themselves and do some fundraising to augment their catering allowance, as a form of motivation.

It is all about bringing heads together. A person's need for love, friendship, acceptance and understanding by other people and groups are all social needs. If the integration can be a success, the schools will not see Section 21 status as a burden. There is a possibility of high improvement even in the underprivileged areas stricken by poverty. However, it needs a high commitment from all SGB members in utilising their potentialities. Our parents are paying low

school fees but even so, most of them are unemployed. HIV/AIDS has furthermore impacted heavily on most of our learners and this increases the existing level of poverty and stress in communities. Most of our parents were born and bred on farms; therefore their farming skills/expertise can be used through cultivating lands for the benefit of both the school and the community.

## **2.6 DEVELOPING SGB'S INTERPERSONAL RELATIONSHIPS**

According to Covey (1989: 206), in a leadership role, one has to be able to influence other people. The habit of effective interpersonal leadership is to think win/win. The author defines win/win as a total philosophy of human interaction. It constantly emphasises mutual benefit in all human interactions. All members feel good about decisions taken because they were actively involved. All feel committed to the action plan in a co-operative manner.

As an SGB and SMT member, I have experienced that members of SGBs who have confidence in their fellow team members, trust one another and there is flow of information and progress in their performance. Everyone is important because of the contribution he/she makes to the team's production. Weakness in interpersonal relationships is one of the sources of disruptions in the channels of communication. It disrupts the recipients from receiving the communicator's message. Relationship building depends on effective communication. According to Van Deventer & Kruger (2003: 3), lack of communication, trust, positive feedback and direction, as well as increased absenteeism, high levels of complaints, increased conflict, a lack of motivation and a lack of co-operation and unwillingness to accept change and innovations, are symptoms of high levels of stress within the organisation. These ideas are supported by Evenden & Andersons (1992: 91), who state that the organisational environment has a major impact on how the communication process takes place, especially the culture of the organisation and the level of trust that exist among employees.

The lowest level of communication coming out of low trust situations would be characterised by defensiveness, protectiveness and often legalistic language, which covers all the bases and spells out qualifiers and escape clauses in the event of things going sour (Covey 1989: 270). Self-mastery and self-discipline form the foundation of a good relationship with others (Covey 1989: 186).

According to Covey (1989: 188), an emotional bank account is a metaphor that describes the amount of trust that's been built up in a relationship. The author defines it as a feeling of safeness one has with another human being. If one makes a deposit into an emotional bank account with another through courtesy, kindness, honesty and keeping commitments, one builds a reserve and trust becomes higher. When the trust account is high, communication is easy, instant and effective.

The environment should be characterised by feelings of warmth through smiles, support and raising a sense of humour. All members should work together to create a positive school climate. According to Evenden & Anderson (1992: 163), the needs that govern our relationships are:

- Control, i.e. direction and influencing as opposed to autonomy and independence;
- Affection, i.e. showing liking, warmth and closeness;
- Inclusion, i.e. expecting and inviting others to join you in your group, strong loyalty and a sense of identity.

Evenden & Anderson (1992: 169-171) identified roles that govern the interpersonal relationships as:

- Helper: he/she gives support and encouragement, protects, gives warmth and a sense of inclusion;
- The judge: establishes boundaries and rules and maintains order;
- Fun lover: develops positive relationships through expression of feelings;
- Defendant: can help surface relationships with politeness and courtesy, and can support, conform and protect individuals from the power of others.
- Thinker: can reduce strong negative feelings in others; applies reason and logic to alternatives and consequences;

- Broken wing: can elicit help and support when needed; can help others feel good and form a relationship.

Each of the above-mentioned roles have a complementary role. Each role can in turn be the strength and a weakness, depending upon the frequency and appropriateness of its use. In practice, it seems as if the principals do what the roles require frequently and inappropriately, because they have fostered dependence of SGBs on them. They are perceived as oppressive and dominant (Van Wyk 2004: 53). As one high school head teacher in England remarked: "you get the governing body you deserve". Head teachers as helpers make it difficult for the development of SGBs' self-esteem and fulfilment. According to Creese & Early (1999: 102-103), research conducted into the operation of governing bodies has demonstrated that the head teacher was clearly in charge and made all the significant decisions.

## **2.7 ENHANCING THE PERFORMANCE OF SGBs**

Motivation may be defined as the influencing of a subordinate to achieve the aim that the manager wants him to achieve (Van Deventer & Kruger 2003: 148). The latter authors emphasise that when someone carries out a task because he/she enjoys it, it's when he/she is motivated. Motivation depends on aim-directed behaviour, which has two elements, i.e. peoples' needs and aims. Aims are set to satisfy the need. Actions that are taken will result in the achievement of the aims.

According to Hodgetts (1990: 11), Hawthorne's theory on relationship and performance generated findings that happy workers will be productive workers. However, Hawthorn's findings were attacked by many behaviourists, which led to the use of the term organisational behaviour rather than human relations. Behaviourists argue that happy workers are not necessarily productive (Hodgetts 1990: 11). Human relationists realised that it is important to allow people to participate, feel important, "belong" as members of a group, be informed, be listened to and exercise some self direction and self control. All these things ensure that the workers will be treated well, but modern human relationists now realise that the personnel do not only want to be treated well, they also want to be used well.

Good managers give their people jobs to do, set limits on this authority and then stay out of the way. As long as the subordinates operate within the established boundaries, they are



given a free hand. Participative democratic leadership is regarded as the best, because management has complete confidence and trust in the subordinates, decision-making is highly decentralised, communication flows among all members and interaction takes place in a friendly environment characterised by mutual confidence and trust (Hodgetts 1990: 15).

This theory is further supported by Herzberg's two factor theory on motivators; i.e. that people need recognition, advancement, possibility of growth and achievement in the work itself to perform high. Motivators bring about worker satisfaction. When we see people working hard, we say they are motivated, because we can see they are moving. I therefore agree with the theory that we should give our SGBs the spade to work with and an opportunity to show their capability through unlocking their potential. Unleashing the full potential of people is undeniably a tall order. Few institutions have managed to do it consistently (Katzenbach 2000: 150). The main aim is for SGBs to see that they are acknowledged. This will motivate them and bring out their best performance.

According to the contingency leadership models, a human relations manager must adopt his/her style of leadership to meet the situation. Fiedler, as quoted by Hodgetts (1990) contends that group performance is contingent on both the motivational system of the leader and the degree to which the leader can control and influence the situation. Leaders should specify situations in which they perform well or bad. The task-centred leader is best in very favourable or unfavourable situations, whilst the relationship-centred leader is best in moderately favourable or unfavourable situations (Hodgetts 1990: 316). It simply says that leaders who are task-centred are not influenced by relationship situations such as being bad or good, whilst the relationship-oriented leader is influenced by the relationship situation and the end result will be dependence on the relationship mentioned for good performance.

Engaging people at work can have a vital impact on retention and can release innovation and creativity. Our biggest task is to define our relationship to our employees in order to build a place where people have the freedom to be creative and where they feel some sense of accomplishment - a place which brings out the best in everybody (O'Brien 2001: 19). In my experience as the cluster leader, the head of the department and an SGB member has taught me that people can be satisfied by many things such as pride in achievement, enjoyment of the process, sense of contribution, pleasure in association and stimulation of new challenges. Katzenbach (2000: 2) emphasises balancing the components of enterprise performance and individual fulfilment. He outlines individual fulfilment as a source of

livelihood, direction, structure, control, self worth, belonging, social interaction and opportunity. We should motivate the SGBs in the performance of their functions.

In the next paragraph, I will refer to the needs for high performing people (work forces) identified by Katzenbach (2000: 2), because they are also applicable to the need of the SGB.

The following are the needs that are notable in higher performing work forces:

- Structure and control refers to controlling own destiny, knowing what is expected and knowing why things happen.
- Identity and purpose refers to standing out from the talented crowd, seeing the value in your work, taking pride in your skills and doing good for others.
- Belonging – Being part of a respected group.
- Opportunity to learn and to grow as a person, face challenges and trying some of the new things that lead to personal growth (Katzenbach 2000: 202).

Effective job performance requires setting objectives and measuring results. Outlined principles for setting performance objectives include that they should be meaningful, challenging, measurable, of a specific time period, be agreed upon, be flexible, written and should consider the social dynamics of cooperation and competition. After performance objectives have been established, progress should be reviewed to capitalise on strong points and improve the weak points. Performance reviews keep communication lines open, help to motivate employees and give peace of mind to both employer and employee (Manning & Curtis 1988: 7). The mentioned authors indicate the directions for performance record as goal orientation, dependability, creativity, planning, communication skills, job knowledge, human relations, resourcefulness and problem solving skills.

The governors as a team, needs to set the standards to enable them to reach their aims and objectives. Standards will assist during the performance review. The setting of standards is supported by Langdon (2000: 189). Although the standards are generic, they are also applicable to the SGBs in performing their functions. According to Langdon, it is necessary

that everyone understand the standard that behaviour should reach and how well the work should be performed. The author defines standards as the level of excellence to which we want the work behaviour to rise so that it is acceptable to business, professional or personal needs and growth. The four reasons indicated as necessary for having standards are:

- They are required;
- They would help the business reach its goals;
- They motivate the individual or group to a higher level of personal work behaviour than they might achieve without them;
- Standards can reinforce behaviour (Langdon 2000: 191).

The performance potential of the workforce can determine the relative success or failure of the enterprise. Success efforts at peak performance are based on a high level of commitment to fulfilment and performance. The various tools that companies use to reinforce that commitment are tightly integrated into a cohesive, synergistic approach that both generates and channels human energy (Katzenbach 2000: 11-12).

The SGBs have freedom of decision in setting the standards indicated above, in order to enhance their performance. I will therefore refer to the four generations outlined by Covey (1987: 147), with the third and fourth generations directly linked to prioritisation in setting goals, relationships and performance. It is important to prioritise in setting goals and targets in order to get satisfaction in the realisation of determined targets and goals.

According to Covey (1987: 147), the power of being independent in making decisions will make effective self-managing possible. It is the ability to make decisions and choices and to act in accordance with the team. Covey (1987: 151) speaks of four generations and time management. Each generation builds on the other. The third and the fourth generation have a direct link to this research topic.

- The first generation is characterised by notes and checklists;

- The second generation is characterised by calendars and appointment books;
- The third generation reflects the current time and add to the preceding generations the importance of prioritisation, clarifying values, comparing the relative worth of activities based on their relationship to those values, setting goals and targets and doing daily planning to accomplish goals. An efficiency focus creates expectations that clash with opportunities to develop rich relationships, thereby meeting human needs and enjoying spontaneous moments on a daily basis (Covey 1989: 150).
- The fourth generation emphasises that satisfaction is a function of expectation as well as realisation - here the focus is on presenting and enhancing relationships and on accomplishing results.

The Quadrants of Time Management was used to assist the SGBs to learn to put first things first in their governance (Quadrant II). I have decided to use these quadrants because of prevailing conflicts as indicated by the research studies about the SGB (parents) in the SGB meeting that was held at Libangeni Circuit in May 2005, the interviewed circuit managers of the two circuits of Mpumalanga Province, and the direct link they have to relationships and performance of the SGBs. The quadrants are also directly linked to the skills of the leaders and the team. For example, Quadrant I activities are urgent and important, e.g. crises, pressing problems and deadline driven projects, whilst Quadrant II activities are not urgent but nevertheless important, e.g. relationship building. One can find himself working according to Quadrant I, which will bring about poor performance and conflict among SGB members.

Most of our people are turned off; by time management programs and planners that make them feel too scheduled and too restricted. They consequently throw the baby out with the bath water (Covey 1989: 151). According to Covey, Quadrant II is the heart of effective personal management because it deals with things like building relationships, writing a personal mission statement, and long-range planning and preparations. People in Quadrant II are proactive and not reactive. It makes people put first things first. It fosters new ideas and skills and turn people into helpers and problem solvers, rather than supervisors or policemen. SGBs should be able to identify their quadrant for their own improvement and growth. There is increased effectiveness because one will be thinking ahead, working on the roots and doing the preventive things that keep situations from developing into crises.

**Table 2-1 Quadrants of time management**

	<b>Urgent</b>	<b>Not urgent</b>
<b>Important</b>	(i) ACTIVITIES Crisis Pressing problems Deadline driven projects	(ii) ACTIVITIES Prevention, PC activities Relationship building Recognising new opportunities Planning, recreation
<b>Not important</b>	(iii) ACTIVITIES Interruptions, some calls, some mail, some reports, some meetings, proximate pressing matters. Popular activities.	(iv) ACTIVITIES Trivia, busy work, some mail, some phone calls. Time wasters Pleasant activities

Covey (1989: 160) list six important criteria for Quadrant II:

- Coherence - suggests that there is harmony, unity and integrity between your vision, mission, roles and goals, priorities and plans, desires and discipline;
- Balance – there should be balance in our lives through identification of the different roles that we can play;
- Focus on organising on a weekly basis;
- People dimension - you also need a tool that deals with people, not just schedules. While you think of efficiency in dealing with time, a principle centred person thinks in terms of effectiveness in dealing with people;
- Flexibility and planning should work for you. It should be tailored to your style, needs and particular ways. Planning should be your servant and never your master;
- Portability - your tool should be portable to be carried with you most of the time. It must always be within reach.

Quadrant II organising involves four key activities:

- Identifying goals;
- Setting goals;
- Scheduling;
- Daily adapting.

Once you have agreed on your goals, your job is to prioritise and clarify them (Chang 1994: 37):

- Which goals should you accomplish first?
- What is involved in reaching those goals?
- When can you reach them?

## **2.8 CONCLUSION**

Expertise is at a premium because of the involvement and the enjoyment that the governors feel for the performance of the school and its pupils. Much depend upon the working relationship amongst the SGB members and the staff. The school's success in attracting and retaining pupils depends on the effectiveness of those relationships, skills and performance.

## Chapter 3 Research design and methodology

### 3.1 INTRODUCTION

I made use of the qualitative research design to collect data. Qualitative research is a naturalistic inquiry, entailing the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. People's collective social actions, beliefs, thoughts and perceptions were analysed. Qualitative researchers collect data by interacting with selected persons in their settings (McMillan & Schumacher 1997: 391). Its goal is concerned with understanding the social phenomenon from the participant's perspective. Data was therefore be collected through interaction with the SGBs. The goal is to understand the social phenomenon from the participant's perspective. Understanding is required by analysing the many contexts of the participants and by narrating participants' meaning of their situations and events. Participants' meaning include their feelings, beliefs, ideas and actions (McMillan & Schumacher 1997: 322).

Information is presented in a form of narration. The main aim was to obtain an in-depth understanding from the participants' perspectives about their social situation. Qualitative inquiry seeks to understand human and social behaviour from the insider's perspective; that is as it is lived by participants in a particular social setting (Ary, Jacobs & Razavieh 1990: 445). The above mentioned authors further stated that it is an intensely personal kind of research; one that freely acknowledges and admits the subjective perception and biases of both the participants and I into the research frame. This assisted me to understand and interpret the meaning constructed by the subjects about their culture of doing things, which led to their relationship being either positive or negative. Human behaviour is bound to a particular historical, social, temporal and cultural context (Ary, Jacobs & Razavieh 1990: 445).

The qualitative approach to the research is considered to be suitable for the research study based on the following reasons:

- There was interaction with the subject, which made it easier for me to understand the world of the respondents. A prepared person became immersed in the social situation;

- The flexibility in a qualitative study enabled me to make decisions about the data collection strategy during the study. One can change strategies during the process of data collection if there is a need.
- The research is more concerned with understanding the social phenomenon from the participants' perspectives. Knowing how people relate to one another gives one insight into their social lives;
- A qualitative research approach enabled me to interview several participants, including the principal, teacher representative, SGB chairperson and any other parent component member, about their social situation in multiple realities;
- Any attempt to penetrate the essence of a phenomenon can only be made by means of a qualitative approach (McMillan & Schumacher 1997: 17).

The research is a comparative case study on the influence that relationships and skills have on the performance of SGBs under Section 20 & 21, with extreme cases being the one that is functioning well and the other being a non-functioning case. The two groups were studied intensively to obtain an in-depth understanding. A case is a particular situation selected by the researcher, in which some phenomenon will be described by a statement about the meanings given by participants in events and processes (McMillan & Schumacher 1997: 99). My unit of analysis was the SGB under Section 20 & 21 status.

Case studies can establish cause and effect. Indeed, one of their strengths is that they observe effects in real contexts, recognising that the context is a powerful determinant of both causes and effects (Cohen, Manion & Morrison 2002: 181). Data analysis focused on one phenomenon that the researcher selects to understand in depth, regardless of the number of sites, participants or documents for study.

The research is also ethnographic, because it uncovered and explained the beliefs, values and attitudes that structure the behaviour of a team. Ethnography is an analytical description of social scenes, individuals and groups that re-create shared feelings, beliefs, practices, artefacts, folk-knowledge and actions (McMillan & Schumacher 1997: 427).



The study is contextual, explorative, descriptive, diagnostic, evaluative and strategic in nature.

### **3.1.1 Contextual**

It identified the form and nature of what exists, the dimensions of attitudes or perceptions that are held, the nature of people's experiences and the needs that the population have.

### **3.1.2 Exploratory**

It was investigative for the phenomenon to be understood.

### **3.1.3 Descriptive**

Patterns related to the phenomenon are described.

### **3.1.4 Diagnostic**

It examined the reasons for or causes of what exists, what factors underlie the particular attitudes or perceptions, why decisions or actions are taken or not taken and why particular needs arose.

### **3.1.5 Evaluative**

It appraised the effectiveness of what exists, how objectives are achieved, what affects the successful delivery of programs or services and how experiences affect subsequent behaviours.

### **3.1.6 Strategic**

It determined types of services required to meet the needs, actions needed to make services more effective, how systems can be improved and the strategies required to overcome newly defined problems (Eisenhardt 2002: 307).

The data collection strategies used are semi-structured and open-ended interviews and structured observations. Combined with observations, interviews allowed me to understand the meanings that people hold for their everyday activities (Marshal & Rossman 1999: 110). I have used semi-structured and open-ended interviews to allow unique responses from the participants. I have done observations first and interviews later. The main aim was to avoid the influence that interviews can have on the findings of the observations. This also enabled me to triangulate what I have observed with information from the interviews.

### **3.2 INTERVIEWS**

Interviews enable participants - be they interviewers or interviewees, to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. Interviews are best understood in terms of a theory of motivation that recognises a range of non-rational factors governing human behaviour, e.g. emotions, unconscious needs and interpersonal influences (Cohen, Manion & Morrison 2002: 268).

The purpose of using interviews was to obtain information on how people attached meanings to the world and to hear their perspectives on relations in order to find out what is on their minds. I found out from the participants those things that I cannot directly observe, like feelings, thoughts, intentions and behaviours that took place previously. An in-depth interview strives to get the person being interviewed to talk about experiences, feelings, opinions and knowledge.

According to Patton (2002: 342), the standardised open-ended interview consists of a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words and flexibility. The probing is more or less limited depending on the nature of the interview and the skills of interviewers.

Questions were carefully prepared before an interview. I used semi-structured and open-ended interviews to allow unique responses from the participants. Members were interviewed at different scheduled times. Interviews took part after the SGB meetings to collect data on the following:

- Proceedings and attendance;

- Was there shared decision-making?
- Did everyone actively take part?
- How was the meeting chaired?
- Who chaired the meeting?
- Any disagreements and how they were resolved, if any;
- Who contributed what, and was it valued by other SGBs?
- How did the meeting end?
- What more can be done to improve the relationships of the SGB members?

Flexibility in probing is more or less limited depending on the nature of the interview and the skill of the interviewer (Marshall & Rossman 1999: 110). Standardised open-ended interviews ensured consistency across interviews. Information collected is regarded as open-ended because the participants gave their own views, thoughts and insights using their own words.

Interviews were recorded with the permission of the participants obtained beforehand. Probes are written in the interview schedule at appropriate places, including clarifications or deliberations. Questions took indirect and direct forms. Some request factual answers and some opinions. The SGBs were required to fill in the tabular response mode on background information, to assist me in obtaining information on the level of education, age, experience and number of years in the SGB. The reason for this is because a challenge of co-opting exists, not because of the knowledge that a person has, but to fill in the gaps of those who withdrew before their term ends. SGBs were also requested to fill in the scaled response mode on roles governing interpersonal relationships.

The interviews were used to collect data because of the following reasons:

- I have tried this strategy in England during my research study in September/October 2004 and it worked for me. The only disadvantage that I experienced was that the time scheduled was limited. I had to share the same participants with other students due to convenience sampling, which made it difficult to do excellent interviews.
- Answers are original.
- I had control over the order of questions.
- Interviews save time.
- Interviews have a high response rate. I was able to interact with the participant in collecting data. All parents can articulate well, therefore being illiterate was not a problem because there was no need to read and write. Questions were translated from English to the language of preference.
- Interviews allowed me to be flexible.
- Probing assisted me obtain more specific answers.
- I was able to repeat the questions if the participant did not hear well or did not understand the question asked. The practicality of being flexible was evident in England, when I conducted interviews with English principals. I was forced to repeat some of the questions because of the different accent.

### **3.3 OBSERVATION**

I used structured observations. Structured observation is very systematic and enables the researcher to generate numerical data from the observations. Numerical data in turn facilitate the making of comparisons between settings, situations and frequencies. The observer adopts a passive, non-intrusive role, merely noting down the incidence or the factors being studied (Cohen, Manion & Morrison 2000: 306). The observer has pre-determined specific categories of behaviour that will be recorded. What she/he will observe is pre-determined and a systematic process of recording is used to check or count specific behaviours

(McMillan & Schumacher 1997: 45). Data is recorded as field notes of ethnographic observations, containing the date of occurrence, context, situation and participants.

I have recorded my observations on matters such as uncertainty, how long the participant took to respond to each question, signs of fear, dominance, interruptions, confidence, shared decision-making, an inferiority complex, anxiety, care and the general climate of the school, e.g. cleanliness and resources available. School buildings and surroundings can tell whether the climate is positive or negative.

During the interviews, I was able observe non-verbal behaviours that serve to assess the validity of the respondent's answers. Observations were done during all interactions. There were days when the school was visited to observe the surroundings, to find out whether the school has cleaning utensils, if the windows, doors and light bulbs are in a good condition, if the school has enough office stationary, if there are wall displays in the classrooms and in the office to ensure a conducive learning environment, and if services have been paid. I used a five point rating scale of observed behaviours and the general climate of the school.

I was able to collect first hand information through observing SGB activities such as meetings, in order to see how members interact with one another. Verbal communication such as shared decision-making, negative and constructive criticisms, interruptions, pitch and the use of powerful language that expresses aggressiveness and put downs, were noted. Non-verbal communication such as facial expressions, body language, anxiety and an inferiority complex were recorded.

Audience reactions that brought about distractions such as fiddling, changing body positions and seating positions were recorded. The signs that showed that there was engagement and feedback, e.g. head nodding, smiling, eye contact, verbal agreements and asking questions, were also noted. Observational data are attractive, since they gave me the opportunity to gather 'live' data from live situations. Observation assisted me to be inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to make beyond perception based data, and to access personal knowledge (Cohen, Manion & Marrison 2002: 304). The data from observations consist of detailed descriptions of people's activities, behaviours, actions, and the full range of interpersonal interactions and organisational processes that are part of observable human experience (Patton, 2002:4).

The purpose of observational data is to describe the setting that was observed, the activities that took place in that setting, the people who participated in those activities and the meaning of what was observed from the perspective of those observed (Patton 1990: 202). Patton indicates several advantages for evaluators:

- The evaluator is better able to understand the context with which the program operates;
- The evaluator has the opportunity to see things that may routinely escape conscious awareness among participants and staff;
- The observer can also discover things no one else has ever really paid attention to.

### **3.4 SAMPLING**

The criterion used for selecting schools was based on functional and non-functional SGBs (effective and non-effective SGBs according to the Model of School Effectiveness by Cheng). SGBs with poor relationships and poor performance and those with good relationships and good performance were selected purposefully.

I have explained my research questions and aims to the circuit manager, to assist in identifying relevant schools. It was found that the circuit manager's classification of SGBs coincided with my topic. He mentioned that the findings from the availability of records assisted him in knowing the level of functionality of the SGB members. I have used checklists, observations and interviews to triangulate data on poor relationships and poor performance, and good relationships and good performance.

The convenience sampling was also found to be relevant because the sample group came from SGBs who were performing extremely high and had good relationships and those who were performing extremely bad and had poor relationships.

#### **3.4.1 Convenience sampling**

Convenience sampling, or as it is sometimes called accidental or opportunity sampling, involves choosing the nearest individuals to serve as respondents (Cohen, Manion &

Morrison 2002: 102). I have simply chosen the sample from those to whom I have easy access.

I selected the SGBs in the Libangeni Circuit of Mpumalanga for this research study, because they are my neighbouring schools. They are the nearest and most accessible. It was therefore easy for me to do interviews with them after hours, visit their schools to do observations and attend their meetings. Time and money was saved, which was not going to be the case when an interview was to be done in a different region. However, I still had to find the convenient time to interview the SGBs. Each member was interviewed separately to allow freedom of expression and originality of ideas.

The above people have been selected in order to obtain an in-depth insight about their relationships, because much emphasis has been placed on principals and chairpersons as members of the SGBs at the forefront. However, other members have to be given a chance to be included for their views and opinions to be heard. Neither the chairperson nor the principal can work as an individual in the performance of SGB functions. SGBs have to start learning to work as a team for them to be effective.

### **3.4.2 Purposeful sampling**

According to Patton (2002: 230), qualitative inquiry typically focuses in-depth on relatively small samples, even single cases selected purposefully. The logic and power of purposeful sampling lie in selecting an information rich case for study in depth. Through purposeful sampling, one obtained an in-depth understanding, more insight and knowledge about important things that affects the relationships of SGBs.

According to McMillan & Schumacher (1997: 397), purposeful sampling is done to select information rich cases for study in depth. Samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating. They are identified from prior information and are reported to reduce the threats to design validity. The researcher handpicked the cases to be included in the sample on the basis of the judgement of their typicability and to build up a sample that is satisfactory to their specific needs (Cohen, Manion & Morrison 2002: 103).

The sample composed of elements that contain the most characteristics. I decided about subjects to be selected on the basis of my knowledge of the population so as to obtain the best information to address the purpose of the research. Samples have been chosen because they have information about the phenomena investigated.

According to Patton (2002: 244), there are no rules for sample size in qualitative inquiry. Sample size depends on what one wants to know, the purpose of inquiry, what's at stake, what will be useful, what will have credibility and what can be done with available time and resources. A researcher can study a specific set of experiences for a larger number of people or a more open range of experiences for a smaller number of people (seeking in depth). In-depth information from a small number of people can be very valuable, especially if the cases are information rich.

The sample size was determined by informational consideration. If the purpose is to maximise information, the sampling is terminated. When no new information is forthcoming from sample units, the sample is terminated. Redundancy was the primary criterion.

### **3.5 VALIDITY**

According to McMillan & Schumacher (1997: 404), validity of qualitative design is the degree to which interpretations and concepts have mutual meanings between the participants and the researcher. It addresses questions such as do researchers actually observe what they think they have to observe and hear the meanings that they think they hear? Validity in qualitative methods therefore hinges to a great extent on the skill, competence and rigor of the person doing the fieldwork (Patton 1990: 14). Eisenhardt (2002: 42) argues that validity is not an inherent property of a particular method, but pertains to the data accounts or conclusions reached by using that method in a particular context for a particular purpose.

In an attempt to determine whether the meaning and interpretation of data collected is true and correct, I interviewed the participants using standardised open-ended interviews and thereafter compared the meanings and information articulated by the different respondents. I gave individual respondents the draft reports of what they mentioned separately to check for accuracy. Follow-up interviews were conducted to validate data. The findings of the interviews and the findings from observations were compared to find out if they have mutual meaning.



A tape recorder was used with the permission of the participants to ensure that interpretations and concepts have mutual meaning. Participant's language and verbatim accounts with quotations from participant's statements were used to ensure validity.

Triangulation ensured the validity of data collected. Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation, but acknowledging that no observations or interpretations are perfectly repeatable. Triangulation serves also to clarify meaning by identifying different ways the phenomenon is being regarded. The researcher uses triangulation to reduce the likelihood of misinterpretation by employing various procedures, two of the most used being redundancy of data gathering and procedural challenges to explanations (Denzin & Lincoln 2000: 443).

Triangulation strengthens a study by combining methods (Patton 2002: 247). In this research study, I used interviews and observations to illuminate an inquiry question, while simultaneously not forgetting to guard against inconsistency of data collected. If inconsistencies would have occurred, they would have not be viewed negatively as weakening the credibility of the results, but as an opportunity for deeper insight into the inquiry approach. Triangulation within a qualitative inquiry strategy can be attained by combining both interviewing and observations (Patton 2002: 248).

### **3.6 ETHICAL ISSUES**

The principals and the chairpersons were first visited to outline the research and to explain the intention of the research. Members were assured about confidentiality and anonymity. Members were given the consent form for participation to sign.

## Chapter 4 Presentation of the findings and discussion

### 4.1 INTRODUCTION

Relevant literature on the influence of relationships and skills on the performance of the SGBs was outlined in chapter 2. Emphasis was made on the relationship of trust, shared decision-making, cooperation and collaboration for high performance. Different roles that team members can play for the team to be productive were mentioned and explained. Special skills required for successful teamwork in self-managing schools and the skills required by leaders in democratic organisations were explained in detail. Models of school effectiveness were discussed to clarify their link to the research topic.

The theories that were adopted as relevant to the research topic are Hawthorn's theory on relationships and performance, Maslow's motivational theory, Herzberg's two factor motivational theory, and the leadership theories. They are interrelated and have a direct link to the research topic. Theories were explored and linked to the findings of the research project.

The four generations of Covey and quadrants were seen as relevant because they emphasise setting goals and prioritising as indications of being effective in an organisation. The background information on the constitution and SASA was outlined for the readers to understand the topic on relationships, skills and the performance of the SGBs.

This chapter focuses on the findings and analysis of the data collected. Data analysis was conducted to identify patterns and relationships. Information observed, heard, and read was organised to make sense of it. Categories have been developed in such a way that they answer the research questions.

Observations were conducted before the interviews to triangulate the data and to avoid being influenced by the interview results during observations. The SGB's tabular response mode on the background information was done first; secondly, the SGB performance criteria checklist was completed; and thirdly, the SGB meeting was observed and the interpersonal roles governing the SGB team was filled. Lastly, the interviews were held to triangulate the data obtained from these above-mentioned procedures in order to link them with chapter 2. It

has been found that skills, performance and relationships are closely correlated. However, this work confirmed that performance comes first and relationships later.

This research project was conducted within a limited scope. The research scope was limited to four schools in Libangeni, two being primary schools and two being high schools. The truth is therefore relevant to the views of the SGB studied.

While limited in the scope, these results were sufficient to reveal the primary message that performance of the researched SGBs does influence relationships, and that the SGBs have the necessary skills required. It has been found that this is the real problem for most of the people because they feel that what is important in a working relationship is happiness and forget about productivity or give productivity the second priority.

The data is displayed in tabular form, descriptive comments, and selected quotations illustrating direct statements from the responses to questions in the interviews.

## 4.2 FINDINGS AND ANALYSIS

### 4.2.1 Research population

The following table illustrates the research population.

**Table 4-1 Research population**

	Non Functioning		Functioning		
	High Schools	Primary Schools	High Schools	Primary Schools	Total
Principals	1	1	1	1	4
Teachers	2	2	2	2	8
Parents	2	2	2	2	8
Non teaching staff	1	N/A	1	1	2
Learners	1	—	1	—	2
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>25</b>

All the selected SGBs have two educators in their SGB and were all identified to be the participants in the research project. The respondents were the principals, chairpersons, other parents (one from each SGB), teachers, non- teaching staff and learners in high schools.

In selecting parents to participate, the criterion used was the chairperson and the other parent whom the principal and the chairperson see as outspoken or as negative in the SGB.

The total of 25 respondents were interviewed individually, and each given  $\pm$  60 minutes, which comprised a total of 25 hours of interviews conducted on different days. Further interviews were conducted with some of the respondents to get more clarity on the data collected.

At one of the non-functioning schools, one of the non-teaching staff members was not interviewed because she was recently appointed and not yet resumed duty. The appointment was delayed because the principal did not follow the correct procedure of appointments. He did it all by himself without involving the SGB. He instructed the teacher component to sign the appointment forms. Fortunately, the circuit manager was familiar with the chairperson's signature. He recognised it and instituted a follow up. The information was obtained from the circuit manager, parents and teachers in the SGB.

The criterion for the selection of case study was based on functional and non-functional (effective and non-effective SGBs according to the model of school effectiveness (Cheng 1996: 19-23). Two groups with extreme cases were studied. The two non-functioning and two functioning SGBs studied were one high school and one primary school. One school selected had poor relationships and a poor performance; the other good relationships and a good performance.

This chapter focuses on the findings generated from interviews, documents and meeting observations of the SGBs. Relevant documents were requested to triangulate data collected and to determine if the SGBs are effective in performing their functions according to Section 20 and 21 of SASA. The bibliographical data of the respondents was collected, the SGB performance criteria checklist on Section 20 & 21 was completed, the SGB meetings were observed, and the interpersonal roles that govern the relationship were observed during the meeting and verified during the interviews. The general climate of the school was also observed and rated on a 5-point scale. It was found that all documents used have a direct link to relationships and the performance of the SGBs.

Respondents were interviewed on their background to determine their individual skills that can assist in the SGB performance, qualifications, occupation and their experiences on the

influence of relationship on the SGB performance. Respondent's behaviour during the meeting and interviews was observed and recorded on a rating scale to determine their feelings, relationships and their way of doing things. The scale response on roles that govern interpersonal relationships was completed, and lastly, interviews were held with individual respondents to triangulate the data collected.

#### **4.2.2 The findings on the background information of the SGBs**

It is important to mention the background information of respondents because it links up with the interpretation during meetings, observations and interviews, as well the document analysis. Qualifications, occupation, team skills, and personal experience all contribute to relationships and performance. Qualifications are important in terms of ability to read, write and interpret policies related to the SGB. Occupation and team skills indicate the different skills that the respondents have which can be used to improve relationships and performance, e.g. maths. Parents who are entrepreneurs can also bring their experience to bear on the SGB. Personal experience indicates the perception that members have regarding relationships and performance.

The personal experience on relationships and performance were considered to be important, to gain an understanding of the respondents in relation to the existing SGB relationship, and to link the data collected with theories in chapter 2. It will also be used as a way of awareness campaign and as guidance for the respondents to realise that what they are doing is in line with what SASA expects.

The information below was collected through the SGB's tabular response mode on background information (see the Appendix). An explanation was given to all the respondents on what is required. It was found that all members could read and write. Members volunteered to fill in the data in their own hand writing, except one; who could not read nor write. The main reason was that it will be time saving if they fill it themselves after receiving clarification on what is expected, rather than giving the responsibility of filling all the forms to me.

#### 4.2.2.1 The findings on qualifications of the respondents

All teachers and the principals have Standard 10 and a 3-year teacher's diploma. The one non-teaching staff member has Standard 10, the other one has Standard 7, and the last one did not attend any formal school.

The chairperson of SGB A has Standard 10, a 2-years teacher's diploma and 9 Bed modules. The chairperson of SGB B has Standard 10 and a Diploma in Management. The chairperson of SGB C has Standard 10 and a Diploma in Art Work. The chairperson of SGB D has Standard 9 and has registered with ABET for Standard 10.

The other parents: SGB A parent has Standard 6, SGB B parent has Standard 5, SGB C parent has Standard 10, and the SGB D parent has Standard 6.

#### 4.2.2.2 The findings of the occupations of the SGB members

**Table 4-2 Occupations of the members of the SGB**

<b>SGB Chairperson</b>	<b>Occupation</b>
SGB A	Retired principal
SGB B	Chief agricultural technician
SGB C	Lecturer
SGB D	Unemployed
<b>The non-teaching staff</b>	
SGB A	Administration clerk.
SGB B & D	General workers
<b>Other parents</b>	
SGB A	Domestic worker.
SGB B	Putco bus driver
SGB C	Self employed
SGB D	Unemployed

#### 4.2.2.3 The findings on the team skills required for the functioning o f SGBs

Members have reading, writing and communication skills, with the exception of one general worker who cannot read and write because has never attended any formal school. All members mentioned that they have conflict resolution skills, evaluation and feedback skills.

In addition, the general workers have cleaning skills to keep the environment clean and those conducive for teaching and learning. All members indicated that they have financial skills, in that that they know how to calculate money. Teachers have mathematics, economic and management sciences knowledge that can assist in drawing up SGB budgets. The administration clerk said she has typing skills. The principals, teachers and the three chairpersons indicated that in addition, they have leadership and management skills. Only the chairperson of SGB D mentioned that she cannot lead the SGB.

#### **4.2.2.4 The findings on personal experience, relationships and performance**

SGBs A, B and C respondents emphasised that good performance leads to positive relationships. Respondents mentioned that acknowledgement, support, cooperation and collaboration, trust and transparency enhance performance that in turn leads to positive relationships. Happiness is derived from good production. SGB D respondents have their focus on the happy relationships. Information on personal experience triangulated with the interviews.

#### **4.2.3 SGB performance criteria checklist**

Key : Availability of documents shows effectiveness, capability in performing Section 20 & 21 functions.

DA = Documents Available.

DNA = Documents Not Available.

Table 4-3 SGB performance criteria checklist

	Functioning	Functioning	Non-Functioning	Non functioning
PERFORMANCE CRITERIA	SGB A	SGB B	SGB C	SGB D
<b>1. Policies</b>				
1.1. SGB constitution.	DA	DA	DNA	DNA
1.2. School policy.	DA	DA	DNA	DA
1.3. HIV/AIDS policy	DA	DA	DNA	DNA
<b>2. Financial management Functions.</b>				
2.1. Finance policy	DA	DA	DNA	DNA
2.2. Budget.	DA	DA	DNA	DNA
2.3. Record of income & expenditure.	DA	DA	DNA	DNA
2.4. Financial statements.	DA	DA	DA	DNA
2.5. Fundraising project.	DA	DNA	DNA	DNA
2.6. Sponsors.	DNA	DNA	DNA	DNA
<b>3. School development functions.</b>				
3.1. Mission & Vision	DA	DA	DNA	DNA
3.2. Objectives.	DA	DA	DNA	DNA
3.3. Targets.	DA	DA	DNA	DNA
3.4. Progress reports on goals achieved.	DA	DA	DNA	DNA
3.5. School development plan.	DA	DA	DNA	DNA
3.6. Volunteers.	DA	DNA	DNA	DNA
<b>4. Administration functions</b>				
4.1. SGB minute book.	DA	DA	DNA	DNA
4.2. Year plan.	DA	DA	DNA	DNA
4.3. Reports on parents meeting.	DA	DA	DNA	DNA
4.4. Any educational program not conducted by the school.	DA (ABET)	DNA	DA (PRE SCHOOL)	DA (ABET)



**Table 4-4 Findings generated from the criteria of effectiveness and ineffectiveness model (Cheng, 1996:19-23)**

	<b>SGB A &amp; B</b>	<b>SGB C &amp; D</b>
1. Goal model.	Have clear stated goals.	No goals set.
2. Resource input model	1. They can both acquire resources	1. Got stuck.
	2. Both are busy with construction of additional classrooms.	2. Classrooms available are enough for learners enrolled.
	3. Have supportive parents and the community.	3. Complained of poor parental support and vandalism fro the community.
	4. SGB A got learner computers	4. N/A
	5. SGB B got office computers	5. N/A
	6. Both have high student intake. SGB A (High school) = 975 SGB B (Primary) = 750	6. Both have low student intake. SGB C (Primary) = 320 SGB D (High School) = 267
	7. Both SGBs have their telephone working.	7. SGB C phone closed. SGB D phone working.
	8. Financial support from the central office. Money already deposited in their accounts. SGBs submitted their financial statements compiled by the whole SGB.	8. Money deposited for SGB C only. The SGB has submitted the financial statement done by the principal only without involving other members.
3. Process model.	1. Both have supportive leadership.	1. Both lack supportive leadership.
	2. Have good communication.	2. Poor communication.
	3. Members are actively involved.	3. Members are passive.
	4. SGBs have their strategic planning in place and are implementing it.	4. No planning.
	5. There is shared decision making.	5. Unilateral decision making.
	6. Positive school climate.	6. Negative school climate.
	7. Social interaction	7. Unsocial.
4. Ineffective model.	N/A	Conflicts. Problems Weaknesses. Poor performance.
5. Satisfaction model.	Both are satisfied and committed.	Both are dissatisfied and not committed.

## **4.2.4 Functioning SGBs**

### **4.2.4.1 Relationships amongst the SGB members**

The respondents from this category, SGB A and SGB B, mentioned that they have good relationships. Data collected coincided with what the respondents mentioned on the personal experience on relationship and performance and the model of effectiveness and ineffectiveness by Cheng (1996:19-23). Respondent 1 from SGB A said, 'We have a good harmonious, trust relationship'. The principal of B said, 'I feel welcome and confident because there is cooperation, collaboration, open communication and trust relationship among all members'. Other respondent confirmed what the principal mentioned about their relationship.

The chairperson of SGB B said, 'There is support from the whole SGB and the community. Our SGB is cooperative and collaborative'. The SGB B parent said, 'We have a positive relationship, we work together as a team, we report a day before if we know that we will be absent for the meeting'. Teacher 1 SGB A said, ' We feel satisfied and welcome because we have a positive relationship, meetings are well handled and well attended, we keep to the agenda, there is flow of information and progress in what we are doing'. Teacher 2 from SGB B said, 'The principal dominates the SGB in a positive way because he always want to see things done and in the correct way. He guides the chairperson and the committee on what is to be done'.

The principal of SGB A said, 'I feel satisfied because we have a good chair who can chair the meetings well, who knows what is expected of her, and this makes me feel happy and confident enough to lead this school. There is collaboration and cooperation, all members are actively involved'. A parent from SGB B said, 'I feel welcome and satisfied because work is done, there is shared decision making, mutual trust, good leadership and management'. A non-teaching staff member of SGB B said, 'I feel good because I am actively involved and enjoy that, but I feel hurt because I am nearing my retirement date and will no longer qualify'.

An element of difference came up with the learner from SGB A. The learner said, 'I am not happy at all, because I don't feel like existing in this SGB. Firstly, teachers and learners in the SGB do not relate well because teachers treat learners according to their performance in the classroom, and have respect for those who are intelligent. As a result we end up being

quiet in the SGB to avoid disappointments. Secondly, we are not used to sharing ideas with parents as minors, it is a thing that will take time to develop, and we think that it will be showing a lack of respect to them because we grew up like that'.

Teachers and parents confirmed that learners are always quiet in the SGB meetings but none had ever thought of asking them why because no one saw it as a problem. Teachers said that they are not aware of what the learner mentioned about discriminating against them in accordance with their performance.

Data collected from the interviews confirmed the results of the SGB meeting observations. The aim of the observations at the meetings was to determine the SGB relationships, attitude, pattern of communication, and their process model. It was found that members were actively involved, responding to questions in a constructive way, and there was shared decision making. There was affection and closeness through eye contact and nodding, their faces full of happiness and smiles.

Positive interruptions were there as a sign of good concentration and understanding. They showed the confidence and control that members have in their governance role. Respondent parent 2 from SGB A interrupted the chairperson's speech. She said, 'I am requesting that we keep to time, and that the report from the educational tour be included at the end because I want to give you a report today before I forget'. The chairperson in response said, 'Thank you, madam, your request is heard by the SGB; let us hear from what they say. Dear members, do we give her a chance as she requested?' This was a practical sign of lack of dominance. In both SGB A and SGB B, meetings were chaired by their respective chairpersons, and were well handled and productive. The chairpersons had confidence and control of the meeting.

The learner was quiet throughout the whole meeting. He showed very little confidence and control due to an inferiority complex. Data from the observation report confirmed what was mentioned in the interviews. He looked to be unsettled, and had signs of fear and anxiety. After the meeting observation, I called him to confirm my observations. He confirmed that is fearful of expressing himself in front of adults, and that he treats them as his own parents in a family discussion.

SGB A and B members know the requirements for successful relationships and they are implementing them in their governance. All emphasised a trusting relationship, shared decision making, cooperation, collaboration, openness, honesty and respect. The SGB meetings observations and interviews confirmed this.

There is information on the existence of the eight team roles identified by Belbin (in Evenden & Anderson, 1992:180) that have a positive influence on the performance and relationships of SGBs A and B. Team roles are interrelated with roles that govern interpersonal relationships. Both the SGBs have good chairpersons and members who are the movers and shakers, who make sure that things happen. SGB members are active in giving ideas. Information is confirmed by the meeting observations and data collected from the interviews. SGBs have monitors who evaluate ideas given through shared decision making. All members proved to be team workers who look after the relationship and feelings of the team members by being affectionate, close to each other, and making each other happy.

SGBs have resource investigators who evaluate whether contributions are practical and explore where and how to obtain resources. The chairperson from SGB A said, 'It is better to delegate responsibilities according to where the person stays and where the resources are obtained; 'If the SGB needs someone who will dig the pit toilet, it should delegate someone local; if it needs a plumber, it should delegate this to someone staying in town'. There is information to prove that members are finishers, they make sure that things are done. Parent from SGB A who wanted to give feedback said, 'The roles are applied appropriately, hence there is equilibrium/balance in the relationships'.

The scaled response on roles that govern interpersonal relationships were taken from Evenden and Anderson (1992:169), as they were considered relevant to determine the interpersonal roles within the respondents. This was completed with the information from observations conducted during SGB meetings and the interview session. It was confirmed with the respondents (interviewees) that the roles identified are a true reflection of what they are in their everyday life.

Judges: kept on maintaining order and controlling the meeting to have focus.

Fun lovers: made members laugh, feel free and motivated through capturing their interest and happiness for the friendly atmosphere.

Thinkers: gave up their ideas constructively, directly and briefly giving alternatives or solutions to problems.

Defendants: helped in supporting other members by making sure that mistakes are admitted to openly and politely.

The broken wings: were always clarifying issues in the SGB meeting to ensure that all have the same understanding.

The data collected from observations and interviews indicated the positive aspects regarding the respondents of both the extreme cases (effective and non effective SGBs) with regard to roles that govern interpersonal relationships (Evenden & Anderson, 1992: 169 – 171). All members proved that they hold those roles and use them in one way or the other. The roles can further be used to develop their team functioning in a complementary way; e.g. a respondent in SGB A; who is declared to be negative is a judge and a thinker. The principal of SGB A is too much of a fun-lover; the chairperson of SGB C is a helper, the judge, defendant, a thinker and a broken wing, but not a fun lover. For example, he observed teachers arriving late at school, and went into the school to check their time book. He knows very well that the agreed school starting time is not only for learners but for all, and questioned what would happen if the learner got injured at 8h05 and the teacher only arrived at 8h30'. However, this is an indication that SGBs C and D do have roles, but do not implement them correctly, like SGBs A and B. There is no equilibrium in SGBs C and D.

#### **4.2.4.2 The influence of existing relationship on the SGB performance**

There is information regarding Hawthorne's theory that agrees with the behaviourist who attacked his theory, who argued that happy workers are not always productive (Hodgetts 1990:11). Data collected points to the fact that productive workers are happy workers. The respondents of SGBs A and B, except the learner, indicated that their happiness is derived from their productivity, and that it is enhanced by their contribution. The chairperson of SGB A said, 'I feel happy because of the contribution I make; it makes me feel confident and satisfied'. The parent from SGB B said, 'We feel happy because we are all involved, work is done effectively, we value each other's contribution, and we support each other in our delegated duties'.

The data collected confirmed the literature review (O'Brien, 2000:61) that the achievements of an organisation are the results of combined efforts of each individual in the organisation, working towards common objectives. Trust enlarges the scope of action on any playing field (O'Brien, 2001:1). There is a working relationship through consensus and collaboration (Cloke & Goldsmith, 2000:192). The parent from SGB A said, 'Work is done by all members, there is no time for blame shifting and gossiping. All have delegated responsibilities, all are informed, and there is effective communication and feedback'.

The principal of SGB A said, 'Our performance influences our relationship in a positive way. The changes in our school building and surroundings, and things achieved such as boreholes, sanitary toilets, teaching and learning resources make us feel good about ourselves, respect each other's contribution and strengthen the relationship. The learner confirmed that by saying, 'We have many things that other schools do not have, such as computers'. Other members emphasised the same information to confirm it as true, relevant and applicable.

An SGB B respondent said, 'All members delegate duties, and make sure that they do their duties in time and in an excellent way without someone being behind them, and this make the relationship flourish'.

Teacher 2 in SGB A said, 'I am worried because I cannot contribute as I thought due to the weekend meetings and the distance between home and school as I stay far from the school, about 120km'.

The respondents from SGBs A and B identified their SGBs as working in teams. They further rated their SGB teams as good because they are all informed, all participate, and all feel important and have a sense of belonging. A parent from SGB A said, 'We have a good team because all members are actively involved, and everyone know his/her responsibilities. We work together and share ideas'. The chairperson of SGB B said, 'It is a good team because there is a trust relationship; we work together as a family'.

The data collected confirmed what has been mentioned in chapter 2, in that effective teams have clear, agreed, common goals (Creese and Early, 1999:22). It is necessary that everyone understand the standards (Langdon, 2000:189-191). It was found that SGBs A and B have clear goals and standards agreed upon as a team. There was data confirmation

through documents observation, SGB meeting observations, observations during interview sessions and responses from interview questions. SGBs A and B have performance reviews and know the importance of doing them, as they continuously review their performance. Members were confident, clear, and mentioned the same information with regard to objectives, set standards, and the extent to which they have managed to achieve them.

Teacher 1 from SGB A said, 'We always review on the progress done to determine the needs that should be attended to before things can go out of control'.

An SGB B respondent said, 'Our main objective is to attract parents in our neighbourhood to register their kids with us and stop taking them to private schools where they will have to pay more money. What is interesting is that we have managed this, because many professionals have registered their kids who were at private schools with us'. Observations confirmed it because I saw many taxis in the morning bringing in learners and in the afternoon coming to fetch learners. I asked learners where they come from, and found that they were from neighbouring villages and from afar. The availability of objectives is also confirmed by SGB performance criteria checklist.

SGBs were interviewed on how they run their finance, to determine their performance of section 21 functions and to find out whether the SGBs work as a team or as individuals. Working as individuals is a sign of poor performance and poor relationships among the SGB members. Questions on finance functions were found relevant because firstly, they are Section 20 & 21 schools. Secondly, I have mentioned that it is worthwhile to conduct research on how the SGBs perform their functions due the dissatisfaction revealed by the findings of the research studies on mismanagement of funds, and principals' unilateral decisions which led to the SGB working as a crisis committees (Van Wyk, 2004:49).

The SGBs A and B respondents indicated that they draft their budget as a team because they all want to be informed on how much money they have, and how much will be used for which items, in order to be able to account to the parents because they are there to represent them and the money belongs to the parents. They all mentioned that there is transparency in school funds, except the learner in SGB A, who said that they are not involved in their school finances. The principal and other respondents were interviewed to confirm what the learner said. It was found that it is true. The SGB does not have reasons as to why they excluded learners.

The respondents from SGBs A and B mentioned that their budgets are implemented as agreed, and that they are happy and satisfied. Once more, performance of Section 20 & 21 functions elevated the trust relationship as members are involved, there is clear procedure, and clarity that leads to progress and thus good performance. Information is confirmed by the checklist and the general observations of the school climate.

#### **4.2.4.3 Team skills that the SGB members have to improve their performance and relationship**

Information on team skills was collected through interviews, and tabulated according to background information and observations during the SGB meeting. Data collected was presented in the previous section. Data coincided with the literature review on team skills. Members can read and write, verbalise their policies, and calculate money, except the non teaching staff member of SGB B. This person said, 'I cannot read and write, but I have good ideas to offer. Some of the SGB duties are just like family duties and I am good at communication. I have conflict resolution skills, keep this school clean for teaching and learning to take place in a conducive way. Further, I can repair the broken windows and door locks, and can fit broken windows.

It was evident that the SGB members have character skills that were demonstrated by their trustworthiness, kindness, personal balance, openness and responsibility as revealed in interviews and observations. The respondents said that they are all responsible when interviewed on the SGB performance checklist to determine their level of responsibility. They emphasised that the principal initiates, and they are all are actively involved.

The leaders and members of SGBs A and B have team skills that are required to encourage collaboration and imparting them to each other (Cloke & Goldsmith 2000:15& 200).

The SGB members have relational skills because there is effective communication, inclusion, consensus, acknowledgement, constructive feedback and collaborative problem solving. It was found that they have mediation skills because all mentioned that they have conflict resolution skills. The SGB values the diversity of members and are supportive of one another.



The data collected proved that SGBs A and B have wisdom and skills because they are innovative, demonstrated critical thinking in answering the research questions, and perform their functions effectively.

There is evidence of elective skills because members are motivated to work, all are actively involved, and there is opportunity for developing people's talents. The SGB B chairperson said, 'I always delegate people to chair the meeting who are well positioned to hold meetings'.

There is information on action skills. All members mentioned that they are committed to achieve their objectives and targets, all are dedicated, and the SGBs have performance reviews on a continuous basis. This information was confirmed by observations of meetings where it was found that reviews formed part of their agenda.

Data collected confirmed that SGBs A and B have special skills required for successful teamwork. They both have the skills of self management because they have a sense of ownership, responsibility and commitment. The SGBs have collective energy. The principal of SGB B said, 'All members are committed to work, there is a spirit of cooperation and competition among members on how they perform their allocated functions'.

SGBs A and B have the communications skills. The principal of SGB B said, 'We have effective communication'. An SGB B teacher 1 said, 'Our good communication increases understanding, increases performance, and makes relationships flourish'. The respondents confirmed that they have effective communication and shared decision making. The principal of SGB B said, 'Everything is done through communication; it enhances performance, clears misunderstandings, and brings about trust among members'.

The SGBs A and B members have the skill of leadership. The chairperson of SGB A said, 'I am a former principal, I have leadership and management skills, and being a member of this team allows me to utilise my skills and to empower others to be future leaders'. The principal of SGB B said, 'We have a good chairperson who can chair the meetings well; she knows what is expected of her'.

SGBs A and B have the skill of feedback and evaluation. This is confirmed by ongoing progress reviews. There is evidence of strategic planning through school development

plans. Information is confirmed through interviews and the SGB performance criteria checklist.

The SGBs have the skill of shaping successful meetings. The meetings observed were satisfying and productive. All members were actively involved. Correct procedures are followed.

Data collected indicates that SGBs A and B have the skill of enjoyment. Respondents mentioned that their pleasure is derived from their contribution in reaching their objectives. The non-teaching staff member from SGB B said, 'I enjoy every moment of my service because of the contribution I make to this SGB'. Teacher 2 from SGB B said, 'I feel confident and satisfied because I see progress in what we are doing'.

The evidence of interpersonal relationship in these SGBs concurs with Evenden & Anderson (1992: 169-171).

#### **4.2.4.4 The influence of team skills on the SGB performance and relationship**

The data collected indicated the positive influence of team skills on the performance and relationships of the SGB members. The respondents mentioned that they work as a team. Meetings and document observations confirmed this. There is high level of contributions that enhance performance and bring about positive relationships. The respondents indicated that they have practical and theoretical knowledge of the skills they possess because they are implementing them. In both, the SGB meetings were chaired by the chairperson and the correct meeting procedure was followed.

The respondents mentioned that they experience happy relationships and satisfaction because of the realisation of SGB aims. The availability and the proper implementation of skills, as mentioned, enhance performance and relationships. High performance is confirmed by document availability in the SGB performance checklist table number 3. Observations on the general climate of the school confirmed interviews and meeting observations. The general climate of the school was positive; good communication, friendly and welcoming happy faces, a clean environment and school buildings in order, no broken doors nor glasses, and the availability of resources.

There is ongoing capacity building. The respondents mentioned that all members are actively involved through delegation according to ability and there are continuous progress reviews conducted through feedback and evaluation skills. The chairperson of SGB B said she delegates other members to chair the meeting. She also mentioned that she used her leadership skills to train teachers and the community on how to raise funds for the school through planting vegetables, selling them and giving them to learners to supplement the food supplied by the department. The garden was observed and was found to be in production.

There is mutual trust, mutual understanding, good communication, leadership and direction. All feel important, valued and motivated because of their contributions of different skills to the SGB team. An SGB A parent said, 'We feel motivated, work is done in a proper way, we share responsibilities, we value each others contributions, and we support each other'. There is evidence of satisfied social needs in accordance to the Maslow's hierarchy of needs (Van Deventer & Kruger 2003: 150). Respondents mentioned that they have love, friendship, mutual trust and mutual understanding. A parent from SGB A said, 'I feel motivated because of the cooperation, love, respect, trust and collaboration we share.'

Respondents mentioned that they are interested in success, have confidence in them, and want to be recognised and appreciated for their achievement. The SGB A chairperson said, 'I am a future-oriented person who is interested in rendering services for charity, and therefore I like to be acknowledged for my contributions'.

Data collected coincided with the Herzberg's two factor theory of motivation (Van Deventer & Kruger 2003:151), which says that factors that give job satisfaction are linked to the content and context of the work. Factors linked to the context are hygiene factors that are preventative in nature. Hygiene factors cannot motivate, but motivators can motivate. Motivators are those linked to the content of the work. They are performance, recognition, delegation, responsibility and authority, career progress and opportunities for personal growth. Hygiene factors identified by the respondents are supervision, relationship and personal life. Respondents mentioned that they are motivated by the motivators. The SGB B chairperson said, 'We need evidence of our performance for those parents who elected us to be satisfied, and we need to be acknowledged for our skills through certificates of participation or celebrations of achievements per circuit'.

The data collected confirmed that the skills that SGBs A and B possess have assisted A and B to operate according to quadrant ii (Covey 1989:160) – the quadrant of time management.

They have their main focus on planning, recognising new opportunities and building relationships. SGBs A and B have balance coherence, focus, people dimensions and flexibility. They have goals and strategic plans in order to be readily available.

#### **4.2.5 Non- functioning SGBs with poor performance and poor relationships**

The criterion used was poor performance, ineffectiveness as evident in the lack of records to prove functionality, and ongoing conflicts that led to poor relationships amongst the SGB members.

##### **4.2.5.1 The relationship amongst members of the SGB**

It was found that respondents from SGB D differ as to how they perceive their relationships, therefore I have presented findings from SGB C and SGB D separately to enable clear understanding of the deeper meaning attached by the SGB members to their relationships.

##### **4.2.5.2 Findings from SGB C**

SGB C remained with the status quo. Respondents mentioned that they have a negative relationship and ongoing conflicts without solutions. The chairperson said, 'We have a very bad relationship because work is not done as it should be. We have disagreements with the principal on how he does things. The principal allowed a certain lady to run a pre-school without an agreement with the SGB. Learners are paying directly to the owner who does not pay a cent to the school but uses the school buildings for her own benefit. Learners use the school feeding scheme and are given school resources, such as charts'.

Other respondents, including the principal, confirmed the information as true. Teacher 1 said, 'We have poor relationships'. Teacher 2 said, 'We feel frustrated and lost'. The other parent said, 'We have a negative relationship, there is power struggle between our members'.

The chairperson mentioned that teachers, including the principal, come to school late. 'I once went into the school to check their time book after their arrival at about 8.30-9.00 and found that they had entered the time as 7.45 am. I told the principal and he said that is not my

business, I have to focus on governance and not on administration issues'. The principal was interviewed on the matter, and he confirmed it and emphasised that late coming is his concern and not the chairperson's concern, and that the chairperson has no right to look at the teachers time book as the principal is charged with that task.

The principal said, 'I don't think there is a problem with the owner of the pre-school using our facilities because she is taking care of the future community leaders and this school belongs to them'.

The chairperson said, 'I do not feel welcome at all because I want to see my inputs in action. We are there in name only, but not in action, and there is no communication at all'. The parent said, 'We have a negative relationship, there is power struggle between the principal and the chairperson because the chairperson is a man with vision but the principal does not recognise him. This has been going on for a long time, and so far we have no solution to the problem'. The parent further mentioned that the SGB suspects that there is mismanagement of funds but has not yet managed to check their records, but there are many claims that are not accounted for.

Teacher 1 said, 'We have a negative relationship. The chairperson wants to dominate everybody in the SGB. He denies signing the cheque when we request him to do so'. He further said, 'I am not feeling good because we never had a meeting for this year. We once arranged a meeting that failed due to poor attendance and we could not form a quorum'. Teacher 2 said, 'We have a bad relationship because we are disjointed. I feel frustrated because I have already committed the mistakes due to lack of knowledge and cooperation. The principal instructed me to sign appointment forms and cheques on behalf of the chairperson and I have been reprimanded by the circuit manager'.

The principal said, 'Our SGB is disjointed, the chairperson is not cooperative and is inquisitive. I called him to attend the SGB meeting several times but did not arrive'. I requested evidence of these invitations and unfortunately he could not produce any.

The principal said, 'I feel welcome, and I enjoy my work as the principal of this school. The situation gives me the opportunity to interact with different people of different characters'.

One could not observe their SGB meeting because they did not hold one. The SGB had two meetings scheduled but none took place. I have interviewed them to get reasons of their failure to attend as requested. I was told that they did not receive invitations because the principal did not invite them. I asked him to prove their reason, and he said that he invited them but they did not come as usual. Once again I requested him to provide evidence of the invitations or records to prove that he called them but no evidence was found. He later admitted that he did not invite them because he knew they would not come.

Data collected from the interviews coincided with the observed behaviours during the interviews. Members did have freedom of expression, showing that they were tired of the issues at hand and wanted someone come to their rescue. They were uncertain when interviewed about a checklist because no work had been done since elected, and they suffered from an inferiority complex in that they had failed to do the right thing. They were fearful of the unknown as they are fighting with the principal. Teacher 1 said, 'I am afraid. I do not want to die for community issues. Who will be looking after my kids when I am dead?' In their voices, the pitch was high as an expression of anger.

#### **4.2.5.3 Findings from SGB D**

The data collected from the interviews with SGB D indicated that the respondents have good relationships in that they feel welcome and happy to be members of their SGB. The chairperson said, 'We have a good relationship, the members and the principal are cooperative'. The other parent said, 'All members relate well, I do feel more welcome, I have served for a long period and I have enjoyed it'. The principal said, 'We relate well, our SGB is cooperative, and I feel welcome'. Teacher 1 said, 'Our SGB has good relationships; we do not have arguments or conflicts among ourselves.

Respondents could not give an explanation as to what contributes to their SGB happiness when interviewed. They only feel happy because they are on good terms with each other as SGB members but not because of their positive contributions. This is in contrast to that indicated by SGBs A and B in that those SGBs are functioning.

Data collected from the interview session and the observation of the SGB D meeting did not confirm this facade of happiness given in the interviews. The principal chaired the SGB meeting. Members did not have freedom to express themselves, and showed signs of fear as

the principal dominated the meeting. There was no shared decision making, no interruptions at all, no questions posed, and no verbal agreements were made. Members had no confidence, and some were changing seating positions. During the interview, members were uncertain about the answers, they had no confidence, they had inferiority complexes, and they took time to respond to questions.

Observation was followed up with interviews on observed behaviours. These indicated a one-way communication. The principal said, 'I cannot open up the mouth of SGB members if they do not want to talk. My task is to deliver what I want them to know and that's it.' The chairperson said, 'I cannot speak in front of people as I am shy by nature hence the principal was chairing the meeting'. The learner said, 'I cannot speak in front of adults, I respect their views, but I can report to the LRC because they are my peer group.'

#### **4.2.5.4 Further findings from SGB C & D on relationships**

Both SGBs C and D know their challenges but do not know how to overcome them. SGB C respondents mentioned that they are disjointed. SGB D respondents mentioned that they have a high rate of vandalism, and the staff is divided due to one member of the SMT who is angry with the SGB and the new principal because he thought that the post would be given to him. He does not speak to the SGB, he does as he wishes and no one can speak to him. As a result, some teachers are taking charge of the situation by imitating him. The problem is that it affects the smooth running of the school and disturbs quality learning and teaching as some teachers imitate his absenteeism. Some request permission from him and not the principal to knock off early. Other respondents confirmed this.

The principal of SGB D said, 'We relate well, our SGB is cooperative and supportive, and I feel welcome. There are challenges, but I ignore them and continue as if nothing is going on. Now I feel tired, I don't think I will stay for a long period in this school, otherwise I will be risking my life'.

The SGBs C and D respondents know the requirements for positive relationships but do not implement them. The respondents mentioned them in the interview but there is no evidence of implementation. Respondents mentioned openness, transparency, good communication, commitment, cooperation, and collaboration, mutual respect and trust, which indicates that they are there in theory but not in practice.

SGB C mistrusts the principal because of claims without specifications and lack of records to prove him correct. A parent said, 'The SGB members suspect that the principal misuses school funds although we have not yet done thorough checking'. Lack of trust is an indication of a poor relationship.

The SGBs C and D principals dominate their SGBs in a negative way as they are standing in front of their SGB members instead of leading them in their governance. There is no trust relationship because of a lack of communication (Covey, 1989: 188). Both SGBs lack affection, warmth and closeness and a sense of inclusion. Therefore nothing contributes to their happiness. SGB C respondents said that there is no communication amongst themselves because they are disjointed, and members feel frustrated and dissatisfied. There is mistrust, lack of understanding, poor communication and de-motivation.

SGBs C and D are in stark contrast to SGBs A and B. They are the opposite of what SGBs A and B are doing. The team members have interpersonal roles and team roles (Anderson 1992:180) that are not implemented in a correct way because there is no equilibrium. The principals playing all the roles while the other members are passive observers.

#### **A The influence of existing relationship on the performance of the SGBs**

Data collected from SGBs C and D confirm the literature review, that happy workers are not always productive. It agrees with the behaviourist who attacked Hawthorn's theory on performance (Hodgetts 1990:11). The SGB D respondents mentioned that they are happy but did not meet the requirements in the SGB performance checklist. It was found that they are not performing their functions, as discussed previously. SGB C has a financial statement prepared by the principal without input from the SGB. SGB D has a school policy prepared by the principal only. The chairperson does not know what the constitution is for the SGB.

The follow up interviews were done to triangulate data from the interviews, observations and the SGB performance criteria checklist. It was an embarrassment to SGBs C and D members to hear what is expected from them, as they do not have the records required. The members confessed that they realise that they are far behind expected performance because they are in their third term of office without the SGB policy and other documents needed. SGBs C and D did not meet the criteria for effectiveness as previously discussed.



The SGB C chairperson said, 'Our performance is affected in a negative way, we cannot do what is expected of us'. Teacher 1 said, 'There is a negative influence because there is no communication, work is not done, there are no cleaning materials or stationary, and we all feel frustrated'.

An SGB C parent said, 'Our relationship has a negative influence because we are focusing on fights rather than on progress. Things are not done in the correct way, and everything has come to a stand still'.

Respondents from SGB C rated their team as bad because they are disjointed, have poor relationships, quarrels and misunderstandings. The principal of SGB C said, 'We do not have a team and we never had it before. I found them being uncooperative as I was told that I can't change them. The SGB was doing as it pleases before during the tenure of the previous principal and I can't allow that'. Other members confirmed that they do not work as a team and in fact, they are not working except teacher 1 who is the finance officer.

The data collected indicates that the SGB D focuses on relationships and not on performance. The chairperson of SGB D said, 'Our existing relationship has a positive influence on our SGB performance. I cooperate well with the principal, and I only meet him when he calls me to sign the cheques. I always accept everything he suggests because he knows what is best for our kids as the principal'.

A parent said, 'We don't fight, and we come to meetings when requested to by the principal. We do not have a program for our meetings but hear from the principal if he needs us'. Teacher 2 said, 'The influence is positive because we attend meetings and there are usually no arguments'.

## **B Team skills that SGB members have to improve their SGB performance and relationships**

According to data collected, all members of SGBs C and D have attended formal school, all members can read and write interpret policies. The chairperson of SGB C is a lecturer, and the chairperson of SGB D has Standard 9 and has registered for Standard 10 with ABET.

Data collected from SGBs C and D does not show evidence of the availability and implementation of skills that leaders in democratic organisations need to have (Coke & Goldsmith 2000: 171-172). There is no evidence of character skills, relational skills, mediation skill, action skills and others indicated in chapter 2.

There is no evidence as to whether the SGBs have special skills required for successful teamwork and the leadership skills mentioned in chapter 2 because they are not applied. There is no evidence of their presence demonstrated through outputs.

Data collected through observations and interviews do not indicate the presence of skills used for developing interpersonal relationships (Evenden & Anderson 1992:169-171). There is no sense of inclusion, any order, or support.

### **C The influence of skills on the SGB performance and relationships**

It was found that the team skills, as previously mentioned, are applicable to SGB C and D in theory and not in practice. The problem lies with the aspect of implementation. There is poor, if not a complete lack of, implementation of skills possessed by the SGB members that leads negative influence demonstrated by poor performance and poor relationships, lack of commitment and de-motivation. SGBs C and D have no records as indicated in the SGB performance criteria checklist table 4. 3. SGB C has only a financial statement prepared by the principal alone without involving other members. His reason is that he found it necessary because he wanted to release the budget for the following year and the SGB could not meet to draw it up as they are disjointed. SGB D has the school policy that was developed by the principal alone without involving other members. He said he had done it to assist the SGB.

Poor implementation of leadership, communications and other skills led to the delay in appointing non-teaching staff members. It is said that the principal had not followed the correct procedure in appointments. He performed the procedures of appointment without consulting the SGB and instructed the teacher's secretary to sign on behalf of the chairperson without his permission. Fortunately the circuit manager knows the chairperson's signature and realised that it was not correct. He confirmed it with the stakeholders and found that it is true. The principal followed unilateral decisions. The process was then reversed. Other respondents confirmed the information as true.

SGBs C and D did not meet the requirements for effectiveness as indicated in the model of Cheng (1996:19-23). They do not have aims and objectives; the general climate of the school is negative, with poor communication. 'I cannot open up their mouth if they don't want to talk' said the principal for SGB D. Members had unfriendly and unwelcoming faces. The environment was untidy with papers lying around the school-yard.

Data collected coincided with the literature review that the leadership style adopted by the leader can have a positive or a negative influence on performance job satisfaction and others (Van Deventer & Kruger 2003: 2003: 142). The way in which the leadership skills of the SGBs C and D leaders are applied have a negative influence on the performance and relationships because people cannot utilise their skills effectively. People are not given a chance to self-actualise. Leaders do not empower other members in accordance with their respective duties.

The skills they possess, as discussed, are not being implemented. SGBs possess them in theory and not in practice, or perhaps they are implemented ineffectively. Hence they have a negative influence on relationships and performance. All the respondents from SGB C and D mentioned that they have conflict resolution skills but they have conflicts that they cannot address. SGB C and D have ongoing conflicts among themselves which are left unattended to. Teacher 1 said, 'We are all demoralised because of the prevailing conflicts'. The chairperson of SGB C said, 'We do not get support from our principal'.

The principal of SGB C said, 'I feel more welcomed, I enjoy my work as the principal of this school, but, well, we are disjointed'. When asked a question as to how he can enjoy being the leader whilst his SGB is disjointed, he said, 'The situation gives me the opportunity to interact with different people of different characters. I don't see a problem; days go on as if nothing is happening. We work as individuals because the school cannot stop running'.

The chairperson from SGB C said, 'I saw teachers on several occasions coming to school late; from 8h30 to 9h30 am. I stay next to the school campus. I then went in to the school to check their time register and found incorrect times indicated. The principal was among them. I questioned him and he told me that late-coming is a professional issue and not a governance issue, and that I must know my line of demarcation so as not to enter in a wrong land like an intruder'.

There is one-way communication. The SGB's opinions, insights and feelings are not considered. This Information was confirmed by the interviews and observations. The checklist also confirmed on who was responsible for the developments of policies or documents to make them available.

The principal of SGB C said, 'The chairperson is not cooperative, when I call him for the meeting he does not come'. I requested to see evidence of records of invitations but they were not available. He said, 'I do not keep them because I see it as not necessary'.

A parent from SGB C said, 'I cannot contribute because we cannot meet'. Teacher 2 said, 'I am frustrated because I have already committed mistakes due to lack of knowledge; one does not have time to read the SASA and as a result the principal has instructed me to sign some cheques and appointment forms on behalf of the chairperson without his permission. I have been reprimanded by the circuit manager'. The circuit manager was interviewed and he confirmed it as true.

Lack of skills or poor implementation of skills obstructed the fulfilment of Maslow's hierarchy of needs (Van De Venter 2003 150) that led to SGB members being demoralised. SGB C chairperson said, 'I have contributed too much but no one has ever acknowledged my contribution. I volunteered to paint the administration building, prepared flushing toilets, did some welding and repaired broken glass. The SGB was supposed to hire and pay someone for what I did. It has therefore saved money. I have planted trees for learners to have shelter'.

A parent from SGB D said, 'I have never offered any contribution on the technical skills I have because I don't want people to think that I am eating their school funds'. Data confirms that there is no trust relationship. A parent from SGB C said, 'Our SGB members suspect that there is mismanagement of funds although they did not yet manage to check records, but there are many claim forms without specifications and they are not accounted for'.

Data collected coincided with Herzberg's two factor theory on motivation (Van De Venter 2003:151) that motivators are performance, recognition, delegation of task, responsibility and authority progress and opportunity for personal growth. SGBs C and D respondents are not motivated because of the lack of motivators. SGB D respondents said that they have positive

relationships but are not motivated because they are passive listeners, and that relationship is a hygiene factor and not a motivational one.

The chairperson of SGB D said, 'I was never given a chance to chair the meeting, and although I am shy, I am interested to learn but I never requested a chance'. Other members see her as shy, and confirmed that the principal chairs the meetings. This was evident during the meeting observations chaired by the principal. The chairperson has Standard 9 and has registered for Standard 10 but cannot hold a meeting.

Leaders and members of SGBs C and D do not have the team skills required to encourage collaboration. Respondents from SGB C said that they do not work as a team but as individuals. It was found that it is true because they could not hold a meeting up to now. Unavailability of records and responsibilities also confirmed that there is no teamwork in SGBs C and D.

It is evident that members do not have, or do not implement, their character skills because there is lack of trustworthiness, kindness, personal balance, openness and responsibility as revealed through observations and interviews.

Lack of relational skills led to lack of consensus, lack of acknowledgement, no feedback and no collaborative problem solving. Lack of mediation skills led to ongoing conflicts.

There is no evidence of the special skills required for successful teamwork (Cloke & Goldsmith 2000:200). The skill of self management in SGBs C and D are not available. The two SGBs cannot overcome their obstacles. There is no sense of ownership, responsibility and commitment, no communication, no leadership, no responsibility, no feedback and evaluation, no support to diversity, and no strategic planning.

There is no evidence of the eight team roles identified by Belbin in Evenden & Anderson (1992:180). SGBs C and D do not have helpers to give each other support, encouragement, motivation, warmth, and a sense of inclusion. There are no judges who establish boundaries, rules and order in the performance of duties. There are no fun lovers who express feelings to develop positive relationship, no defendants to conform and protect individuals from the powers of others, no thinkers to reduce strong negative feelings in others through applying reason and logic results, and no broken wings to elicit help and support. Meeting

observations of SGB D, observations during interview sessions with SGBs C and D, and the availability of documents confirm that these roles do not exist among members.

Qualifications, skills, and the occupation of the SGB C chairperson show that the SGB has a good chairperson who can play all the roles if given a chance to do so. Unfortunately he is obstructed by his principal. The chairperson of SGB D needs training and encouragement. She has the will to perform her duties but unfortunately she is not given an opportunity or training on her duties.

The poor implementation of skills led to SGBs C and D operating under quadrant 1 (Covey 1989:160), the quadrant of time management that involves crisis, pressing problems and deadline driven projects. Hence the SGB C principal decided to do the financial statement without involving the SGB as he was pressurised by lack of time and lack of agreements. SGBs C and D know their challenges but do not know how to overcome them. The principal of SGB D said there are challenges, but he ignores them and continues as if nothing is going on. He said that he now feels tired, and he is thinking of leaving the institution.

### **4.3 Conclusion**

The attitude that SGB members have toward their governance and towards each other determines the practicability of skills identified. The functional schools are performing well because they have a positive attitude towards each other and their governance, while the non-functioning have negative attitude towards each other. The functioning SGBs have a high performance that led to a high level of trust, satisfaction and commitment. Data collected therefore confirms what chapter 2 stated in that trust enlarges the scope of work (O'Brien 2001:1). Doing what is expected of one paves the way for good relationships.

The poor performing SGBs, SGB C and D, perform poorly and have poor relationships because they have no strategic planning or goals. There is unilateral decision making, poor communication and conflicts that are left unattended for a long time. They lack strong supportive leadership; hence they are struggling in their governance. They are overpowered by mistrust, lack of collaboration and cooperation.

It is apparent that active involvement of SGB A and B members in the performance of functions contributed to good relationships. Work is done and all members are actively

involved and informed. There is a sense of inclusion, affection, warmth, and closeness because of the existing relationship of trust that leads to good performance. The mutual trust is enhanced by their good performance. Trust is important for success. Their happiness is derived from their positive contribution while the non-functioning SGBs lack all the aspects mentioned, according to data collected.

The team roles (Evenden & Anderson 1992:169-171) influence the relationships and performance of the SGBs. The data collected indicated a positive influence on the functioning SGBs. There is equilibrium in the implementation of the team roles, roles complement each other, and this led to high performance and positive relationships in the functioning SGBs.

This is different with the non-functioning SGBs and it is due to poor implementation. The roles have a negative influence on performance and relationships in the SGBs. The principals in SGBs C and D are not implementing the roles; hence the SGBs have poor performance and poor relationships.

## Chapter 5 Conclusions and recommendations

### 5.1 INTRODUCTION

In this chapter, the results are interpreted, and patterns and themes are identified. Information collected from the theoretical and conceptual framework is linked to the results of the research project to be used to explain the findings generated from observations and interviews. The aim was to connect all the aspects of the research project by showing the link between emerging themes or patterns for me to can develop, enhance or contradict theories used in the research project.

I have tried to limit my subjectivity for the trustworthiness of my interpretations by allowing the respondents to express their own experiences, expectations and solutions. I was aware of my own perceptions and experiences of the SGBs that can have an influence on my findings. I therefore made sure that I focused on the context identified. I have used observations and interviews to triangulate my findings. This is a step towards getting to the truth about the research topic. It is possible that more refined findings on the influence of relationships and skills on the performance of the SGBs will come from future research studies as this research was limited in scope. The research study was limited to four SGBs with extreme cases; as two were functional and the other two were non-functional. I was also limited by the time allocated to conduct the research study, conduct the interviews, and build sound relationships with the respondents in order for them to be frank and eager to participate. The truth is therefore relative to the content, the views of the SGBs and I as the researcher.

In accordance with the Maslow's hierarchy of needs (Van Deventer & Kruger 2003:150) and the theory of motivation, unsatisfied needs can influence the behaviour of individuals. The meaning was generated from recurring patterns on the issue of functionality and non functionality. According to the findings, the functioning SGBs have high performance and positive relationships because their needs are satisfied. All the respondents of SGBs A and B feel useful and important because all are taking part in their governance, and all are acknowledged for their contributions. There is a healthy competition among SGB members. There is shared decision making and respect for individuality. The respondents are in agreement, and share aims and objectives. They are all committed to the attainment of set aims and objectives. The SGBs have ongoing performance reviews to manage their



progress. The respondents mentioned that they have effective communication that keeps all members informed. SGBs A and B are high performers, and achieve success that keeps them motivated.

The findings coincided with the Herzberg's two factor theory of motivation (Van Deventer & Kruger 2003:151) in that performance, recognition, delegation of tasks and authority, career progress and opportunities for personal growth are motivators. SGBs A and B are motivated because of the motivators. The context-related factors, called the hygiene factors, are given second priority due to the fact that they are in existence because of the motivators. Unleashing the full potential of people is undeniably a tall order (Katzenbach, 2000:150).

The findings generated that SGBs C and D are de-motivated in their governance because of poor performance and poor relationships. Their needs are not satisfied. SGB D perceived their relationships as important and forgot about the motivators. The members of SGB D cannot be acknowledged because they are passive listeners. They are de-motivated. Moreover, the inter-personal conflict between the members of SGB C as a result of power plays, negative competition, poor performance, and poor relationships impacted negatively on the SGB's level of motivation. SGBs C and D's inability to overcome the existing challenges led to ongoing conflicts that left these two SGBs feeling stagnant and frustrated in their governance.

## **5.2 SUMMARY**

Chapter 1 deals with the background information and the rationale for the research study. It gave an outline of the research, research method, theoretical framework, limitations, literature review, planning for data analysis, and how data will be represented.

Chapter 2 focused on the literature review on relationships and skills and their influence on the performance of SGBs. Emphasis was on the criteria for effective SGB relationship, models of school effectiveness, performance of SGBs in school and interpersonal relationships.

Chapter 3 focused on the research design, and how the sample of the research study was selected. The qualitative method, interviews and observation as data collection strategies were discussed. Reliability, validity and ethical issues were outlined.

In this chapter (chapter 5), an in-depth analysis and interpretation of data collected was given. Interpretations and recommendations were made in line with the aim of the research and the findings gathered from interviews and observations. The conclusion of chapter 5 dealt with the theories tested.

The positive aspect about the data collected is that despite the non-functionality, poor relationships and poor performance of selected SGBs, respondents indicated that they know the requirements for positive relationships. Trust and openness, respect, consultation, team work were emphasised, and both know the negative effect that poor relationships can have on performance. The SGBs did not know that happy relationships without work done cannot be regarded as positive relationships because they affect performance in a negative way and in the end, someone has to be accountable. All can read and write and interpret policies, except two. One needs it in Tswana, and the other one cannot read but showed that he excelled in giving good ideas. All members have technical skills that are required for SGBs.

### **5.3 CONCLUSIONS**

The data collected disagrees with the Hawthorne's theory on relations (Hodgets, 1999:11) in that that happy workers are productive workers (see school D) and agrees with the behaviourists who attacked him in saying that happy workers are not necessarily productive. I am therefore aligning myself with the behaviourists who say that happy workers are not necessarily productive, and this is based on the findings of the research project. The data collected indicates that it is important to allow people to take part; be informed; and share mutual trust, respect and transparency in order to have a high performance.

The SGBs that utilise members' potential are high performers. Their members can describe their goals because they are committed to a common purpose, have a personal and collected sense of power, have access to other skills, share a mutual respect and willingness to work together, and are flexible. Furthermore, their quality is excellent, team accomplishments are recognised by all members, individual contributions are recognised and appreciated, and members feel good, respected, valued, confident and motivated. Such SGBs have a strong sense of cohesion and team spirit.

The principal mentioned that the chairperson has donated and planted trees for them, and that he comes to school on a regular basis to water them without the permission of the

principal's office. To him it sounds like disrespect of some kind. SASA Section (5) (2) says that no person shall, without the permission of the principal or HOD, enter the public school premises. No one is above the law, and therefore the chairperson should have let him know that he will be busy in the schoolyard, unless an agreement was made that he can enter the premises to perform this highly needed service that other schools do not have. (He is productive but not happy; he only wants his work to be done as planned). The chairperson confirmed that he did that because he did not want to disturb the principal - his aim was not to hurt anyone but to look after the school premises as SASA gave him that responsibility. Once more, the issue of negative attitudes comes in because if the attitude and the relationship were positive, there would not be such conflict.

SGBs C and D cannot be classified as teams because they are without identified common goals, with no responsibilities to accomplish and experience mistrust among them-selves. Both SGBs C and D are in their third year of service, but still have no records, and are unaware of what is expected of them.

It is therefore evident that the negative attitudes lead to bad performances that influence relationships in a negative way. SGB D has maintained their relationships and lost their focus on developing goals. Emphasis is on just happiness. The goals are taken as less important than the relationships. The SGB has given up their goals to ensure that their relationship is maintained. The fact that they have indicated that they ignore their challenges indicates an area of weakness in their conflict resolution skill.

I think it is necessary for the SGBs to balance assertiveness and cooperation. They should strive to force realisation of the goals agreed upon and forge healthy relationships through cooperation and mutual trust. Goals and relationships are both of high importance. In this way one will be applying the win-win situation, unlike giving goals high importance and relationships less importance. SGBs should strive to enforce the realisation of goals at all costs.

The data collected proved that common aims bind the SGB, making them dependent on others, and making members forget about their differences and work as a team. The findings are that SGBs without aims and objectives are non- functional, have poor relations and poor performance. This coincided with what O'Brien (2001:61) said about the achievements of an organisation being the results of combined efforts of each individual working toward common objectives.

In conclusion, SGBs A and B are effective because they have met the criteria for effectiveness, have relevant documents required for effectiveness and functionality, and have positive relationships. SGBs C and D are ineffective, have no records and have poor relationships. The overwhelming factor is the attitude that members have towards their governance and towards each other, and not the level of education or literacy.

### **5.3.1 The feelings of SGB members about the relationship among themselves**

SGBs A and B members feel enthusiastic about their governance. They all feel welcome and satisfied because of the respect, trust, warmth, courtesy, friendliness, collaboration, cooperation, honesty and sincerity shown. The members treat each other with tact; hence there is trust among themselves. There is consistency in their working relationships that assist in maintaining sound relationships.

On the other hand, SGBs C and D experience the opposite of what is experienced by SGBs A and B that has led to negative attitudes. Members of SGB C are disjointed. The members mistrust their principal. Their attitudes towards each other do not indicate mutual respect and understanding.

It was evident that members of SGBs A and B felt good, happy, and proud, and were encouraged to belong to their respective teams. This was demonstrated through eye contact, showing interest, nodding, and the happy faces observed during their meeting and interviews sessions.

In contrast, the members from SGBs C and D felt frustrated, neglected, experience anger, fear, coldness, are disjoint, had uninviting faces, were discouraged, sensitive, embarrassed and unhappy. They proved not to be interested, were restless, and showed poor eye contact and extreme tiredness.

### **5.3.2 The influence of existing relationships on the SGB performance**

There is evidence that the existing relationship has a negative impact on the performance of SGBs C and D because of de-motivation, self centeredness, retarded progress, and disruptive anger that is time consuming. Furthermore, the members were passive, withdrawn, shy, and demonstrated a lack of interest due to the lack of records. The prevailing

circumstances are ongoing because SGB members do not know how to fix their challenges. Their leaders are the 'know it all' people.

Data collected confirmed that unpleasant and unfriendly actions lead to poor performance and poor relationships. The principals of SGBs C and D appear to be dominating their SGBs. They lack consistency. This led to the members seeing each other as 'us' and 'them'.

SGBs C and D have poor relationships. Respondents from SGB C indicated that they are disjointed; there is no communication at all, and there are no SGB meetings. They have had only one meeting since 2005 that was unsuccessful because of poor attendance. I was informed that they would hold a meeting, but none took place. Three meetings failed due to poor attendance. The SGB has a power struggle between the principal and the chairperson. There is lack of cooperation and collaboration, lack of trust, respect and love. Members and parents feel that the principal has neglected them and therefore feel discouraged, frustrated and lost. Their conflict has resulted from poor consultation, lack of goals, mistrust and negative attitudes.

The principal of SGB D focuses on strengthening the relationships, buying the favour of the members and ignoring activities to be done. He is striving to overcome his fear of failure. He uses a people-oriented leadership style that has resulted in poor performance. He is operating according to the prevailing situation.

The SGB C is disjointed. Members cannot meet. They do not have a minute book, therefore there no minutes are kept, and the same applies to SGB D. Their existing relationships have affected their performance in a negative way. Everything has come to a standstill. According to SASA, a school governor can be stopped from serving or can be removed from the office if more than three meetings in a row missed without explanation. The SGB C has a history of poor attendance and poor relations for the past three years. The chairperson and the principal cannot act because they are pulling in different ways. All members are affected negatively.

The SGB C has poorly managed their conflict; hence it is destructive. The SGB has lost both goals and the relationship. They regard both goals and relationships as less important because there is no attempt made to come up with solutions. Instead they have decided to

withdraw from the situation. The principal, in response, indicated that his interest in the issue is not high; 'I enjoy my work as the principal of this school'.

The chairperson of SGB C mentioned that he requested the principal to prepare the constitution several times, but he kept on delaying. He further mentioned that he once prepared it for them to amend or adjust, but it was refused by the SGB, and up to now everybody has kept quiet about it. The high claims by the principal are there because the SGB does not have a finance policy to guide them and that has contributed to mistrust and the poor relationship.

The SGB must submit a copy of their constitution to the Head of the Department within 90 days of their election SASA (section 18 (3)). The constitution has rules that will assist the SGB in carrying out their responsibilities of transforming schools. Poor performing SGBs do not have constitutions, although it is their third year in office.

According to SASA Section 38(1), an SGB must prepare a budget each year, which shows the estimated income and expenditure of the school for the following financial year. The non-functioning SGBs do not have their budget for 2005. They operate without a plan as to how the money will be utilised. The SGB must keep record of funds received and spent (Section 42(a)). The functioning SGBs have records, whilst the non-functioning have nothing to prove their functionality.

The SGBs have been given an overall responsibility for their schools by SASA. They have to ensure that school policies are drawn up and that school buildings and funds are properly administered and accounted for. The principal's job is to see that the decisions of the SGB are properly carried out in the school.

The low level of performance as indicated is therefore attributed to the principal's negligence of his duties in terms of SASA Section (19)(2), EEA 76 OF 1998, PAM ch A par. (v) whereby the principal has to give the necessary assistance to the SGB in the performance of their functions. Principals of SGBs C and D act are in contravention of the constitution Section 7 (1) and Section 16(1), whereby everyone has the right to freedom of expression, freedom to receive or impart information or ideas, and the right to take part in decision-making on matters that affect him/her. The governance of every public school is vested in its governing body (SASA Section 16).

In contrast, the existing relationships of SGBs A and B members have a positive influence on their performance. Respondents from SGBs A and B feel motivated because of the trust relationship and respect among themselves. They have self-confidence because they are acknowledged and appreciated. They have an opportunity to self actualise as individuals. The data collected indicates that all performance need support of some kind, that people want to be heard and accepted as individuals, and that money alone cannot motivate people. People want to be acknowledged, praised, respected, be given feedback, be actively involved, and encouraged and informed (Evenden & Anderson, 1992:201; Hodgets, 1999:52). Working relationships improve through consensus and collaboration (Cloke & Goldsmith, 2000:192).

### **5.3.3 Team skills to improve the SGB performance**

The SGBs A and B are performing well and have positive relationships because members have teamwork skills that are implemented effectively. Members compete with each other in a positive way, and no-one want to be a failure in his or her delegated duties. Members have increased cooperation, collaboration, respect for all, a mutual trust relationship, and are supportive of each other.

The achievements of an organisation are the result of the combined efforts of each individual in the organisation working towards common objectives (O'Brien 2001:61). A non-teaching staff member of SGB B said, 'We all know our responsibilities, no one is passive, we support one another, and when there is a workshop, we make sure that we attend. When we come back, we review the proceedings to ensure common understanding.'

Teacher 1 from SGB B said, 'Our treasurer cannot type, and in consultation with him, we agreed that as the SGB we will give our principal the task of typing our budgets and financial statements. We all check for mistakes and it is not that we mistrust him. We have a trust relationship.'

The SGB A and B leaders are team-centred and visionary leaders. Their teams have clear aims and objectives shared and acted upon accordingly. All members can read, write and verbalise their policies, except one non-teaching staff member. Therefore qualifications are not the major contributory factor to good or poor performance or positive/negative relationships. Attitudes, being either negative or positive, are the most important contributory

factor. The positive attitude in this regard is the important factor that contributed to high performance and positive relationships. All members are committed and dedicated to their delegated duties. Respondents from SGBs A and B mentioned that they have increased cooperation, collaboration, trust relationship, respect for all, are supportive to each other and accept positive constructive criticism.

The negative attitudes of SGBs C and D led to poor performance and poor relationships. There is unfriendliness and lack of courtesy among members of SGBs C and D. SGB members are disjointed, and have ongoing quarrels and disagreements.

#### **5.3.4 The influence of team skills on SGB performance and relationships**

The team skills have a positive influence on SGBs A and B, and a negative influence on SGBs C and D. Positive influence is attributed to the positive attitude that SGBs A and B members have towards their governance, and the negative attitudes that SGBs C and D have. Positive influence is evident through being proactive in their relationships, mutual trust and respect, and open, honest and full communication, shared aims and objectives, and shared planning. Furthermore, there are efforts to accomplish delegated duties, recognition and acknowledgement of individuals, commitment and dedication that led to observable outputs and a high performance.

Members of SGBs A and B have high performance levels and positive relationships because they apply and develop their team skills and knowledge to team objectives and that lead to the success of their teams. Their success is brought about by their mutual support in performing their functions. The members are interdependent and all strive to reach their shared goals and objectives.

SGBs A and B allow members to utilise their skills effectively. SGB A chairperson utilises his principal's skills to govern the SGB. The SGB B chairperson initiated that the school has a vegetable garden to supplement the available feeding scheme. She taught the teachers and the community how to plant and take care of vegetables and flowers.

In contrast, the negative influence is seen in SGBs C and D because of their negative attitudes. They are living in crisis, they failed to mediate their conflicts until they are destructive. They ignore the conflict, are reactive, distrust each other, have poor



communication, no aims and objectives, no planning, no delegation of duties, and no recognition and acknowledgement. Team leaders of SGBs C and D are aware of the dynamics operating within their SGBs but are not ready to intervene. Data is confirmed by the interviews.

The principals of SGBs C and D dominate their SGBs, and do not give them the opportunity to contribute. This data was confirmed by the interviews, observations and the SGB performance checklist on available SGB documents and responsibilities as to how they were developed. The principals of SGBs C and D work independently, and do not trust their colleagues because of their attitude. The principals are standing in front of their SGBs instead of leading them. Differences in opinions or disagreements are seen as divisive.

There is a gap in the performance of SGBs C and D because members do not complement each other so that what is expected of from is not done effectively and efficiently. SGBs C and D members do not reflect on themselves to determine whether they are contributing positively or negatively to their SGBs because they do not have performance reviews.

Subject to SASA, the governance of the school is vested in the SGB. The SGB has to determine times of the school day consistent with any applicable conditions of employment of staff (SASA). The time agreed upon will bind both learners and their educators. Therefore the chairperson was not wrong to complain of the late coming of educators observed over some time. The complaint of the chairperson of SGB C on late coming of educators indicates that he is a visionary person who works in the interests of the children, and is one who knows what is expected in accordance with the policy.

The qualifications and occupations of the respondents indicated that they are all educated; they can all read, write and verbalise the policy with the exception of only one non-teaching staff member in SGB B who did not have the opportunity to attend school. The respondents are enlightened; therefore illiteracy within the SGB studied is not the main issue, but rather the attitudes. It is true and evident that attitudes play an important role, as can be seen by the data collected on personal experience on relationships and experience, as the respondents of SGBs C and D know what is expected, but are not practising it in their governance.

The chairperson of SGB D has Standard 8 and has registered with ABET for Standard 9. She can read and write, and can be trained to chair the meeting through internal workshops although she failed to attend the departmental one, but indeed no one is concerned about her developmental needs as the chairperson. The principal chairs SGB D's meeting because the chairperson mentioned that she lacks confidence, and because she has never attended any training on her duties. (Training was scheduled, but she did not attend because she was informed late). She never attempted to chair the meeting because she was never given a chance. An agreement was never made with the SGB that the principal should always chair the meetings on behalf of the chairperson.

The principals of SGBs C and D are ahead of their SGBs, instead of guiding and supporting them in their duties as expected by SASA. They do not unlock their potential. They have valuable talents that are not used. It is therefore true and evident that the leadership style that is adopted by the leader can have a positive or negative influence on effective aim achievement, performance, staff development, and job satisfaction in an organisation such as a school (Van Deventer & Kruger, 2003:142).

In contrast, SGB B has a bus driver who has been delegated the task of organising transport for school trips because he has knowledge of good buses, costs etc. He has Standard 5 but can read, write, and calculate money. He has good thinking skills, as was evident during interviews and meeting observations. Has served in the SGB for nine years and is still enjoying it.

There is a member without formal education in SGB B. He uses his technical skills effectively to maintain the school buildings. He repaired the door locks, cleans the schoolyard, and is now busy repainting the staff room. The SGB has saved the parents money because instead of hiring a person to do repairs he does them free of charge. He utilises his skills to benefit the SGB. Therefore everyone is seen as important because of the contribution he or she offers.

Educators in SGBs A and B bring their professional knowledge and skills such as conflict resolution, communication, calculations, and economic and management sciences to draw up budgets and calculate income and expenditures, planning, organising, coordinating, evaluating and feedback skills to SGB activities, whilst those in SGBs C and D do have those skills but lack of teamwork to apply those skills.

It is the responsibility of the SGB to take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education SASA (Section 36(1)). SGB A has a fundraising project to sell water to the community members, and they also managed to get computers donated. SGB A has the vegetable garden, with the help of their chairperson to supplement the feeding scheme supplied by the state. SGBs C and D have nothing to supplement their income.

Learners' inability to express themselves in their SGB meetings is attributed to the culture and upbringing of black children in our community. Children are not used to exchanging ideas with adults. This is the historical way of showing respect to adults, and therefore people do not see it as violating their freedom of speech. Learners cannot contribute as expected. They feel that they are not in control of their positions as governors, and have no powers to influence the decisions of their SGBs. Inability to attend all the SGB meetings makes the situation worse. Meetings are held during weekends and are most of the time they are not invited. Educators confirmed this and apologised that they sometimes forget to send them invitations, and that is not done on purpose to exclude them.

#### **5.4 RECOMMENDATIONS**

The principals and SGB chair persons must ensure that there is a balance between the task- and person-orientation in the SGB. Only emphasising one may not create the acceptable climate for the SGB to perform their expected functions. As indicated at school D, a friendly atmosphere does not guarantee high performance.

SGB training must not only focus on the financial management, managing SGB meetings, strategic planning and Section 20 and 21 functions. Even when the SGB members have the skills and knowledge to perform their functions, they may lack relationship skills and thus cannot perform efficiently.

In increasing the level of motivation and performance, and ensuring positive relationships, there should be ongoing training to all SGB members on the following aspects:

- Ensuring positive attitudes towards each other and the governance role.
- Conflict management.

- Team-work strategies, roles, interpersonal roles and teamwork skills.
- Building trust relationship and dealing with mistrust among members.

SGBs must develop standards to assess their performances. These criteria may be developed at a national level, but each school must have their own standards and criteria related to their own situation. SGBs should conduct continuous progress reviews to determine if they are working towards the attainment of their vision and mission.

SGBs should determine their strengths, weaknesses, opportunities and threats. They may use a SWOT analysis, or any other method, to determine where they can improve and what the strong points; which they can build on.

There should be regular developmental cycles for the SGBs to improve their performance and relationships.

There should be celebrations and awards for the good performing SGBs and the outgoing SGB members.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Findings demonstrated that learners' inability to express themselves fairly in the SGB is ascribed to the cultural background of the community. However, these findings cannot be satisfactory explained on this basis alone and may warrant further investigation.

This research did not investigate in detail the relationship between performance and good relationships. There are indications that good performances ensure good relationships. Further research is needed to clarify what may be the priority for specific schools.

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## APPENDIX A: Interview schedule

1. Do you as governor feel welcome at your school?
  - 1.1 What do you think could be cause of your feelings?
  
2. What is your feeling about the relationship among the following members of the SGB:
  - 2.1 The SGB as a whole?
  - 2.2 The principal and the chairperson of the SGB?
  - 2.3 The principal and the teachers in the SGB?
  - 2.4 The teachers in the SGB and the learners in the SGB?
  - 2.5 The parents in the SGB and the teacher representative?
  - 2.6 The parents in the SGB and the learners in the SGB?
  
3. What is your opinion about your SGB members' relationships based on the information given above? Do you regard the relationship as good or poor?
  - 3.1 What makes it good or poor?
  - 3.2 What are your team challenges and how do they influence your relationships, skills and performance?
  - 3.3 What do you think can be done to overcome the challenges?
  - 3.4 What is the influence of your existing relationships on your SGB performance?
  - 3.5 Who are the role players in assisting you to perform your task?
  - 3.6. In your opinion what are the requirements for positive relationships within the SGB members?
  
4. Do you think that communication is important to SGB members? Why?
  - 4.1 What are the effects of communication to your SGB performance?
  - 4.2 In your opinion, what can be done to improve communication?
  - 4.3 Why is feedback important in teamwork?
  
5. What are your objectives and how far have you achieved them?
  - 5.1 Are you working together as a team to achieve these objectives?
  - 5.2 Do you set targets and prioritise as a team?

- 5.3 Do you have performance reviews? And why?
- 5.4 Do you feel confident and satisfied to be part of this SGB?
- 5.5 What makes you feel as you do?
  
- 6. How do you draw up your budget?
- 6.1 Who draws up the budget and why?
- 6.2 Is the budget implemented as agreed?
- 6.3 Do you have any outside agents/sponsoring bodies to support you financially?
  
- 7. What qualities/abilities/skills do you have to improve your SGB performance?
- 7.1 Are you given an opportunity to contribute what you have?
- 7.2 How do you value your contribution as a member?
- 7.3 How does the chairperson of your SGB ensure the effective functioning of the SGB team?
- 7.4 What skills are required for the effective functioning of the SGB team?
- 7.5 What can motivate you to work hard?

## APPENDIX B: SGB Performance criteria checklist

### Section 20 and 21 Functions

PERFORMANCE CRITERIA	RESPONSIBILITY
1. Policies	
1.1 SGB Constitution	
1.2 School policy	
1.3 Language policy	
2. Financial management functions	
2.1 Budget	
2.2 Record of income and expenditure	
2.3 Financial statements	
2.4 Fundraising projects	
2.5 Sponsors	
3. School development functions	
3.1 Mission and vision	
3.2 Objectives	
3.3 Targets	
3.4 Progress report on goals achieved	
3.5 School development plan/SIP	
3.6 Volunteers	
4. Administration functions	
4.1 SGB minute book	
4.2 Year plan	
4.3 Reports on parent meetings	
4.4 Any educational programmes not conducted by the school	

## APPENDIX C: Rating scale of observed behaviours and interpersonal relationships

1= Not at all, 2= Very little, 3= Little, 4= A lot, 5=A great deal

**Context: SGB Meeting**

Name of the school -----

Position of person interviewed -----

Date-----

<b>BEHAVIOURS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Response to question (if any).					
2. Shared decision making.					
3. Affection/warmth/closeness. Nodding, smiling, eye contact, verbal agreements					
4. Dominance.					
5. Negative interruptions.					
6. Positive interruptions.					
7. Confidence and control.					
8. Inferiority complex. Fidgeting, changing body positions and seating positions.					
9. Signs of fear, anxiety.					
10. Voice tone: Powerful language that expresses aggressiveness and put downs.					

**Value of contribution**

Identify the role(s) that you are playing in governing the interpersonal relationships of your SGB team by making a cross (X) where applicable.

Scaled response on roles that govern interpersonal relationships (Evenden & Anderson, 1992:169)

<b>ROLES</b>	<b>never</b>	<b>seldom</b>	<b>sometimes</b>	<b>often</b>	<b>always</b>
1. Helper: Gives support and encouragement, protects, gives warmth and a sense of inclusion to the SGB members.					
2. Judge: Establishes boundaries and rules, and maintains order.					
3. Fun lover: Develops positive relations by expressing feelings.					
4. Defendant: Help surface relationships with politeness and courtesy, can support, conform and protect individuals from the power of others.					
5. Thinker: Reduces strong negative feelings in others, applies reason and logic to alternatives and consequences.					
6. Broken wing: Elicits help and support when needed, can help others feel good and form relationships.					

# APPENDIX D: SGB Background information

Fill in the missing information in the space provided.

Name of school:-----

Date: -----

Name and surname:-----

Position held in SGB:-----

Highest standard passed:-----

Present occupation:-----

Work experience (skills that can assist the SGB)-----

-----  
-----  
-----  
-----  
-----

Personal experience (relationships and performance)-----

-----  
-----  
-----  
-----  
-----

Number of years in the SGB-----

Elected or co-opted member?-----

Year of election or co-option-----

## APPENDIX E: Rating scale of observed environment

1= Not at all, 2=Very little, 3=Little, 4=A lot, 5= A great deal

**Context: General climate of the school**

**Name of school:**-----

**Date:**-----

	1	2	3	4	5
1. General climate.					
2. Cleanliness, cleaning utensils available.					
3. Relaxed atmosphere, inviting faces (friendliness)					
4. Broken windows.					
5. Broken doors.					
6. Electricity available.					
7. Broken light bulbs.					
8. Water available.					
9. School safety (security wall or fence).					
10. Telephone available.					
11. Conducive office environment/notice board/time table.					
12. Mission and vision.					
13. School improvement plan.					
14. SGB target plan.					
15. SGB minute book.					
16. School budget.					
17. Year plan.					
18. Office stationery.					
19. Classroom environment.					
20. Teaching and learning resources.					