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Faculty of Education

EXPECTATIONS OF PARENT MEMBERS OF PUBLIC SCHOOL GOVERNING BODIES REGARDING THE APPOINTMENT OF ADDITIONAL STAFF

By

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DEDICATION

This thesis is dedicated to my wife, Elsophi, who supported and encouraged me in my academic ambitions, and to my two sons, Munnik and Gerhard, for understanding that I had to spend precious time pursuing my studies.

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KEYWORDS

Additional to the post establishment

Department of Basic Education

Educator staff

Expectations

Governance

Non- educator staff

Parent

Provincial Education Department

South African Schools Act

School Governing Bodies

School Management Team

ACRONYMS AND ABBREVIATIONS

CAPAM   Commonwealth Association for Public Administration and Management

CELP   Centre for Education Law and Policy

DoE   Department of Education (Department of Basic Education)

EEA   Employment of Educators Act

ELRC   Education Labour Relations Council

FEDSAS   Federation of Governing Bodies of South African Schools

HRM   Human Resource Management

HSRC   Human Sciences Research Council

NEPA   National Education Policy Act

NNSSF   National Norms and Standards of school funding

OECD   Organisation for Economic Co-operation and Development

PAM   Personnel Administrative Measures

PED   Provincial Education Department

SASA   South African Schools Act

SGB   School Governing Body

SMT   School Management Team

ABSTRACT

The biggest impact that school governing bodies (SGBs) could probably have on school governance is by the appointment of quality additional educators and non-educators at the school. The South African Schools Act (SASA) provides, in section 20, for a public school to establish and employ staff in such positions. The school, as juristic person, becomes the employer and not the SGB which only acts as the agent on behalf of the school. Through this qualitative study I aimed to explore the expectations of parent members of different school SGBs regarding the appointment of staff members that are additional to the post establishment in public schools. By making use of semi-structured interviews, document analysis and a literature review I wanted to contribute to a more profound understanding of parents' expectations of their roles in SGBs and as to what they want to achieve through being involved in SGBs. Through this I hope to improve relationships between parent members, educator members of SGBs and the principal.

I determined that all parent members of SGBs are directed by *bona fide* intentions in that they think that they can make the greatest contribution to the learning and teaching culture of the school through the appointment of additional staff in order to have a better learner to teacher ratio in the classroom and in so doing improve the quality of teaching and learning at the school. I also determined that the parents' expectations do not differ from one type of school to another and that all parents, irrespective of race, gender, language or culture basically have the same expectations. I discovered that schools increasingly appoint retired staff in SGB posts in order to keep their expertise at the school. Schools also appoint student teachers in posts to assist teachers at the school. This is a huge advantage to education in that they are trained in their profession at no additional cost to the government.

By taking the financial position and the curriculum requirements at the school into account parent members of SGBs see it their primary duty to make sufficient finances available to enable schools to appoint additional staff. This practice is perhaps the only way to ensure quality education to all learners. The lack of financial capabilities at most schools makes the correct use of this function unavailable to them.

EXPECTATIONS OF PARENT MEMBERS OF PUBLIC SCHOOL GOVERNING BODIES REGARDING THE APPOINTMENT OF ADDITIONAL STAFF

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Chapter 1: Orientation

1.1 Statement of purpose

The purpose of this research was to conduct an in depth investigation into the expectations of parents serving as members on public school governing bodies with respect to the appointment of staff members additional to the post establishment in public schools.

1.2 Background

Education is a human right and is the core business of schools. The "White Paper on Education and Training, Government Notice 196 of 1995" (Department of Education 1995: part 5, chapter 12) (Educationlaw.org 2012) endorses parental rights and it declares that "parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance. Parents have an inalienable right to choose the form of education which is best for their children, particularly in the early years of schooling, whether provided by the state or not, subject to reasonable safeguards which may be required by law. The parent's right to choose includes the choice of language, cultural or religious basis of the child's education, with due regard for the rights of others and the rights of choice of the growing child" (Department of Education.1995:21). This document thus recognises the parent as the primary educator of his or her child and emphasises the important role that a parent can play in the governance of a school (Rhodes eResearch Repository 2012).

According to "the South African Schools Act, No 84 of 1996" (hereafter SASA) (South Africa (Republic). 1996b:sec. 23), "School Governing Bodies" (hereafter SGBs) should be comprised of "elected members, the school principal and co-opted members" (Van Wyk 2007:133). Van Wyk (2007:133) further states that elected SGB members should include " individuals from the following categories: parents of learners at the school, educators at the school, members of staff who are not educators and learners in the eighth grade or higher at the school" (European

Research Network About Parents In Education 2011). Parents always have to represent the majority through 50% plus one on a SGB. It is thus clear that the role and perspectives of parents regarding their children's education are considered to be very important. The fact that the majority of voting members of the SGB must be parents is evidence of this.

SGBs have substantial decision making powers, allocated to them through SASA, according to their capacity. In the Education White Paper 1 (Department of Education. 1995: part 5, chapter 12), the Minister of Education declared that the "decision making power of public schools would be shared among parents, educators, the community and the learners, in such a manner that it should support the fundamental values of democracy" (Polity.org 2011). SASA (South Africa (Republic). 1996b:sec. 16 1-2) declares that the core function of SGBs is governance, which is essentially policy resolution. Democratic participation of all stakeholders in the school, including parents is essential for good governance. SASA (South Africa (Republic). 1996b:sec. 16 (3)) further declares that the primary domain of the school leadership is "professional management, by which is meant the day-to-day administration of teaching and learning at the school", for which teachers and the school principal, under the authority of the Head of the Education Department are responsible.

In terms of Sections 20 and 21 of SASA (South Africa (Republic). 1996b:sec. 20-21) the functions of SGBs include "developing the mission declaration of the school, adopting a code of conduct for learners of the school, determining various policies of the school, recommending the appointment of teaching (and other) staff at the school as well as to supplement the assets and resources supplied by the government to improve the value of education provided by the school" (European Research Network About Parents In Education 2011). Supplementing the resources also includes human resources which mean that SGBs may hire additional teachers to those allocated and remunerated by the provincial education departments. In terms of this legislation (Sections 20 and 21 of SASA (South Africa (Republic). 1996b:sec. 20-21) the school has the duty to raise the funds for the payment of these additional staff members. This function to appoint staff that are additional to the post establishment as determined by government in posts created by the SGB, is

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allocated, *via* SASA, to a school governing body (South Africa (Republic). 1996b:sec. 20(4) & (5)). This is a very important function as this establishes the school, acting through the SGB, as an employer. This formed the focus of my study.

It is estimated that the number of educators and non-educators employed additionally by public schools, as well as those employed by private schools, in both educator and non-educator posts, is in excess of 100 000 (Colditz 2007a:2). It is thus apparent that school education, through public schools acting through their respective SGBs, has become one of the largest employment sectors outside of the public service. Labour and other disputes involving SGB-appointed educators, SGBs, principals and government are on the increase. According to the Education Labour Relations Council (ELRC) Annual Report 2009/2010 presentation to parliament on 19 October 2010, 669 labour disputes, which include SGB appointed educators, were referred to the ELRC in the 2009/2010 period. The ELRC further stated in their report that, even though SGB appointed educators are currently not subject to the Employment of Educators Act, No. 76 of 1998 (EEA) by definition and that the Department of Education has no legal standing to discipline such educators for any misconduct, consideration needs to be given to amend the definition of "Educator" in EEA to include SGB appointed educators (ELRC: 2010).

The intentions of SGBs in appointing additional staff members at schools should be to advance the quality of teaching and learning at the school. The intentions (expectations) of parents serving on school governing bodies, with respect to this, are not always clear. Van Wyk (2007:135) says that "in spite of having the majority representation on the SGB, many parents serving on SGBs are reserved and rely on the principal and school management teams for leadership and guidance in decision making" (European Research Network About Parents In Education 2011). Conflict between parent members of SGBs and principals regarding, amongst others, the appointment of additional staff, sometimes arises with some teachers feeling that parent roles on the SGB should be reduced. Van Wyk (2007:135) further remarks that educators feel that as professionals they "should not be placed in a situation where they could be outvoted by parents" (European Research Network About Parents In Education 2011).

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The motives (expectations) of parents serving on SGBs could be either *bona fide*, with the good intention to serve the school, support the principal and teachers and community and to better the educational output of the school, or they could be *mala fide*, with unscrupulous intentions which could include personal gain or political or even racist motivation.

Both internal and external factors influence the expectations of parent SGB members. Internal factors include the education level of the individuals, their personality and skills that can make a contribution to the schools. External factors that may influence the expectations of parent SGB members are their place of residence, political affiliation and membership to a labour union, cultural or ethnic group. All of these factors could contribute to a good or bad relationship between various groups within SGBs.

Heystek & Bush (2003:10) stated that the relationship between the principal of a public school and the SGB is not always favourable in South Africa. From this perspective it is evident that some principals and educators see the SGB as doing more harm than good at a school. They see non-professionals (parent members of the SGB) as intruders in their professional management activities. Some principals and educators are of the opinion that SGBs should not be occupied in activities such as choices concerning learning and teaching support material, teaching methods or learner assessment. Heystek (2004:312) asks the question: "Why do we want to support the professional, the principal and his/her SMT? They are professionals and are supposed to know best about the main activity of the school, namely, learning and teaching". Even a staff member appointed by the school via the SGB as agent acting on behalf of the school falls solely under the authority of the principal as far as the school's professional undertakings are concerned, even though he or she is remunerated by the school through the SGB (Education Labour Relations Council (ELRC) 2003: C – 64). Principals, school management teams and educators often see the support from the SGB as intrusive and unnecessary.

Co-operative governance is best described as an interactive approach to education in which all stakeholders are represented and take co-responsibility for the effective and efficient operations of their schools (Van Wyk 2004:54). This effectively

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translates into the empowerment of school communities. Educational policy makers, by way of SASA strive to strike a sustainable balance between central control and local autonomy in education. Sayed (2002:36) states that 'the creation of democratically elected SGBs in a country may be a meaningful achievement in terms of spreading participation and cementing democracy". Sayed (2002:36) further remarks" that with the worldwide shift towards Globalisation and Neo-liberalism, education is seen as a prospect for societies to produce human capital for effectiveness in the worldwide economy".   Heystek (2004:311) remarks that, "in line with the ideologies of real decision-making power to the local level and local knows better, the school principal, the SGB and the region officials should make choices together". He further states that this implies that SGB members must have the necessary abilities and information to perform their functions. Sayed (2002:35) remarks that "delegation in the education sector should not only be seen as ends in themselves, but should ideally promote improvements in the quality of teaching and learning". Beckmann (2002:164), however states that "the powers or functions of governing bodies are subject to many restrictions which have elements of centralisation which are mostly aimed at protecting the fundamental right to basic education in the Bill of Rights in the Constitution."

 The introduction of school governing bodies (SGBs) caused a major transformation in the school governance system in South Africa and is in line with international, neo-liberal paradigms which encourage commercialisation of education. Hursh (2005:13), however remarks that neo-liberal restructurings can be criticised for not improving the quality of teaching and learning, resulting in increased inequality. According to Prasad *et al.* (2008:1) Neo-liberalism has resulted in the mechanisation of knowledge under conditions that subjects its content, structures and modes of accessibility to the pressures of a global market. Commercialisation of education has created quasi-markets in schools, where schools compete with each other for learners. One possible way in which a school could be more competitive "in the market" is to appoint additional staff. These additional appointments are then intended to improve the educational and extra-curricular output of the school.

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1.3   Rationale

Employee expenses make up the majority of education budgets, both for government and SGBs, as is evident in school budgets of self-managing (former model C) schools (Colditz 2007a:2). After 1994 the Employment of Educators Act (EEA), No. 76 of 1998 was promulgated and collective bargaining for educator salaries and conditions of service was located in the Education Labour Relations Council (ELRC). The Personnel Administrative Measures (PAM), Government Notice 222 of 1999, determined the new post provisioning system as based on standard learner to educator ratios in relation to curriculum requirements. This resulted in a distribution of educators to schools, based on equitable principles.

Schools formerly under the more privileged racial departments had to adjust to a substantially smaller staff complement. Learner to educator ratios in schools of the former black departments became more favourable.[1] The establishment of promotion posts for educators in schools was regulated throughout the system. However, since the introduction of elected school governing bodies with legal status, SGBs in more affluent communities have used their fee-charging capability to employ educators in addition to the normal staff establishment. These employees, employed by the school, are often referred to as SGB employees. Strictly speaking, this is incorrect because it is the school and not the SGB that employs them, the SGB is merely the organ acting on behalf of the school in the employment relationship between school and employee (Colditz 2006:2).

SASA (South Africa (Republic) 1996b sec. 20 (4 and 5)) provides that "a governing body of a public school may, subject to various acts, establish posts for educators and employ educators that are additional to the establishment determined by the Member of the Executive Council" and may establish posts for non-educators and employ non-educator staff in addition to the post establishment. This function allows some SGBs to introduce or maintain low learner-educator ratios and consequently promote high academic standards. In some schools the number of educators that are additional to the normal staff establishment is almost as great as, or even greater

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[1] Before 1994 the Department of Education and Training was responsible for black education outside the homelands and Whites, Coloureds, and Indians each had a separate education department. "In the former Black schools, teacher: pupil ratios were often up to 1:80 compared with a typical 1:18 ratio in former White schools" (Nel & Binns1999:4.)

than the number of educators in departmental posts. For many reasons public schools would not necessarily disclose their exact number of educators or additional staff members to outside agencies, the most important reason being a fear that such disclosure may lead to a reduction in their staff provisioning by the State (Colditz. 2007a:1).

Drastic amendments have been introduced to the EEA since 2006. These changes seriously restrain the right of governing bodies from appointing their recommended and preferred candidates at their schools. Beckmann & Prinsloo (2009:176) remark that the ANC Policy Framework for Education and Training of 1994 (Education Department African National Congress. 1994: 48) makes reference to "staffing and employment [principles], one of which is that affirmative action and retraining will apply to bureaucrats and to leadership". This could result in the appointment of educators who are not necessarily suitably qualified or adequately skilled at schools. Heads of Provincial Education Departments often appoint candidates to improve gender and racial equity at an institution and not necessarily the best qualified candidate. An example of this is the court case in the Western Cape Province where "the school governing body of Point High School challenged a decision by the Western Cape Education Department not to approve their recommendation for the appointment of principal and deputy principal and won" (*The Point High School and others v the Head of Department of the Western Cape Department of Education* [2007] SCA 14188/06 (RSA)). As a result of Heads of Provincial Education Departments not appointing the best candidates, school governing bodies are compelled to appoint additional educators to fill the gaps that arise, especially concerning language proficiency of educators and other abilities required by the schools, for example, the need for top class educators in scarce subjects such as Mathematics and Physical Science.

According to Colditz (2010:1) it is the exclusive prerogative of the SGB to make decisions regarding an extracurricular activity such as sport at the school. Colditz also explains that sport as an extracurricular activity at the schools has to be funded from parents' contributions and possibly other resources. It is thus not unreasonable to assume that SGBs indeed employ sport coaches for this purpose. It seems that some schools appoint additional non-educator staff, especially specialist sport

coaches, to improve their school's sport performance, which in turn they use as a marketing strategy to attract more learners to their schools. On the other hand, it might be possible that some parent members of SGBs consider the appointment of additional staff as unnecessary and an unnecessary expense and that the normal post establishment is sufficient to ensure quality education. Another possibility is that parent members of SGBs do not understand their role in the appointment of additional staff at schools and quite often delegate this function to the principal and the school management team.

It seems necessary that this research should be done in order to determine the expectations, responsibilities and aims of parent members of SGBs when and if they exercise the right to appoint additional staff. Although the intention of the legislator was clearly to improve education, this function could possibly be exercised in a manner prejudicial to the quality of the functioning of the school.

1.4   Problem statement

Even though the functions of the SGB have been researched it has always been conducted from the principal or education department's perspective (for example Heystek 2004, Prinsloo 2006. and Van Wyk 2004). I will be doing my research on the expectations of parent members of public school governing bodies, with respect to the appointment of staff members that are additional to the post establishment in public schools, from the parent members of SGBs' perspectives.

What we do know is that schools, through their SGBs, may appoint additional educators. The intention of the lawmakers, through allocating this function to schools, was to improve education. However, we do not know exactly what parents' intentions, aims and roles are in the appointment of staff members that are additional to the post establishment in public schools.

Beckmann & Prinsloo (2009:176) state that "the capacities regarding the appointment of staff are major indicators of the power of self-governance residing in an school as an educational institution". The rights of governing bodies to recommend their preferred candidates for appointment at public schools has, however, been seriously restricted by amendments to the Employment of Educators

Act. This has resulted in the appointment of educators who may not be suitably qualified or sufficiently skilled. Provincial education department heads are increasingly appointing staff members who are not the preferred candidates of the SGB for equity purposes. This could necessitate the appointment of more additional educators by SGBs to fill the gaps that may arise and may influence the expectations of parent members of SGBs regarding these appointments.

From personal experience and conversations with other principals I know that there is sometimes disagreement between the educator component (including the principal) and parent component of SGBs regarding the appointment of additional staff. This could result in conflict within the SGB due to the different expectations of the various components of the SGB. Since the parent component makes up the majority of members in the SGB their expectations cannot be ignored and should be taken into account if an SGB is to function effectively. The conflict in SGBs can most probably be avoided if we have a better understanding of the expectations of parent members regarding their intentions, aims and roles in the appointment of staff members that are additional to the post establishment in public schools. Currently we simply do not know what the expectations of parent members of SGBs are in this regard.

1.5   Research question and sub-questions

The research questions aimed to determine the expectations of parent members of public school governing bodies with regard to the appointment of educator and non-educator staff members that are additional to the post establishment in public schools from their perspective.

Primary research question:

What are the expectations of parents that are members of public school governing bodies with regard to the appointment of educators and non-educators that are additional to the post establishment in public schools?

Secondary research questions:

- What expectations do parent members of SGBs have of their role regarding the appointment of educators and non-educators that are additional to the post establishment in public schools?

- For what qualities are parent members of SGBs looking when appointing educators and non-educators that are additional to the post establishment in public schools?

- What do parent school governing body members take into account when making decisions regarding the appointment of educators and non-educators that are additional to the post establishment in public schools?

- By what are the expectations of parent governing body members regarding the appointment of educators and non-educators that are additional to the post establishment in public schools informed?

1.6   Aims

The overriding aim of this research was to explore the expectations of parents that are members of school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools. This needed to be explored from the parent members' perspectives. With this research I aimed to contribute to information about, and understanding of the expectations of parents that are members of SGBs regarding appointments that are additional to the post establishment. This will hopefully also inform the practice of stakeholders in education, such as school governing bodies, principals, education department officials and parents.

This was done from a human resource management perspective, including contractual, financial and other aspects, within the legal framework of the South African Schools Act (South Africa (Republic). 1996b) the Labour Relations Act, (South Africa (Republic). 1995), the Employment of Educators Act, (South Africa (Republic). 1998) and other applicable law. The appointment of educators and non-educators also referred to as teachers and non-teaching staff) additional to the normal post establishment in public schools as an aspect of personnel management has been greatly neglected up to now.

Sub aims:

The sub aims of the study were:

- To determine what expectations parent members of SGBs have of their role regarding the appointment of educators and non-educators that are additional to the post establishment in public schools

- To determine for what qualities parent members of SGBs are looking when appointing educators and non- educators that are additional to the post establishment in public schools.

- To investigate what parent members of SGBs take into account when appointing educators and non- educators that are additional to the post establishment in public schools.

- To explore what informs the expectations of parent governing body members regarding the appointment of educators and non-educators that are additional to the normal post establishment in public schools.

1.7   Preliminary literature review

Since the expectations of parents that are members of (SGBs school governing bodies) with respect to the appointment of staff members additional to the post establishment in public schools as provided in SASA was the focus of my study, I aimed to determine through my literature study to determine what has been written in the literature on this subject as well as on school governance. I explored literature on the following subjects: the public school as employer and the role of the SGB; the recruitment as well as the selection of educators; the employment status of governing body appointed employees; the parents' rights in their children's education; school choice in South African schools; interference by the state in the governance of public schools; the relationship between the SGB and the Principal of the school as well as literature on the learner's right to education and the principal's role in assisting the governing body. I specifically looked for information regarding the appointment of additional staff at schools.

1.7.1 School choice

Woolman & Fleisch (2006) reviewed the "National Education Policy Act, No. 27 of 1996 (NEPA)" (South Africa (Republic). 1996c), the "South Africa Schools Act, No.

84 0f 1996 (SASA)" (South Africa (Republic). 1996b) and the "Employment of Educators Act, No. 76 of 1998 (EEA)" (South Africa (Republic). 1998) in which they tried to identify how the mentioned education legislation "created an enabling environment for school choice". Woolman & Fleisch (2006: 31) suggest that the above mentioned education legislation that governs basic school education contributed to the phenomena that created "assisting conditions for the creation of quasi-markets in schools". They argue that the "legal regime governing educational opportunities in South Africa offers far greater selection than almost anywhere else" (Woolman & Fleisch 2006: 31).

Woolman & Fleisch (2006:32) suggest that SASA (South Africa (Republic). 1996b) "generates significant motivations for schools to increase their enrolment in order to house more learners and that SASA also allows the SGB of a school to make the most important decisions on school governance including the function to charge fees to cover the costs of education". This power "creates an incentive to admit as many full fee-paying students as the school can possibly accommodate" (Woolman & Fleisch 2006:32). The" Employment of Educators Act (EEA)" (South Africa (Republic). 1998) and various resolutions of the ELRC (Education Labour Relations Council) create additional motivations to "attract even more learners to a school by determining the number of teaching posts and promotion posts allocated to the school to the number of learners who attend the school" (Woolman & Fleisch 2006:32). According to Woolman & Fleisch (2006:32), "viewed collectively, the provisions of the mentioned legislation create the conditions for a market in schools". They imply that parents as well as learners are making choices by attending schools that they perceive to be the best schools.

They suggest that one possible way in which a school can supposedly increase its competitiveness in a market orientated educational community and in so doing attract more learners is to appoint additional staff, thereby increasing its educational output. Better educator to learner ratios, more subject choices and improved extra-curricular opportunities are amongst the criteria that provide the perception that certain schools are better than others. It is thus very likely that the appointment of additional staff at a school may improve the school and increase its competitiveness.

For schools to stay competitive the interference from the state in the governance of schools needs to be minimalized*.*

1.7.2 Interference by the state in the governance of public schools

Prinsloo (2006:367) states that "SASA recognises the need to protect the diversity of language, culture and religion in education, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state". Prinsloo (2006:367) further states that "the parent majority on the school governing body implies that parents have a strong and decisive voice in matters such as religious matters at school; the language policy of the school; the adoption of a code of conduct for learners; recommendations to the Head of Department regarding the appointment of educators and the financial affairs of the school". Prinsloo (2006:367) further asks "whether the rights of parents to have a say in the governance of a public school are being violated through interference of the State and/or through officials who jeopardise the smooth functioning of schools by failing to carry out their duties".

According to Prinsloo (2006:356), the State, through its functionaries, has been "trying to assert itself to an increasing extent by interfering in the real authority that can be exercised by school level governance structures".

For a number of years there have been indications that the Minister of (Basic) Education "has the intention of taking away some of the parents' rights such as their right to determine the admission and language policy of a school, to appoint educators recommended by the governing body and to determine the school fees of their schools" (Prinsloo, 2006:367). This is especially important to my research as this would compromise the concept of shared governance of public schools as well as diminishing the role that the parents play in enhancing educational opportunities for their children by appointing additional staff. It is thus possible that the government, by interfering in school governance, is infringing on the parents' rights and that they are thereby ignoring the expectations of the parents in matters of school governance.

The government, infringing on the parents' rights, by interfering in school governance is not the only threat to good governance in public schools but the association between the principal and the SGB also has the potential for conflict.

1.7.3 SGBs - the principal's millstone or relief

Heystek (2004:308) suggests that there is often "uncertainty about the exact functions of the principal and the governing body". According to Heystek (2004:308) the" functions of the governing body, as described in legislation, do not provide enough clearness on its functioning and this sometimes makes it difficult for principals to manage schools effectively". He questions the ability of the SGB to perform these functions and what would happen if the parents are unable to perform certain functions. This aspect is also important to my study and from personal experience I know that the function of appointing additional educators at a school is sometimes delegated to the principal and the SGB therefore chooses not to exercise this function.

Caldwell & Spinks (1998:5) suggest that the management of a school at a community level (school or the district) "must have the authority to make decisions because they know the local situation best". This is in line with policies in South African education through SASA since one of the primary functions of this act is to promote shared responsibility in school governance. Heystek & Bush (2003:10) state that "an effective working relationship between the principal and the SGB, where they trust and support each other is essential to ensure effective education". To promote democracy in education a more persistent strategy will be required from the education department to support principals and SGBs to practice their capabilities.

1.7.4 Democratic education in a decentralised system

Sayed (2002:35) examined the "democratisation of education in South Africa". He examined the "impact of various education policies on participation and democratisation in relation to the authority and functions of SGBs by considering religion, language, admissions and teacher employment". Sayed (2002:45) suggested that there is a discrepancy between policy intentions and practice.

Carrim and Tshoane (2000:10) examined the "Report on Values, Education and Democracy Document of the National Department of Education (DoE, 2000) which outlined a number of key areas concerning values in South Africa". The report focused on "equity, tolerance, multilingualism, openness, accountability and honour" (Carrim and Tshoane 2000:10). According to Carrim and Tshoane (2000:10) this report is a "praiseworthy attempt at opening up a discussion of values in South Africa" but they also mention that "it raises key questions about democracy".

A key aspect of democratic educational institutions is the parents' right to choose. The parents' democratic participation in school governance is best reflected in the various functions allocated to SGBs in SASA, including the right to appoint additional staff at public schools (Sec. 20 (4 & 5) of SASA). The research into the expectations of parent members of SGBs regarding the appointment of additional staff constitutes a possible way of determining whether their democratic right to choose and participate in school governance is indeed adhered to by schools and the education department. This aspect of democratic school governance is an integral part of my study since it addresses the rights of parents in respect of their children's education.

Another aspect of democratic education is the learners' right to quality education. It is possible that the quality of education at a school is largely determined by the quality of staff appointed at the school.

1.7.5   The right to education

Robinson (2009:12) states that Black children were exposed to inferior education before 1994 and that all learners of colour were victims of an uneven distribution of educational resources. Robinson (2009:12) further states that "the test under the new dispensation is to create a fair education system that all resources, including human resources, are developed". Robinson (2009:12) also states that it is the "duty of the State to provide the facilities and services for the realisation of the right to education".

According to SASA (South Africa (Republic). 1996a: section 29 (2)), every learner has the "right to receive education in the official language(s) of their choice". This right is, however, of a restricted nature in that it can only be provided where

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reasonably practicable. The right to education recognises the important right of children to be taught in their own language, but balances this right with requirements of practicality. Although it is primarily the duty of the state to provide access to education, the quality thereof is often neglected.

Studies have found that the "quality of education in South Africa is bad" (www.iol.co.za 2011). This is clearly reflected in our learners' performance in international tests. Newman (2008:1) confirms that "pupils showed dismal performance in mathematics, science and literature". SGBs can however assist in providing quality education to learners by recommending and appointing of only the best educators at the school as well as practices such as appointing additional teachers and non- teaching staff (educators and non-educators) to the post establishment. I am of the opinion that by appointing additional language teachers at the school, the SGB can optimise a learner's right to quality education in the language of their choice. The level of education can be best improved by ensuring effective mother tongue teaching.

Skutnabb-Kangas (2004), in a rhetorical question, asks, "Are politicians and lawyers ignorant of the fact that education of dominated minorities through the medium of a dominant foreign language may participate in committing linguistic genocide?" Black learners in South Africa are being taught primarily in English, a language which is not their mother tongue. This most often has catastrophic results in terms of learners' cognitive, emotional and intellectual development. Mother tongue education seems to be much more appropriate in diverse language populations and is supported by compelling research results (Skutnabb-Kangas. 2004:2) SGBs as governors of schools could make a big difference in persuading parents to rather have their children taught in their mother tongue. Learners who are most disadvantaged by the fact that they do not receive education in their mother tongue, often attend schools which are not in a position to appoint additional staff to provide this.

The appointment of additional teaching staff at public schools with the specific purpose to teach languages might be an excellent way to improve the educational standard in South Africa. Sufficient numbers of mother tongue educators, at all schools, can be accomplished through the appointment of additional staff. The role

of the SGB and particularly the parent members of the SGB are crucial in ensuring this. The principal can greatly assist the SGB in improving the quality of education at a school.

1.7.6   Assisting the SGB

According to SASA (South Africa (Republic) 1996b:Sec.16A (3)) the "principal, as *ex officio* member of the governing body, has to assist the governing body in the performance of all its functions and responsibilities". According to Nieuwenhuis (2007:140), school-community links are mutually beneficial relationships and the principal should play a leading role in them. The school principal's function is to "advise and assist the SGB in the exercising of its functions" (South Africa (Republic) 1996b:Sec.16A (3)). The principal, in his relationship with the SGB, and with them as representatives of all parents of learners attending the school, needs to build an effective partnership between parents and the school by recognising them as the primary educators of their children and the school principal needs to assist the SGB in their decision making and provide the SGB with the information it requires to make decisions or to formulate policy, for example to appoint additional staff members. It seems that the function of the SGB to appoint additional staff is often delegated to the principal. Exploring reasons for this constitutes a part of my study.

1.8   Research design

My research is a multiple comparative case study where I study and compare the expectations of parent members of SGBs of a number of different schools. According to Yin (2009:18) "a case study can be defined as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident". Yin (2009:18) further explains that case studies "favour qualitative research methods because they are considered particularly beneficial for the generation of detailed information" and that they are used to "understand a real-life phenomenon in depth". A multiple-case study contains more than one case and is a more convincing method to improve theory building

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1.8.1 Research paradigm

According to (Maree 2007:47) a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view. My study will follow the interpretivist paradigm, which is essentially the framework of methods, beliefs and values within which I do my research. Ponterotto (2005:129) states that "the constructivist (or interpretivist) paradigm can be perceived as an alternative to the positivist paradigm". "In contrast to positivism's naïve realism, constructivism adheres to a relativist position that assumes multiple and equally valid realities" (Schwandt. 1994). It is within this world view that I will work as a researcher. Interpretivists have the belief that reality is socially constructed and flexible. Thus, what we know is always negotiated within cultures, social settings, and relationships with other people (Virginia Commonwealth University 2012).

Interpretivists keep to the relativist ontology which assumes that reality as we know it is constructed inter-subjectively Virginia Commonwealth University 2012).   The basic ontological assumption of relativism is that there can be no "objective" or final truth as all "truth" is a socially constructed entity (Maree. 2007:63). According to Guba & Lincoln (1994:110) the "relativist ontology holds that realities are detainable in the form of multiple mental constructions, socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures), and dependent for their form and content on the individual persons".

1.8.2 Epistemology

Interpretivists follow a subjectivist epistemology which accepts that we cannot separate ourselves from what we know. Qualitative researchers believe that the researcher is an important part of the process (Research Dimensions 2011). No distinction is made between subject (the researcher) and object (the event being studied) (Maree. 2007:21). The researcher can't detach himself from the topic he is studying. It is in the interface between the researcher and the participants that the knowledge is created (Research Dimensions 2011). In my study the knowledge is the expectations of parents as mentioned to me by the parents themselves.

1.8.3 Research approach

According to Cresswell (2007:645) a "qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting". This approach will suit my study best since I need to understand the participants' perspectives on the phenomenon, from their point of view and through their own words. Trochim (2006:1) states that "a qualitative approach describes the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis".

1.8.4 Research methodology

1.8.4.1 Data collection

The broad purpose of this research study was to conduct an investigation into the expectations of parents that are members of school governing bodies, with respect to the appointment of staff members that are additional to the post establishment in public schools. This was done through a literature review, interviews with parent members of SGBs as well as document analysis. Data that is qualitative can be extended to people with similar characteristics to those in the study population, gaining a understanding of a specific social phenomenon typically takes precedence over data that can be generalized (Family Health International 2011).

1.8.4.1.1 Personal interviews

The method of data collection that I followed was in-depth personal interviews whereby I asked parent members of school governing bodies to describe their experiences and expectations in respect to the appointment of staff members that are additional to the post establishment in public schools. Maree (2007:87) states that the aim of qualitative interviews is to see things through the eyes of the participant.

In this study the participants were parent members of school governing bodies. Participants were interviewed individually, at places convenient to them. Through interviews I aimed to probe issues in detail and endeavoured to encourage participants to express their views at length. Mack *et al*. (2005) describes an

interview as a technique designed to provoke an intense picture of the participant's perspective. All the interviews were semi-structured to provide a basis for comparison and also to provide insight from the perspectives of the parents.

1.8.4.1.2 Document analysis

I conducted document analysis as a means to substantiate my findings. For this purpose I made use of minutes of interviews and recommendations for the appointment of staff at schools, to test and substantiate the responses from my interview participants.

1.8.4.1.3 Literature review

For the literature review, a combination of local and overseas sources was used. All sources addressed aspects of shared governance and specifically the role of the SGB, especially the parent members thereof. Through this literature study I aimed to determine possible strategies to conduct my study as well as what to possibly expect in my findings. This literature review also served to determine the need for this study to be conducted.

1.8.4.2 Sampling

The data and assumptions used in the research were derived from personal interviews with parents that are members of school governing bodies from different types of schools. The different school types were important because the communities where they are situated played a role in the availability of parents and their ability to participate in the research study. Nine schools were selected using purposeful and convenient sampling. They represent the following categories of schools:

- Dual medium school. (Afrikaans and English are used in the same classroom).
- English medium school, but with a diverse learner makeup
- Afrikaans medium school. Learners are taught through the medium of Afrikaans.

I interviewed parent members of the SGB of each school including the SGB chairperson. The reason for my choice of different school types was to explore the possibility of different expectations of diverse school communities.

I did purposive and convenience sampling (Maree. 2007:177). This was done to represent the mentioned categories of schools in our country. Convenience sampling is a non-probability sampling method (Maree. 2007:177). Convenience sampling commonly assumes a homogeneous population, and that one individual is very much similar to another. Although parents representing the different school types are known to be different from one another, the difference is assumed to be probabilistic.

1.8.4.3 Data analysis and interpretation

According to Maree (2007:99) qualitative data analysis is an on-going and iterative process. The aim of qualitative analysis is to gain a better understand of the phenomenon and to go beyond reporting and to move towards interpretation. The researcher is the instrument in qualitative research - it was therefore necessary for me to gather the data personally and the collection and analysis of my qualitative data occurred simultaneously (University of Ballarad. 2010).

Because my qualitative data included personal opinions and details that are sensitive, it was important to store my data in a secure place. Codes were used with all transcripts. I took all necessary precautions to protect the confidentiality of my participants when reporting results. I used pre-determined questions from semi-structured interviews. I endeavoured to identify common responses within each question, but I still had some variety that required content analysis (University of Ballarad. 2010).

The method that I used was coding units - words, themes, items, time. Maree (2007:101) describes content analysis as an inductive and iterative process where we look for similarities and differences in text that would corroborate or disconfirm theory.

The content analysis process that I followed was to prepare my data by organising the raw data (transcribed interviews and audio material). Secondly, I coded all raw data (identify where the information was originally obtained). The next step was to copy raw textual data and store it in a safe place.

A crucial action in my data analysis was the "reading and re-reading of the material" (University of Ballarad. 2010). Ideas or concepts emerged from this analysis (emergent themes). The next step was to code the data. I used *in vivo* coding as a tool which is typical for narrative data analysis and involves using the same codes for similar segments of data (Maree. 2007:106). I used the "three column format with the transcript in the centre, the coding in the right hand column and my own reflective notes in the left hand column" (Maree. 2007:106). I used a word processor to block text in colour, underline or bold important information. After I had located themes, I assigned codes to data categories. The aim of this process was to reduce data into manageable categories.

During the process of data analysis I used a method of crystallisation to get meaningful data. In this process I firstly immersed myself in the data that I had collected by reading or inspecting some portion of the data in detail, thereafter I temporarily postponed the process of examining or reading the data (immersion) in order to reflect on the analysis experience and attempt to identify and articulate patterns or themes evident during the immersion process (Cohen & Crabtree. 2006). I continued this process until all the data had been examined and patterns had emerged from the data that were meaningful and could be verified (Cohen and Crabtree. 2006). Data codes were simply descriptive summaries of information the participants had provided. The next step was to categorise the codes into a number of categories (codes with similarities). The last step was to identify patterns (categories with similarities).
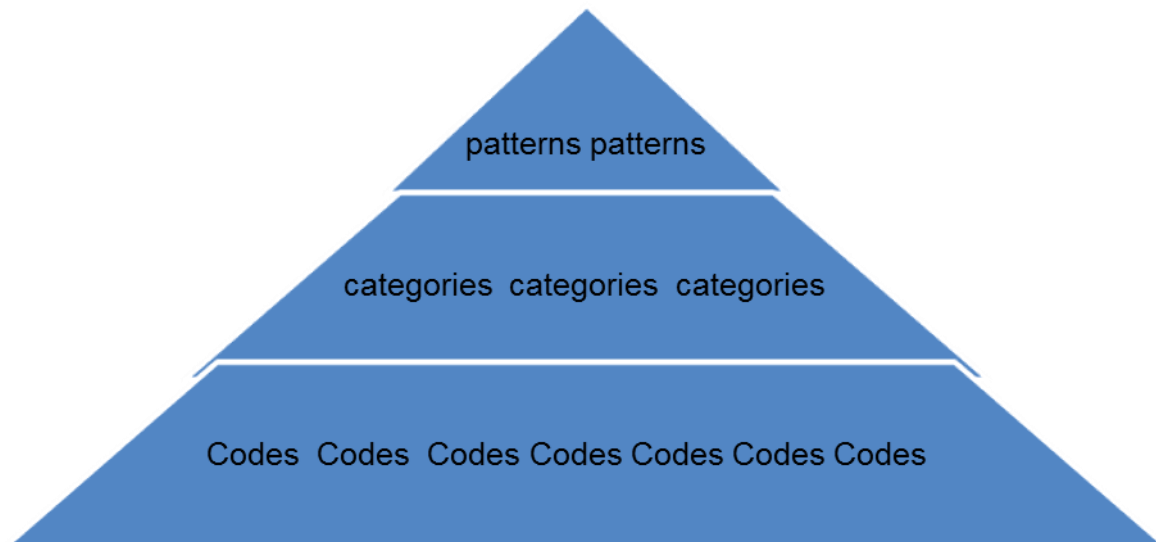
Figure 1. Data crystallisation

Whilst interpreting data I tried to move to an analytic understanding that explained why things were as I found them. By analysing the data I applied multiple perspectives to my study (Maree 2007: 112). When I arrived at the last stage of data analysis I was able to draw conclusions on the assumptions of my study. Maree (2007:113) states that all conclusions must be based on verifiable data. I will, however, never be able to generalise my findings since they will be only applicable to my participants in their context.

1.8.4.4   Working assumption

Based on my literature study I made the following assumptions about what I was going to find in the data:

- that my participants (parent members of SGBs) had sufficient SGB training and were aware of the functions allocated in SASA to a school governing body, specifically to appoint educators and non-educators that are additional to the post establishment as determined by government in posts created by the SGB (South Africa (Republic). 1996b:sec 20(4)). A further assumption was that some parents expected the school to perform better on curricular and co-curricular levels, as a result of the appointment of additional staff at a school.
- parent members of SGBs think that they can make the greatest contribution to the learning and teaching culture of the school through the appointment of additional staff members.

- the most important thing parent members of SGBs want to achieve through the appointment of educators and non-educators that are additional to the post establishment as determined by government in posts created by the SGB (South Africa (Republic). 1996b:sec 20(4)) is to have a better learner to teacher ratio in the classroom and in so doing, improve the quality of teaching and learning at the school.

- parent SGB members take the financial position and the curriculum needs of the school into account when making decisions regarding the appointment of educator and non-educator staff members that are additional to the normal post establishment. I assumed that the appointment of additional staff as an aspect of human resource management and labour relations at schools is not well organised and needs to be researched.

- the expectations of parent governing body members regarding the appointment of educators and non-educators that are additional to the post establishment as determined by government in posts created by the SGB (South Africa (Republic). 1996b:sec 20(4)) are largely informed by the principal, the management staff, educators, other staff members, parents and community members who have a vested interest in the school.

1.8.5 Trustworthiness and reliability

Trustworthiness is of the utmost importance in qualitative research (Maree 2007:113). To ensure this I did consistency checks as well as stakeholder checks. After my interviews I asked my participants to verify my transcripts and field notes to ensure that my interpretations are correct and truly reflect their points of view. I also kept notes during the research process. I used multiple coders to ensure greater trustworthiness. According to Cresswell (2007: 266) the advantage is that validating findings means the researcher determines the accuracy or credibility of the findings.

After transcribing, as well as later on, I tried to validate and verify my research by providing copies of the draft to my participants and requesting them to provide comments. I also triangulated the data by using different data sources, namely a literature review, interview results, document analysis and comparing the results and thereby testing their trustworthiness.

It was impossible for me to separate myself from the topic I studied and it was through the collaboration between the researcher and participant that the knowledge that I sought was created. It was unavoidable for researcher bias not to enter into my research, but I endeavoured to minimise it by trying to remain objective by ensuring that I only reflect information provided by the participants. Lastly, I tried not to generalise my findings, but rather sought to understand the participants' perspectives. My results will therefore not be generalizable.

1.8.6 Conceptual framework

Key concepts that I investigated in my research included -

• "Additional to the post establishment". This is anyone working at a school that is not paid by government or the provincial education department. In laymen's terms this means staff being paid by the school. The post establishment at public schools is determined by learner numbers.

• "Educator staff". As per the definition in the Employment of Educators Act, No. 76 of 1998, this concept carries the meaning of "any person who teaches, educates or trains other persons, or who provides professional educational services, including professional therapy and educational psychology services, at any public school,...".

• "Expectations". This can be defined as the prospect of future good or profit or a belief that is centred on the future. The Macmillan English Dictionary for Advanced Learners (Macmillan Elt.) [Paperback] Macmillan Educ. (2002:482) defines an expectation as a belief that something should happen in a particular way, or that someone or something should have particular qualities or behaviour. This latter definition is more applicable since we are looking for the qualities or behaviour which parents are looking for in the appointment of a staff member.

• "Non- educator staff". These staff members often include administrative staff, teacher assistants, sport coaches and administrators but are not teachers)

• "Parent". According to Section 1 of SASA (South Africa (Republic). 1996b:sec. 1) a parent means "the biological or adoptive parent or legal guardian of a learner; the person legally entitled to custody of a learner; the person who undertakes to fulfil the obligations of a person referred to in the above mentioned towards the learner's

education at school". For the purpose of my study I will be focusing on all persons eligible to serve as parent members on a school governing body.

- "School Governing Bodies". The School Governing Body or "SGB" as it is commonly referred to, includes parents, educators and non-educator staff. The SGB governs the school within the concept of shared governance at public schools and ensures community and parental involvement in education. "Governing body" means a governing body contemplated in section 16 (1) SASA (South Africa (Republic). 1996b:sec. 16(1)). Subject to SASA, the "governance of every public school is vested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by the Act. This concept will also be investigated".

- "Governance". According to Section 16(1) of SASA (South Africa (Republic). 1996b:sec. 16(1)), "the governance of a public school is vested in that school's governing body". In terms of common law and SASA, the SGB is accountable for school governance. The "King II" report, published in 2002, contains clear-cut definitions of governance. The King II report (King. 2002).concluded that corporate governance is essentially about leadership for efficiency in order for companies to compete in the global economy. These principles of good governance are equally applicable to schools. "All that needs to be done is to replace concepts pertaining to the business sector such as "company", "board of directors" or "directors", "manager" and "shareholders", with the school related terms "school", "governing bodies" or "governing body members", "school principal", and "parents, learners, staff and State" respectively". (Colditz, 2007b:1)
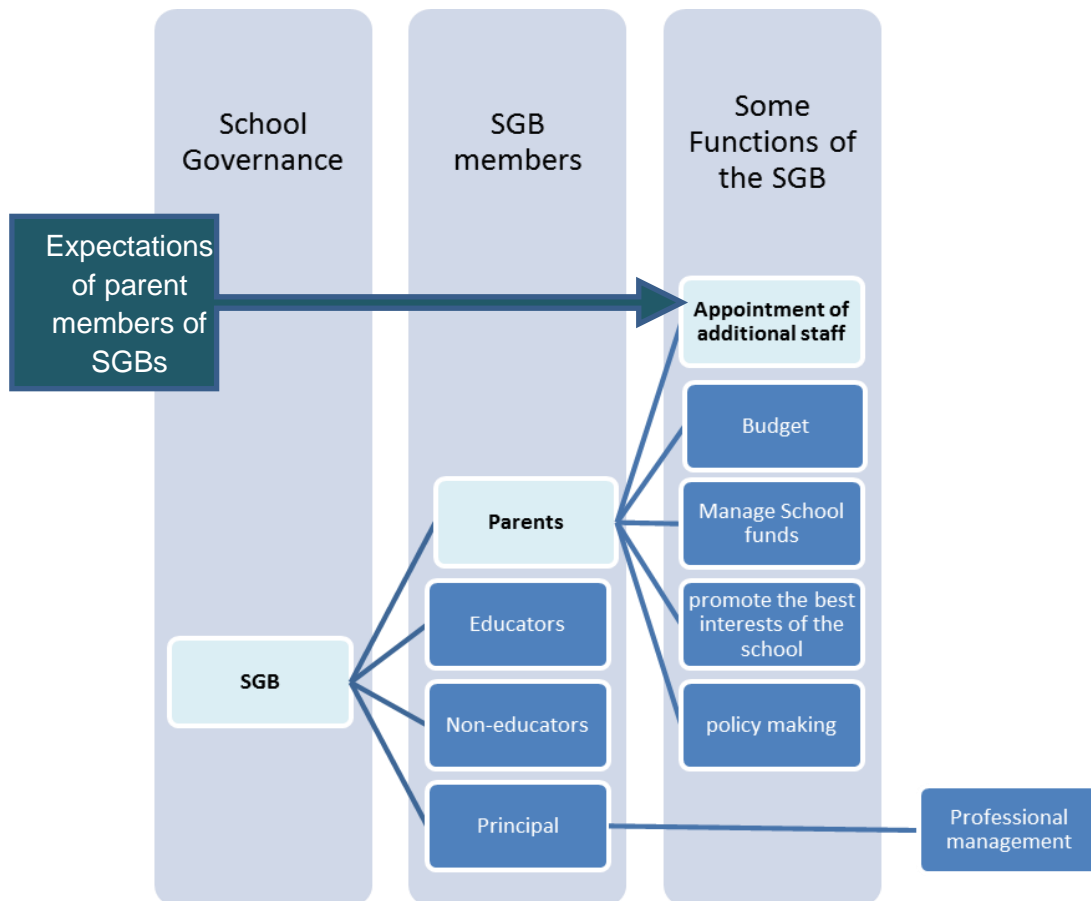
Figure 1.2 Expectations of parent members of SGBs

According to Laerskool Stulting (2011) "the essence of the difference between governance and professional management is that governance is about determining focus, policy and strategy, while management has to do with the execution thereof". The duties of a governing body include determining focuses; policy and strategy (vision, mission and values); ensuring sound financial practices; providing leadership; ensuring compliance with all relevant laws; appointing governing body committees; monitoring and assessing the governing body's performance and business programmes; and contributing to the promotion of and lobbying for important school issues (Laerskool Stulting. 2011).

My study focused on only one specific function of the governing body namely the function to appoint additional staff members in a public school as stipulated in sections 20(4-11) of SASA (South Africa (Republic). 1996b. In practice the governing body is seldom able to accomplish all the duties that SASA imposes upon it (Colditz.

2007b:4, Heystek 2006:1). The governing body should rather fulfil an oversight function, and it is a good idea to delegate some of these functions to the school management staff. The appropriate person to whom the governing body must delegate the competency to execute focus, policy and strategy, is the school principal (Colditz. 2007b:2). "Parents, learners, staff and the State are all stakeholders in the school, and the governing body is therefore responsible to them and the school itself to govern the school well" (Laerskool Stulting 2011).

1.8.7 Theoretical framework: Human resource management in schools.

Most teachers in South Africa are employed in the public sector and are remunerated by provincial education departments. However, a public school, and more specifically the school governing body, on behalf of that school, "may establish posts for educators and non- educators and employ them in addition to the post establishment as determined by the Member of the Executive Council for Education" (South Africa (Republic). 1996b:sec. 20 (4 and 5) of). Colditz (2007a:1) states that it is estimated that there are currently in excess of 100 000 educators employed in such a manner in public schools and independent (private) schools in South Africa.

In South Africa, most educators are employed through the so called "career-based model". In this system, educators are usually "expected to stay in public service throughout their working lives" (Organisation for Economic Co-operation and Development. (OECD) 2005:2). Career-based appointed educators normally enter teaching at an earlier age, after being appointed based on their academic qualifications. "Promotion is based on a system of grading and initial salaries are relatively low, but there is a clear path to promotion, higher salaries and pension schemes are generous" (OECD 2005:2). According to the European Trade Union Committee for Education (ETUCE) (2005:36) and OECD (2005:2) in general, "countries with career-based teaching services do not have major problems with teacher supply".

The concerns in career-based education systems are that educator training is not always well linked to school needs and the competencies required for effective teaching are often lacking (ETUCE 2005:36). The appointment of additional staff, with specific skills required at an institution can possibly provide solutions. Heystek

et al. (2008), however, remark that in business it is people who give an organisation its competitive edge. They further remark that schools are compelled to function within these business principles because of the neo-liberal approach to schooling. For schools to be competitive they have to compete for the best available educators and non- educator staff. This is in line with the concept of a quasi-market in schools.

To be able to appoint the most suitable people, schools tend to turn to the position-based model for staff appointments. According to OECD (2005:8) in this model the focus is on "selecting the best candidate for each position, whether by external recruitment or internal promotion". This allows "more open access and entry from other careers, progress from teaching to other jobs, and a later return to teaching is a common occurrence "(ETUCE 2005:36). Salaries are most often attractive, but level relatively early in the career (ETUCE 2005:36). Personnel selection and management in this system are decentralised to schools. The implication of this is that public schools in our country have become extremely important sources of employment. Schools making use of this model to appoint additional staff or to appoint staff in higher post levels, internally, compete for teachers especially in areas such as mathematics, science and information and computer technology (ICT). Conditions of service in such schools have to be similar to that in the private sector but schools often lack the capacity to compete on private sector terms. Educators appointed in such a manner are seldom retained beyond the "30-40 year old age bracket" and there is usually a high staff turnover (ETUCE 2005:36).

"Position-based teaching services place a greater emphasis on performance evaluation to meet local needs" (ETUCE 2005:36). The "processes of teacher selection and management tend to be more market-like in position-based systems" (ETUCE 2005:36). Schools without fee-charging capabilities cannot make optimum use of this system and will unavoidably fall further behind. Schools in disadvantaged or undesirable locations, and with fewer resources, will be unable to compete for quality teachers. Education policy and legislation in this respect might change in future to avoid a situation where there is an oversupply of certain teachers, and shortages of others. Both public and independent schools have become one of the largest employment sectors outside of the public service. This has far-reaching

implications for human resource management and labour relations in schools and this whole aspect needs to be better regulated (Colditz. 2007a:2).

1.8.8 Limitations

The researcher is an instrument in qualitative research (Ratcliff. 2011:1). I needed to gather the data myself. Those reading my report needed to know about me as the research instrument, so I needed to describe relevant aspects of myself, my biases and assumptions, expectations and relevant history. I also needed to keep track of my personal reactions and insights by keeping personal notes. I acted as principal of a large diverse primary school and am currently working as the principal of an Afrikaans medium high school and therefore serve on the SGB as *ex-officio* member. When I interviewed parent members of school governing bodies I needed to remain objective towards their responses and not allow my own experiences, biases and assumptions to influence their responses.

My "personal beliefs and values were reflected not only in my choice of methodology and interpretation of findings, but also in my choice of research topic" (Nova South Eastern University. 2012). What I believe in, determined what I wanted to study. In reality we all have our personal beliefs and views about a topic that guides the development of the argument. Interpretive research begins and ends with the biography and ideals of the researcher. This notion of how an individual influences his own "research interests is generally the beginning of a discussion on the issue of bias in research" (Mehra. 2002) (Nova South Eastern University. 2012).

In my research my dilemma was to remain objective during the assembly of data and analysis of my research. I was aware of researcher bias and therefore I had to ensure that I only reflected information provided by the participants and not to impart my own story as experienced whilst serving as *ex-officio* member on a school governing body. Neutrality and avoiding judgments are of critical importance in qualitative research (Mehra. 2002, Carpenter. 2010).

The "qualitative research paradigm assumes that the researcher is an important part of the process" (Carpenter 2010). The "researcher cannot separate himself from the

topic he is studying (Carpenter 2010).   It is in the "interaction between the researcher and participant that the knowledge is created" Carpenter 2010). Therefore, researcher bias entered into the picture no matter what measures had been taken to avoid it (Carpenter 2010). I tried to avoid it by making sure that I only reflected the perspective of parent members of SGBs.

It might be possible that some parents did not provide me with honest answers or were hesitant to divulge information about the school. To limit this I made use of minutes of interviews and appointments to check for consistency.

1.8.9 Demarcation

The schools that I selected for my research all fell in the Johannesburg West and Tshwane South Educational districts (Johannesburg/Centurion/Pretoria) and represented the following categories of schools:

- Dual medium school (Afrikaans and English are used in the same classroom);
- English medium school and
- Afrikaans medium school, where learners are taught through the medium of Afrikaans.

The different school types that were used in the research are significant because the communities in which they are situated had to represent the cultural diversity of the country and also played a part in the availability of parents and their ability to participate in the research. Due to the fact that I did not use random sampling my research findings are not generalizable, but merely serve to report on the views of a limited number of people (the respondents).

1.8.10 Ethical considerations

In my research," the most important challenges were to ensure that those I interviewed provided their informed consent for me to conduct my research, to protect the sensitive data that I gathered, and to decide what material to publish"(Wood 2007). Individuals who participate in research have certain rights (Creswell. 2007:12). I "sought to ensure that those who participated in the research did not run any significant risk of harm as a result and that research subjects made

their own informed decisions to participate" (Wood. 2006). Schools view information about educator and non-educator posts as sensitive and therefore parent SGB members (my research participants) might have felt that they were divulging such information. Public schools may have been unwilling to disclose their exact number of educators or additional staff members for fear that such disclosure may lead to a reduction in their staff provisioning by the State. For my research to be ethical, "research participants had to consent to their participation in full understanding of the potential risks and benefits both to them and the school they are serving" (Wood. 2007). In the context of my research," this form of informed consent meant that those I interviewed understood the purpose of my research and the potential risks that they ran in sharing information with me (as well as any potential benefits) so that they were able to make a fully informed decision as to whether they wished to participate" (Wood. 2007).

1.9   Possible significance of the study

I believe that this study can assist in generating a more profound understanding of parents' expectations of their roles in SGBs and also of what they wish to achieve through being involved in SGBs. I sought to determine whether parents' expectations were directed by *bona fide* or *mala fide* intentions and understandings of their role in the school and of the role of a school and the functions of teachers in relation to the quality of teaching and learning offered to children.

By conducting this study I sought to explore and determine the expectations, roles and aims of parent members of SGBs, when, how and for what purpose they exercise the right to appoint additional staff. Through understanding the parents' expectations in relation to this, I hoped to make suggestions to improve relationships between parent members, educator members of SGBs and the principal.   Looking through a human resource management lens I hoped to explore to what extent this function (to appoint additional staff) is used to appoint educator and non-educator staff at schools and for what reason. With this information I wished to determine possible strategies to better manage human resources at a school.

1.10 Conclusion

The biggest impact that a school governing body can possibly have on school governance as well as on the promotion of a culture of learning and teaching in a school is by the appointment of high quality additional staff at the school. Correct policies and procedures should be in place if a school is to properly manage these staff members. However, for a school governing body to properly fulfil the function of employer it needs to have the necessary resources, skills and training.

While some schools seemingly do use the function of appointing additional staff to the advantage of the school, some schools, especially multi-cultural schools, still lack the financial capabilities, skills and knowledge to use this function that is available to them to their full advantage. Through this study I aimed to explore the expectations of parent members of school SGB's regarding the appointment of staff members that are additional to the post establishment in public schools but further functions and expectations of SGB members were also explored.

In the next chapter I provide a literature review on the mentioned topic with the aim to explore different perspectives on the roles of SGB members as well as the appointment of additional staff at schools.

Chapter 2: Literature review.

2.1   Introduction

Through this research I aimed to conduct an in depth investigation into the expectations of parent members of public school governing bodies with respect to the appointment of staff members that are additional to the post establishment in public schools. The function to appoint teaching and non-teaching staff (educators and non-educators) that are additional to the post establishment, as determined by government in posts created by School Governing bodies, (hereafter SGBs), is allocated via the South African Schools Act, No. 84 of 1996 (hereafter SASA) to a school governing body (South Africa (Republic). 1996b. sec. 20(4) & (5)). This is a very important function as it establishes the school, acting through the SGB, as an employer.

The expectations of parent members of public school governing bodies with respect to the appointment of staff members additional to the post establishment in public schools as provided in SASA will be the focus of my study. The "White Paper on Education and Training, Government Notice 196 of 1995" (Department of Education 1995: 21), endorses parental rights and it declares that "parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance. The parents' right to choose includes the choice of language, cultural or religious basis of the child's education, with due regard for the rights of others and the rights of choice of the growing child" (Department of Education.1995:21). The law thus recognises the parent as the primary educator of the child and emphasises the import role of parents in school governance.

Van Wyk (2007:133) states that elected members of SGBs should be comprised of "parents (of learners at the school, educators (at the school), members of staff who are not educators and learners in the school who are in the eighth grade or higher". Parents always have to hold a majority of at least one. It is thus clear that the role and hopes of parents regarding the education of their children are considered to be very important.

Educational policy makers, by way of SASA, strove to strike a sustainable balance between central control and local autonomy in education. Van Wyk (2004:54) describes co-operative governance as an interactive approach to education in which all stakeholders are represented and take co-responsibility for the effective and efficient operations of their schools. This effectively translates into the empowerment of school communities. SGBs have substantial decision-making powers, allocated to them by SASA. In terms of Sections 20 and 21 of SASA the functions of SGBs include developing the mission statement of the school, adopting a code of conduct for learners of the school and determining the various policies of the school and recommending the appointment of teaching (and other) staff at the school as well as to supplement the resources supplied by the state to improve the quality of education provided by the school (South Africa (Republic). 1996b. sec. 20& 21). Supplementing the resources also includes human resources which means that the "SGB may employ teachers that are additional to those allocated and remunerated by the provincial departments of education as long as the school raises funds for these additional teachers" (South Africa (Republic). 1996b . sec. 20(4) & (5)).

Colditz (2007a:2) estimates that the number of people employed by public schools that are extra to the official post establishment as determined in the provisions of Section 20 of SASA, as well as those employed by private schools in both educator and non-educator posts, is in excess of 100 000. It is thus quite clear that school education, through public schools acting through their respective SGBs, has become one of the largest employment sectors outside of the public service. The intention of SGBs with the appointment of additional staff members at schools should be to improve the quality of teaching and learning at the school. The intentions (expectations) of parent that are members of public school governing bodies with respect to this are however not always clear. Van Wyk (2007:135) says that in spite of the fact that parents have "the majority representation on the SGB, many parents serving on SGBs are reticent and they rely on the principal and SMT for leadership and guidance in decision making". Conflict between parent members of SGBs and principals regarding, amongst others, the appointment of additional staff, sometimes arises with some teachers feeling that role that parents' play in the SGB should be reduced. The motives (expectations) of parents serving on SGBs could be either

bona fide, with the good intention to serve the school, support the principal and teachers and community and to better the educational output of the school or it could be *mala fide*, with unscrupulous intentions which could include personal gain or political agenda.

The introduction of school governing bodies (SGBs) caused a major makeover of the school governance structure in South Africa and is in line with international, neo-liberal paradigms which encourage commercialisation of education. Hursh (2005:13), however, remarks that neo-liberal restructurings in education "can be criticised for not improving education and resulting in increasing disparity". According to Prasad *et al.* (2008:1) Neo-liberalism has resulted in the mechanisation of knowledge under conditions that subjects its content, structures and modes of accessibility to the pressures of a global market. Commercialisation of education has created quasi-markets in schools where schools compete with each other for learners. One possible way in which a school could be more competitive "in the market" is to appoint additional staff. These additional appointments are supposed to improve the educational and extra-curricular output of the school thereby making it more competitive.

2.2   The public school as employer and the role of the governing body

The "South African Schools Act, No 84 of 1996" (SASA) (South Africa (Republic). 1996b) makes provision for the appointment of educators (and non-educators) by public school governing bodies in non-subsidised posts at the school. The staff which include educators and non-educators employed by the public school in this way are paid out of school funds, provided the resources of the school community are sufficient. The first function of all governing bodies, provided for in section 20 of SASA, is "to promote the best interests of the school and to strive to ensure its development through the provision of quality education for all learners at the school" (South Africa (Republic). 1996b. sec. 20).   One possible way of ensuring this is to increase the number of staff members (CELP 2007:119). Governing bodies can regard the function to appoint additional educators at the school, as an important contribution they can make, since government is currently not in the financial position to supply more educators.

When the school employs educators or non-educator staff members, they should ensure that fair labour practices prevail by ensuring that correctly-formulated service contracts are in place, in which the conditions of service are clearly outlined and employee rights recognised. The labour rights of employees (and employers) are protected in the Bill of Rights (CELP 2007:103). In disciplinary actions staff members employed by the public school, substantive and procedural fairness should be evident. According to CELP (2007:119) and in the light of the complexity and specialised nature of labour law, it might be advisable that governing bodies use the services of a labour consultant if the elected members lack expertise in this area. The advice of a governing body organisation such as the Federation of Governing Bodies of South African Schools (FEDSAS) may also be valuable in such cases, provided the school is a member of such an organisation. The labour rights of employees employed by the public school are however protected by general labour legislation and not by educator-specific legislation and even though educators appointed and paid by the school are registered with a professional body as educators, their employment relations are not governed by educator-specific labour legislation but by general labour legislation.

2.3   Recruitment and selection of educators

In a declining economy, government is unable to establish sufficient provisioning for educator and non-educator posts in public schools, to ensure good educational standards, and this gap has to be filled by governing bodies. Joubert-Serfontein (2005: 6) points out that both the upholding of a good standard of education and the economic climate are factors in the appointment of educators in governing body posts. CELP (2007:107) suggests that when a governing body plans to employ an educator for a specific need that has arisen, it should ensure that the process proceeds according to labour law principles. CELP (2007:107) further points out that governing bodies should be careful in both the selection and the employment process and the opinion of the principal, as education specialist and manager, should be seriously considered throughout the process. Since governing body members normally come from various employment backgrounds, there might be limits in their understanding of education as a profession and they should understand that they act in the field of a profession.

CELP (2007:108) suggests that the effective recruitment and selection policy of a school should be based on the following guiding principles:

- *Effectiveness*: the principle is to select the candidate who best meets the requirements of the job.

- *Efficiency and professionalism*: those involved in the selection process have the obligation to maintain high levels of professionalism, integrity and confidentiality.

- *Compliance with legislation*: all practices regarding recruitment and selection must conform to the applicable legislative requirements as encompassed in the Constitution, the "Labour Relations Act (LRA), Act. No. 66 of 1995" (South Africa (Republic). 1995); the "Employment Equity Act, No. 55 of 1998", the "Basic Conditions of Employment Act. No. 75 of 1997", the "South African Schools Act, No. 84 of 1996 (SASA)" (South Africa (Republic). 1996b) and the "Employment of Educators Act, No. 76 of 1998 (EEA)" (South Africa (Republic). 1998)

- *Grounds where discrimination can be deemed as fair*: where affirmative action principles apply or an inherent requirement of the specific position may require differentiation.

2.4   Employment status of governing body appointed employees

Schools, through their governing bodies, may appoint employees for a variety of reasons and types of duties and in different categories, but in all cases a written contract is advisable, specifically stating the terms of employment (CELP 2007:110). The different employment categories include:

- *Independent contractor:* This type of employment often refers to non-educator staff such as marketing agents, sport managers and other educational support staff, hired to fill a specific post for a termed period or to complete a specific task. This type of position does not constitute a formal employer and employee relationship and there is much less control over the "employee". The school as employer supplies the necessary material, while the contractor uses his or her own apparatus or equipment to do the job.

- *Fixed-term employment:* Common law as well as labour legislation recognises this type of contract, which expires automatically on the date on which the parties initially agreed it should terminate, usually on 31 December of a year. According to CELP (2007:111), this type of employment is sometimes abused by employers

who do not want to enter into a permanent contract, but want to retain the services of a specific employee. According to section 186(1) of the Labour Relations Act an employee is deemed to be dismissed unfairly if a reasonably expected renewal of the contract does not occur. The fairness of this type of dismissal can be challenged successfully if an employee can prove in court that he or she "had some reasonable grounds for expecting renewal" (Grogan, 2005: 110). CELP (2007:119) suggests that the habitual renewal of a contract may also give rise to such an expectation. The SGB should avoid this type of unfair labour practice, seeing that a fixed term contract does not include certain benefits that are associated with permanent employment contracts.

- *Part-time employment:* This category of employment refers to an educator or non-educator employed for an indefinite period and who is required to work for only a predetermined number of hours of a school day or week. Examples of this type of employment are educators who only come to school to teach, for example, music or art classes or non-educator staff who only come to school to do administrative work for a certain number of hours.

- *Permanent employment:* This category of employment refers to educators or non-educators appointed in a specific position for an undefined period, and whose duties are similar to those of a staff member employed by the provincial education department. Permanently employed staff may also be paid salaries comparable to that of staff employed by the provincial education department. CELP (2007:111) suggests that other benefits, if applicable, should be determined through negotiation during which the financial committee of the governing body should play a prominent role.

CELP (2007:119) states that the employment relationship between the school and the educator rests upon a service contract. They suggest further that this contract is an arrangement between an employer and an member of staff in which the member of staff puts his non-physical ability (including intellectual) as well as his physical working ability at the full or partial disposal of the employer (according to the agreement). In return the employee receives remuneration in the form of a salary or wage. In a permanent or fixed-term employer and employee relationship, the organisation has the right to control the work of the member of staff, and may decide

discretionally on how to apply his or her labour abilities. According to Grogan (2005: 17), this type of contract originates from Roman law, from which a number of principles were taken up in South African common law. The typical contract of employment is referred to as the *location conductio operarum*. Governing bodies sometimes misuse the contract work option (*location conductio operis*) to buy in the services of part-time educators over long periods of time without entering into more permanent agreements that include more benefits for the employee. The fairness of such an agreement is highly questionable. To counteract unfair labour practice, a number of statutory provisions have recently been included in labour legislation (CELP 2007:111). Examples of these are for instance, where a contract worker exceeds a specified number of hours while working for a specific person, the contract is regarded as being equal to an employment contract and where the employee refuses or fails to render a service in accordance with the stipulations of the service contract he is actually breaching the contract and this may lead to the dismissal of the employee.

2.5   Parental rights in their children's education

Van Wyk (2007:132) argues that the concept of decentralisation of school governance "originates from the belief that the state on its own cannot manage schools, but should share its managerial power with other stakeholders, particularly those closer to the school, on a partnership basis." Van Wyk (2007:132) further argues that "the devolution of authority will lead to a healthier and stronger relationship between schools and communities and provide an alternative form of accountability to bureaucratic surveillance". Thus "advocates of decentralisation base their reforms on the assumption that to ensure improvement in schools, those closest to the learners should be offered the authority to make key decisions" (Van Wyk 2007:132, Parker & Leithwood 2000:38).

Since 1994 the restructuring of education in South Africa has been prioritised and government has been attempting to "reconcile the quest for equity with the resources the state is able to allocate to education" (Van Wyk (2007:131). Examples of these are "the move towards a more equitable distribution of resources among schools while maintaining the middle class within the public school system; the need to reconcile the rights and responsibilities of individual schools with the wider national

interests; the quest for greater democratic rights for stakeholders while maintaining the professional integrity and accountability of school managers and the state employees" (Van Wyk. 2007:133, Department of Education (DoE). 2004:38). Van Wyk (2007:133) also suggests that "against this background there is now considerable interest in the way School Governing Bodies (SGBs) establish working relationships with all stakeholders in schools to enable schools to function according to community and national requirements".

Grant Lewis & Naidoo (2004:108) (LEAD-link Network. 2012) have another perspective on this and suggest that the "South African government's efforts to broaden participation in educational governance is serving technocratic, efficiency ends rather than broadening participation in any authentic way" . Grant Lewis & Naidoo (2004:108) further state that "to date SASA is not translating into the empowerment of school communities or stimulating substantial organisational changes" Rather, the initiatives are serving to reinforce existing patterns of power and privilege in schools and in the broader society." Grant Lewis & Naidoo (2004:108) maintain that "one of the main reasons for this is that, at all levels of the system, devolved school governance and participation of the school community in decision-making is being interpreted in a strikingly narrow way." "The capacity to influence decision-making has been viewed in a formal, quasi-legalistic sense, restricted to institutional roles defined externally or defined by the most powerful actors at the school" (Grant Lewis & Naidoo. 2004:108). Grant Lewis & Naidoo. 2004 and the LEAD-link Network. 2012 also suggest that while SASA and such policy "prescriptions provide the template of 'how governance should work,' the definition of roles in practice is not a simple matter of learning one's role, mastering technical skills, or following official procedures. It involves some conflict, negotiation, and compromise." The lack of authentic participation by parents and learners reinforces the efforts of policy makers, principals, and administrators to equate democratic school governance with rational decision making, minimal conflict, and decisions by consensus (Grant Lewis & Naidoo 2004:108). "Any re-definition of roles has to confront established power structures and conventions and their obsession with managerial and organisational efficiency, as these are often antithetical to genuine broad based participation of local communities" (Grant Lewis & Naidoo. 2004:109, LEAD-link Network. 2012).

The White Paper on Education and Training, Government Notice 196 of 1995 (Department of Education 1995:1), as a precursor of the "South African Schools Act, No 84 of 1996" (South Africa (Republic). 1996b), endorses parental rights and it declares that "parents or guardians are primary responsible for the education of their children and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance. The parents' right to choose includes choice of the language, cultural or religious basis of the child's education, with due regard for the rights of others and the rights of choice of the growing child" (Department of Education.1995:21). The law in South Africa thus recognises the parent as the primary educator of the child and emphasises the importance of the parents in school governance.

Van Wyk (2007:132) states that "it is apparent that SGBs in South Africa have a statutory responsibility for many critical functions within schools which could make a valuable contribution to ensuring a school's effectiveness and continuing improvement". Van Wyk (2007:132) further suggests that "SASA offers only sketchy assistance in the division of authority and the tasks of school management and SGBs". Van Wyk (2007:132) further suggests that a "legalistic approach to dividing responsibilities and functions may therefore not be useful." "While it may be necessary to distinguish between the role of the governing body and that of the principal, the school management team, and other educators, the distinction should not detract from the constitutional principles for co-operative governance' (Van Wyk 2007:132). According to Potgieter *et al*. (1997:19), these principles include ensuring effective, transparent and accountable governance, consulting on matters of common interest, and ensuring that agreed procedures are followed. Van Wyk (2007:132) finally concludes that co-operative governance is best described as an interactive approach to education in which all stakeholders are represented and take co-responsibility for the effective and efficient operations of their schools.

Parents in South Africa, acting through SGBs, have a constitutional right and responsibility for the governance in schools their children attend. The contribution of parents to ensure a school's effectiveness is in my opinion a great advantage for these schools. The notion of co-operative school governance in South African is an

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example of an interactive approach to education in which all participants are represented and take co-responsibility for the efficiency of the school. SGBs rights include the right to appoint additional educators which is a great advantage to schools and the quality of education.

2.6   School choice

Lubienski (2009:9) & OECD (2005) state that, in "understanding the role of quasi-markets in education, it is useful to note that there are in fact a number of compelling arguments for families to select from competing schools in deciding where to send their children." Lubienski (2009:9) states for instance that, "a case could be made that children from marginalised communities should be allowed to attend higher quality schools that are superior due to competition, or at least schools that more closely match their preferences and cultural assumptions."

Other commentators hold that "parents have an inherent right to choose the education for their children that best fits their values," an idea enshrined in the United Nations Universal Declaration of Human Rights (OECD 2005) (Lubienski. 2009:12). Lubienski (2009:12) states that "in order to foster quasi-markets in education, a number of nations have adopted policies or reforms that adhere in varying degrees to the prescriptions for decentralised autonomy, deregulation, and competitive incentivisation for education systems" (OECD 2005) Lubienski (2009:12) continues that the South African education model allows for "choice in the context of school markets, where schools [the vast majority of which are public despite a growth in private schools that charge fees] have more autonomy but must compete for resources and charge fees.". Lubienski (2006:1) stipulates that "neoliberal reorganisers have emphasised the role that market mechanisms can play in reconfiguring the public sector."

Lubienski (2009:9) states that "in education, reformers argue that consumer choice and school competition can lead to more effective and efficient public education systems". Lubienski (2009:9) says that "the question in education policy of whether or not parental choice of schools represents a form of privatisation — a question reflecting the tension over the extent to which schools should be directly subject to market forces is heavily debated" .

Woolman & Fleisch (2006) conducted a systematic review of the "National Education Policy Act, No. 27 of 1996 (NEPA)" (South Africa (Republic). 1996c), the "South Africa Schools Act, No. 84 of 1996" (SASA) (South Africa (Republic). 1996b) and the "Employment of Educators Act, No. 76 of 1998 (EEA)" (South Africa (Republic). 1998) in which they tried to identify how the mentioned education law for public schools in South Africa created an enabling environment for, to all intents and purposes, school choice. They did qualitative reviews and followed a legal positivist theoretical framework which holds that it is irrelevant whether law is just and fair and that law is what is set down in statute books. Woolman & Fleisch (2006: 31) suggest that "each of the three major pieces of national legislation that govern basic school education, the National Education Policy Act (NEPA), the South African Schools Act (SASA) and the Employment of Educators Act (EEA), contribute to the phenomena that created the enabling conditions for the creation of quasi-markets in schools".

Pseudo-markets, also called quasi-markets, can be defined as having some, but not all of the features of a market system. Woolman & Fleisch (2006:33) state that "a market possesses four essential features:

i.   Multiple producers of goods of variable quality;
ii. Sufficient information dissemination regarding the quality of the products to ensure informed decisions by consumers;
iii. Enough product variation and product information to enable consumers to generate ordinal ranked sets of preferences; and
iv. Price variation responsive to demand."

Woolman & Fleisch (2006:33) further remark that "the South African public school education system, to a certain extent, satisfies these four basic criteria for a market". They argue that "the legal regime governing educational opportunities for primary and secondary school learners in South Africa offers far greater choice than one would find most anywhere in the voucher-happy, market-oriented school systems of the United States" (Woolman & Fleisch. 2006:32).

The "National Education Policy Act (NEPA) regulations manifest an express intent to co-ordinate parental preferences and anticipate that parents will make the decision to send their children to schools outside their own geographically determined feeder

zone" Woolman & Fleisch (2006:32). The "South African Schools Act (SASA) generates significant incentives for individual schools to increase their enrolment so as to accommodate more learners, it also allows the School Governing Body (SGB) of each school to make the most important decisions on school governance and it also enables some schools to charge fees to cover the costs of education not borne by the state" (Woolman & Fleisch 2006:32). According to Woolman & Fleisch (2006:32) "this power to charge fees creates an incentive to admit as many full fee-paying students as the school can accommodate. The "Employment of Educators Act (EEA) and various resolutions of the Education Labour Relations Council create additional incentives to attract more learners to a school by determining the number of teaching posts and promotion posts allocated to the school to the number of learners who attend the school" (Woolman & Fleisch 2006:32). "Viewed collectively, the provisions of NEPA, SASA and EEA create the conditions for a vibrant, if not proficient, market in schools" (Woolman & Fleisch. 2006:32).

Woolman & Fleisch (2006:32) elaborate on this argument using the example of "Sandown High in Sandton, Gauteng which is oversubscribed, with a significant number of its learners travelling over five kilometres every day from the nearby township of Alexandra". They also state that "on the other side of town, Orlando High in Soweto, has many empty classrooms with many of the learners, who live in the vicinity, attending school elsewhere" (Woolman & Fleisch 2006:32). They further imply that parents and learners are voting with their feet by attending what they perceive to be the best schools (Woolman & Fleisch 2006:32).

One possible way in which a school can supposedly increase its competitiveness in a market orientated educational community, and in so doing attract more learners, is to appoint additional staff and thereby increase its educational output. Better educator to learner ratios, more subject choices and improved extra-curricular opportunities are amongst the criteria that provide the perception that certain schools are better than others. It is thus very likely that the appointment of additional staff at a school may improve the school and increase its competitiveness.

2.7   Interference by the state in the governance of public schools

Prinsloo (2006:356) asks, "Are the rights of parents to have a say in the governance of a public school being violated through interference of the State and/or through officials who jeopardise the smooth functioning of schools by failing to carry out their duties?" Prinsloo (2006:367) states that the "Schools Act recognises the need to protect the diversity of language, culture and religion in education, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state" . Prinsloo (2006:367) further states that "the parent majority in the school governing body implies that parents have a strong and decisive voice in matters such as religion at school; the language policy of the school; the adoption of a code of conduct for learners; recommendations to the Head of Department regarding the appointment of educators and the financial affairs of the school."

The "Education Laws Amendment Act, Act 100 of 1997" (South Africa (Republic). 1997) "added a subsection to section 20 of SASA" (South Africa (Republic). 1996b) "namely, subsection 20(4)), which assigns a discretion to SGBs to establish posts for educators and employ educators that are additional to the post establishment determined by the Member of the Executive Council" (Scientific Electronic Library Online (SciELO. 2012). This additional discretion adds considerably to the powers of SGBs (SciELO. 2012).   The only source of revenue that SGBs could use to exercise this discretion is school funds and it appears that section 36(6) of SASA allows for such use of school funds (SciELO. 2012). Beckmann & Prinsloo (2009:178) state that "SGBs began using this discretion to the effect that between 33–50% of the educator staff of some schools is now SGB appointments" (Beckmann & Prinsloo 2009:178). Beckmann & Prinsloo (2009:178) further suggest that SGBs have also begun supplementing educators' salaries in order to be able to recruit the best staff for their schools with a view to offering quality education (SciELO. 2012).   "These actions by SGBs make it difficult for provincial education departments to exercise their functions as guardians of equality and equity in the respective school systems (Beckmann & Prinsloo 2009:178). Beckmann & Prinsloo (2009:178) also state that "it is possible that SGBs could use these provisions to elevate their schools beyond the reach of affirmative action and other requirements..

The "Education Laws Amendment Act, Act 100 of 1997," responded to this by adding subsections 20(6) – (11) to SASA, subsection 20(6) which provides that an educator employed in a post established in terms of subsection (4) must comply with the requirements set for employment in public schools in terms of this Act, and any other applicable law" (Beckmann & Prinsloo 2009:178). This provision may limit the discretion of SGBs. Section 20(7) of SASA also provides that "educators appointed additionally to the official staff complement must be registered with the South African Council for Educators (SACE) to exercise, among other things, a professional registration function and a disciplinary function in terms of a code of conduct for educators and to advise on teacher education" (Beckmann & Prinsloo.2009:178). The "powers accorded to SGBs in terms of subsection 4 are limited further by subsection 20(8) and (9) of SASA which state that the staff contemplated in subsections (4) and (5) must be employed in compliance with the basic values and principles referred to in section 195 of the Constitution, and the factors to be taken into account when making appointments include, but are not limited to the ability of the candidate; the principle of equity; the need to redress past injustices; and the need for representation" (Beckmann & Prinsloo. 2009:178). These subsections in SASA can be seen as an attempt to limit the powers of SGBs

Prinsloo (2006:356) states that "although the establishment of school governing bodies represents a significant decentralisation of power in the South African school system, such decentralisation may not necessarily mean an increase in democratic participation by parents in the governance of schools" (AJOL 2012). According to Prinsloo (2006:356), "the State, through its functionaries, has been trying to assert itself to an increasing extent by interfering in the real authority that can be exercised by school level governance structure" (AJOL. 2012).

Beckmann & Prinsloo (2009:183) conclude that "the state encourages participation but guards against too much involvement and even takes steps to limit the involvement and powers of stakeholders in the appointment of staff." They state that "governors may well view what has happened since 1994 as a promise fulfilled and then disappointed and frustrated (Beckmann & Prinsloo 2009:183). Prinsloo (2006:367) remarks that "for a number of years there have been indications that the Minister of (Basic) Education has the intention of removing some of the rights of

parents, namely their right to determine the admission and language policy of a school, to appoint educators recommended by the governing body and to determine the school fees of their schools" (AJOL 2012).

This is especially important to my research as such interference would compromise the concept of shared governance of public schools as well as diminishing the role that the parents have to play in enhancing educational opportunities for their children by appointing additional staff. It is thus possible that the government, by interfering in school governance, is infringing on the parents' rights and that they are thereby ignoring the expectations of parents in matters of school governance.

2.8   The principal and the SGB

Heystek (2004:308) states that "parents compose the bulk of" of SGBs and therefore have an important role to play in the effective functioning of their children's schools. Heystek (2004:308) further states that "there is often uncertainty about the exact functions of the principal and the governing body". Heystek (2004:308) further remarks that the "legal functions of the SGB do not provide enough clarity on its daily functioning and this sometimes makes it difficult for principals to manage schools effectively." Heystek (2004:308) also says that "in the light of distributed management and participative and democratic processes the question arises whether the SGB must take full accountability for the specific functions and what would happen if the parents are not able to perform these functions". This aspect is also important to my study and I know from personal experience that the function of appointing additional educators at a school is sometimes delegated to the principal.

Caldwell & Spinks (1998:5) suggest that "the local level of management (school or the district) must have the power to make decisions because they know the local situation best". This is in line with South African education policies especially SASA since one of the primary functions of this act is to promote shared responsibility in school governance. Heystek & Bush (2003:10) state that, "although there are difficult issues in school governance and management, there are many schools with a good functioning relationship between the two where trust and support make effective education possible". Heystek & Bush (2003:10) further explain that "the relationship between school principals and the SGBs of public schools in South Africa is not

always good." A difference of opinion, specifically in relation to the appointment of additional staff at the school, between the principal and parent members of school governing bodies, can sometimes seriously jeopardise the functionality and administration of the SGB.

Proper training of parental governors could increase the principal's belief in parental support and its advantage to the school. Heystek (2004:311) remarks that currently the department of basic education "does not make provision for training other than the limited initial training soon after the election of the SGB" (although this is strictly speaking of the HOD of a PED). Heystek (2004:311) also remarks that "another reason for concern to the education department is the large number of elected SGB members that drop out and are replaced by new, untrained parental governors who are not able to assist the principal in the governance of the school". Heystek (2004:311) questions whether the "departmental officials who are responsible for training the SGB are in fact adhering to the requirement of SASA section 19 that they should provide continuous training." This obviously includes the principals who are also departmental officials. Heystek (2004) also questions whether principals are correctly trained and orientated in order to enable them to support the SGB and accept the new management approach for the schools. Heystek (2004:310) concludes that "such training does not take place continuously, as is advocated in SASA."

Heystek (2004:311) states that "if the parents do not have the ability, or have only a limited ability, to perform the expected functions stipulated in SASA, why should one 'force' them to do the impossible simply because it is stated in legislation?" Heystek (2004:311) also suggests that "a change in legislation may help to improve the relationship between the principal and governing body and that effort and money could rather be spent on building a sound relationship between the principal, the parents and the rest of the professional staff so that they would trust one another and understand one another's responsibilities, strengths and weaknesses. They should rather be encouraged to support one another and not fight one another."

The "relationship between the principal, the SGB, parents and the rest of the professional staff should be so that they could support one another and understand

one another's responsibilities" (Heystek 2004:311). As the professional manager at the school and as *a* member of the SGB the principal is in a position to greatly influence the appointment of additional staff at the school. Heystek (2004:311) concludes that "a good functioning relationship between the school principal and the SGB is thus essential for the good governance of a public school."

2.9 Democratic education in a decentralised system

Sayed (2002:35) examined the "democratisation of education in South Africa within the context of the policy of educational devolution in South African schools". Sayed (2002:35) interpreted the policy of educational devolution "in terms of SASA and the National Norms and Standards for School Funding (NNSSF)". Sayed (2002:35) examined the impact that these policies had on the participation and democratisation of SGBs. Sayed (2002:35) considered four descriptive examples of policies, namely, "religion, language, admissions and teacher employment". Sayed (2002:45) concludes by referring to gap "between policy speechmaking and practice in relation to attempts to entrench democracy and participation, and enhance participation in governance at the school level". Sayed (2002:45) finally suggests that "there is a discrepancy between policy intention and practice and that the obligation to promote democracy in education will require a more persistent and hands-on policy by the education department in supporting SGBs to exercise their powers and functions."

Jansen (1998: 321–331 in Sayed. 2002:45) refers to the Grove School case concerning the "redeployment of teachers following the national ministry's teacher rationalisation policy (*Grove Primary School v Minister of Education and others* 1997 (4) SA 982 (CPD)." In this case, "the provincial ministry insisted that the school select the teachers it would place on a redeployment list, the school (later joined by other schools) argued that the school(s) through SASA had statutory powers to recruit teachers from the best available teachers rather than from the 'top' of a list generated by the education authority (*Grove Primary School v Minister of Education and others* 1997 (4) SA 982 (CPD)." The court later ruled in Grove Primary School's favour. It was also ruled by the court in *Grove Primary School v Minister of Education* that SGBs indeed enjoy *locus standi* (the right or capacity to bring an action or to appear) in courts. Sayed (2002:45) states that "a public school, as a juristic person, thus has the legal capacity to perform its functions, acting through

their SGBs". This is important as it also gives a SGB the legal capacity to appoint additional educators of their choice.

Sayed (2002:45) suggests that the "contestation about the meanings and practice of democracy is most evident in the Report on Values, Education and Democracy Document of the National Department of Education" (DoE, 2000). According to Sayed (2002:45) the "report outlined a number of key areas concerning values in South Africa focusing on equity, tolerance, multilingualism, openness, accountability and honour." According to Carrim and Tshoane (2000:10) the "Report on Values, Education and Democracy Document of the National Department of Education (DoE, 2000) is a praiseworthy attempt at opening up a discussion of values in South Africa, but it raises key questions about democracy." A key concern that Carrim and Tshoane (2000:10) highlight is "the relationship between the document and school governance." Carrim and Tshoane (2000:10–11) supported by Sayed (2002:45) note that the "report does not acknowledge human rights as values, even though the word democracy appears in the title of the report".

A key aspect of democratic educational institutions is the parents' right to choose. The parents' democratic participation in school governance is best reflected in the various functions allocated to SGBs by way of SASA including the right to appoint additional staff at public schools (Sec. 20 (4 & 5) of SASA). The research into the expectations of parent members of SGBs regarding the appointment of additional staff constitutes a possible way of determining whether their democratic right to choose and participate in school governance is indeed adhered to by schools and the education department. This aspect of democratic school governance is an integral part of my study since it addresses the rights of parents to play a decisive role in the education of their children.

2.10   The child's right to be educated

"Black children were exposed to inferior education before 1994" (Judicialview.com. 2012). All learners of colour were "victims of an unequal and racially defined distribution of resources" (Judicialview.com. 2012). "The challenge under the new constitutional dispensation, therefore, is to create an education system that will ensure that the human resources and potential of our society are developed to the

full" (Robinson. 2009:12) (Judicialview.com. 2012). The obligation of the state is "to provide the facilities and amenities for the fulfilment of the child's right to education."

Section 29 (2) of the Constitution of South Africa states that every learner has the right to receive education in the official language(s) of their choice (South Africa (Republic). 1996a). This right is, however, of a restricted nature in that it can only be provided where reasonably practicable. The right to education recognises the important right of children be "taught in their mother tongue, but balances this authoritative with conditions of practicality" (Robinson. 2009:12). Although it is primarily the duty of the state to provide access to education, the quality thereof is often neglected.

Newman (2008) states that "the Human Sciences Research Council (HSRC) has found that the quality of education in South Africa is bad in comparison with that of other poorer countries". Newman (2008:1) further remarked that "trends in international and national pupil performance showed dismal performance in mathematics, science and literature." The school governing body can play a foremost role in providing quality education to learners by recommending the appointment of only the best educator staff at the school as well as practices such as appointing additional staff at the school. I am of the opinion that by appointing additional language teachers at the school, the SGB can optimise learners' right to education in the language of their choice. The level of teaching and learning can be best improved by ensuring effective mother tongue teaching.

Skutnabb-Kangas (2004), in a rhetorical question, asks, "Are politicians and lawyers ignorant of the fact that education of dominated minorities through the medium of a dominant foreign language may participate in committing linguistic genocide?" The fact of the matter is that black learners in South Africa are being taught mainly through English, a language which is not their mother tongue or that of their teachers. The academic performances of the learners are most often poor. The results are often catastrophic in terms of their cognitive, emotional and intellectual development. Mullis & Martin (2007:4) prove this by referring to the fact that "South Africa's Grade 4s & Grade 5s came last in a study of 40 countries that took part in the Progress in International Reading Literacy Study (PIRLS) with an average scale

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score of 302 while the world average was 500". Mother tongue education seems to be much more appropriate in diverse language populations and is supported by compelling research results (Skutnabb-Kangas. 2004:2). Even though most parents in our country opt for their children to be educated through the medium of English, it is "clearly not in the best interest of the child" (UIR 2012). SGBs as governors of schools could play a decisive role in persuading parents to rather have their children taught in their mother tongue. A school's language policy should be such that all learners are taught in their own language especially in the first three grades. The fact of the matter is that learners who are most disadvantaged by the fact that they do not receive education in their mother tongue, often attend schools which are not in a position to appoint additional staff to provide this.

The appointment of additional teaching staff at public schools with the specific purpose to teach languages might be an excellent way to improve the quality of teaching and learning in South Africa. Sufficient numbers of mother tongue educators, at all schools, can be accomplished through the appointment of additional staff. The role of the SGB and particularly the parent members of the SGB are crucial in ensuring this.

2.11   Assisting the governing body

According to SASA the principal, as *ex officio* member of the governing body has to assist the governing body in the performance of all its functions and responsibilities (South Africa (Republic). 1996b sec.16A (3)). School-community links are mutually beneficial relationships and the principal should play a leading role in them (Nieuwenhuis. 2007:140). The principal is accountable to the SGB and the wider community of the school for the efficiency and effectiveness of the school. The principal's function is to advise and support the SGB in the exercising of its functions. The principal, in his relationship with the SGB, and to them as representatives of all parents of learners attending the school, needs to build an effective partnership between parents and the school by recognising them as the primary educators of their children. The principal needs to assist the governing body in their decision making. He should provide the governing body with the information it requires to make decisions or to formulate policy for example to appoint additional staff

members. It seems that the function of the SGB to appoint additional staff is often delegated to the principal.

Mestry (2004:128) remarks that, prior to SASA, "the principal was expected to be the chief accounting officer of the school" (AJOL. 2012). According to SASA "the principal is currently responsible for the professional management of the school under the direction of the Head of the provincial education department (HoD) and the overall governance of the school is vested in the school governing body, whose role SASA describes as fiduciary in respect of a school" (South Africa (Republic). 1996b sec 16 (2)). A large number of functions are "entrusted to the SGB relating to the management of school property and finance" (South Africa (Republic). 1996b). In relation to these matters SASA "describes the principal's role simply as providing assistance to the SGB." The principal has "no executive role in relation to the SGB on property and financial matters but has the duty to facilitate, support and assist the SGB in the execution of its statutory functions relating to the assets, liabilities, property, financial management of the public school and also as a person to whom specified aspects of the SGBs duties can properly be delegated" (Mestry 2004:129) (AJOL. 2012). The principal, however, has a dual role, as "*ex officio* member of the SGB and as employee of the Provincial Department of Education" (Mestry 2004:129).

2.12   Conclusion

SASA provides in section 20(4) and (5) "for a public school to establish additional posts to those determined by the Member of the Executive Committee (MEC) of the specific province, and employ educators or non-educators in such positions" (South Africa (Republic). 1996b sec 20(4) and (5)). The school, as juristic person, becomes the employer and enters into an employment contract with the specific educator or non-educator as a new employee, and not the governing body. The governing body only acts as the agent on behalf of the school.

The biggest impact that school governing bodies could probably have on school governance and the endorsement of an ethos of learning and teaching in a school is by the appointment of high quality additional staff at the school. Correct policies and

procedures should be in place if a school is to correctly manage these staff members. However, for school governing bodies to correctly fulfil the function of employer they should have the necessary resources, skills and training.

While some schools seemingly do use the function of appointing additional staff to the advantage of the school, some schools, especially diverse schools still lack the financial capabilities, skills and knowledge to use this function available to them to their full advantage. Through this study I aimed to explore the expectations of parent members of SGB's regarding the appointment of staff members that are additional to the post establishment in public schools but further functions and expectations of SGB members were also explored.

Section 20(6) to (10) of SASA provides for other relevant aspects of the appointment of these educators, such as the fact that they "must be registered with the South African Council of Educators" (South Africa (Republic). 1996b sec 20(6)). This section of SASA is especially important for all governing body members, who might feel tempted to act beyond their powers (*ultra vires*) whenever they appoint staff at a school who are not qualified. SGB members are sometimes in danger of infringing the sphere of the educator, as professional, as well as interfering with the professional management of the school. CELP (2007:104) describe reported incidents that included governing body members paying class visits to educators as "quasi-inspectors" who wanted to determine the quality of work of their "employees." Actions like these display serious ignorance on the part of these governing body members and cannot be tolerated. All governing body members, including the principal, should be well informed regarding the basic elements and principles of educational law, especially labour law. SGBs are in the position to make important decisions regarding employment and work life at a school and should follow sound ethics in this regard.

Chapter 3: Research design.

3.1 Introduction

Through this research I intended to do an in depth investigation into the expectations of parent members of SGBs with respect to the appointment of staff members that are additional to the post establishment in public schools. The research design I selected was a multiple comparative case study where I studied and compared the expectations of parent members of SGBs from a number of different schools. CAPAM (2010:2) and AMDISA (2012) describe a case study as "a story about how something that exists within a real world context that is created by carefully examining an instance". It "recounts real life situations that present individuals with a dilemma or uncertain outcome" (CAPAM. 2010:2 & AMDISA. 2012). I considered this to be the best design since case studies favour qualitative research methods which are supposed to be particularly useful for the creation of detailed information. A multiple case design contains more than one case and is therefore a more convincing method to improve theory building. Kirkegaard Larsen (2010:5) states that "a case study is used to understand a real life phenomenon in depth, including important contextual conditions of the phenomenon."

The research approach I used is a qualitative study. Polkinghorne (2005:1) describes "qualitative research as inquiry aimed at describing and clarifying human experience as it appears in people's lives". This approach suited my study best since I needed to understand the participants' perspectives on the phenomenon from their point of view and through their own words. The qualitative approach also best describes the role of the researcher. The qualitative approach also best describes the stages of research, and the method of data analysis (Polkinghorne 2005:1). I thus followed a qualitative approach in order to provide information on the motives and experiences of parent members of SGBs in the form of semi-structured interviews.

The research methods I used were semi-structured interviews whereby I tried to gain insights to improve my understanding of the phenomenon, document analysis and an elaborate literature review. I conducted in-depth personal interviews during which I asked people to verbally describe their experiences and expectations of the phenomenon namely the appointment of additional staff members in public schools.

My data collection was done through a literature review, personal interviews with parent members of SGBs as well as document analysis. The personal interviews aimed to probe issues in detail and I endeavoured to encourage participants to express their views at length. I conducted document analysis as a way of trying to substantiate my findings. I used minutes of interviews and recommendations for the appointment of staff at schools, to test and substantiate the responses from my interview participants. I also conducted an elaborate literature review of sources addressing aspects of shared governance and specifically the role of the SGB, especially the parent members thereof. Through this literature study I aimed to determine possible strategies to conduct my study as well as what to possibly expect in my findings. This also served to determine the need for this study to be conducted in the first place.

The data sample I used in the research was derived from personal interviews with parent members of school governing bodies from nine different schools of various types. The different school types were important because the communities in which they are situated played a role in the availability of parents and their capacity to participate in my research. Nine schools were selected using purposeful and convenient sampling. Qualitative inquiries are typically an in depth focus on relatively small samples (Patton.1990:169).

I gathered the data personally and the collection and analysis of my qualitative data occurred simultaneously. Because this data included personal opinions and details that are sensitive, pseudonyms/codes were used, even with stored transcripts. I took all the necessary precautions to protect the anonymity of my participants even when reporting results. I used questions from semi-structured interviews from which I tried to identify common responses within each question. The method that I used was coding units - words, themes, items, time. I identified, coded and categorised the primary patterns in the data. During the data analysis process I also used a process of crystallisation to obtain meaningful information. In the last stage of data analysis I was able to "draw conclusions about the assumptions of my study" (The Digital Archive @ Georgia State University. 2011). I will, however, never be able to generalise my findings since it is only applicable to my participants in their context.

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3.2   Research design

I did a multiple comparative case study where I studied and compared the expectations of parent members of SGBs from nine different schools. Yin (2009:18) defines "a case study as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." Yin (2009:18) states that "case studies favour qualitative research methods because they are considered particularly beneficial for the generation of detailed information." A multiple case design contains more than one case and is a more convincing method to improve theory building.

Eisenhardt & Graebner (2007) suggest that building theories from cases studies has been widely recognised as research strategy. Spagnoletti (2010) state that cases studies involves using one or multiple cases to create theoretical constructs from case-based evidence. In multiple case studies, the analytical generalisation logic is reinforced through theoretical replication logic (Yin. 2009).

I used the business school approach to my study, which emphasises analysing "decisions and actions of managers and their consequences" (CAPAM. 2010:2). According to CAPAM (2010:2) this is accomplished through "using real world examples, to better prepare organisations for real life challenges." The variants of the approach that I used included field case studies which involved gathering data within the setting being studied and involved interviews as well as a literature review. The literature review involved exclusively studying existing materials.

3.3   Paradigm

According to Maree (2007:47) a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which give rise to particular world view. My study followed the interpretivist paradigm which is essentially the structure of viewpoints, values and methods within which my research took place. Ponterotto (2005:129) states that "the interpretivist paradigm can be observed as an alternative to the positivist paradigm." Schwandt (1994:1) states that "in contrast to positivism's naïve realism, constructivism adheres to a relativist position that assumes multiple and equally valid realities." It is within this world view that I worked as a researcher.

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Interpretivistshave the "hypothetical belief that reality is socially constructed and flexible" (Schwandt (1994:1). Thus, knowledge is always discussed within cultures, social settings, and relationship with other people (Schwandt. 1994:1). Interpretivists believe that reality is socially constructed and fluid.

Relativists generally believe that there is no universal truth. According to Guba & Lincoln (1994:110) "interpretivists follow the relativist ontology which assumes that reality as we know it is constructed inter-subjectively through the meanings and understandings developed socially and experientially." The basic ontological assumption of relativism is that there can be no "objective" or final truth as all "truth" is a socially-constructed entity (Maree. 2007:63). According to Guba & Lincoln (1994:110) the "relativist ontology holds that realities are negotiated in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures), and dependent for their form and content on the individual persons."

3.4   Epistemology

A subjectivist epistemology was followed in my study. A subjectivist epistemology accepts that we cannot detach ourselves from what we know. Qualitative researchers think that the researcher is an important part of the process (Virginia Commonwealth University. 2012). No distinction is made between subject (the researcher) and object (the event being studied) (Maree. 2007:21). In qualitative research the researcher can't separate himself from the topic he is researching (Virginia Commonwealth University. 2012). According to Maree (2007:2) it "is in the interaction between the researcher and the participants that the knowledge is created."

A "subjectivist epistemology" is one that implies that the standards of rational belief are those of the individual believer or those of the believer's community. In terms of the methodology, "interpretive approaches rely heavily on naturalistic methods such as interviewing and analysis of existing texts" (UIR. 2012). These methods "ensure an adequate dialogue between the researchers and those with whom they interact in

order to collaboratively construct a meaningful reality" (UIR. 2012). Generally, "meanings are emergent from the research process" (UIR. 2012).

Angen (2000) suggests that the following criteria be used for evaluating research from an interpretivist perspective: "careful consideration and articulation of the research question and carrying out an inquiry in a respectful manner, awareness and articulation of the choices and interpretations the researcher makes during the inquiry process and evidence of taking responsibility for those choices, a written account that develops persuasive arguments, evaluation of how widely results are disseminated." According to Angen (2000) "validity is a moral question" and must be "located in the discourse of the research community." Ethical validity implies recognition of the fact that the choices we make through the research process have political and ethical consideration. Researchers need to ask if the research is beneficial to the target population (Angen 2000). I tried to follow this in my research as the improvement of the quality of education is to everyone's benefit.

3.5   Research approach

I followed a qualitative approach to my research. Burns & Grove (1993) suggest that "qualitative research is based on a world view which is holistic and believe that there is not a single reality, as reality is based upon perceptions that differ from person to person, that it changes over time and that what we know has meaning only within a given situation or context.". Burns & Grove (1993) suggest that the "reasoning process used in qualitative research involves perceptually putting pieces together to make wholes." Burns & Grove (1993) also state that "from this process meaning is produced." However, because perceptions vary from individual to individual, many different meanings are possible (Burns & Grove1993). Qualitative research relies primarily on the collection of qualitative data for example non-numeric data such as words and pictures. According to Cresswell (2007:645) a "qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting."

Polkinghorne (2005:1) states that "qualitative data is gathered primarily in the form of spoken or written language rather than in the form of numbers". This approach suited

my study best since I needed to understand the participants' perspectives on the phenomenon from their point of view and through their own words. Trochim (2006:1) states that "a qualitative research approach describes the purpose of the qualitative research, the role of the researcher, the stages of research, and the method of data analysis precisely."

The qualitative approach or perspective that I chose may be considered to be phenomenology-based research. This approach to qualitative research is an explanatory analysis of how individuals experience a phenomenon. With this approach to qualitative methodology I focused on my participants' experiences and interpretations of the world. Lester (1999:4) points out that the "phenomenological approach is good for surfacing deep issues and making voices heard and that organisations value the insights which a phenomenological approach can bring in terms of cutting through assumptions that are taken for granted, prompting action or challenging complacency."

3.6   Research methodology

The research methods I used were semi-structured interviews, document analysis and an elaborate literature review. By using these three methods I tried to gain insight through discovering meanings to improve my comprehension of the phenomenon by using more than one method.

Qualitative research explores the wealth, depth, and complexity of phenomena. I did in-depth personal interviews during which I asked people to verbally describe their experiences and expectations of the phenomenon namely the appointment of educator and non-teacher staff members that are appointed additional to the normal post establishment in public schools. Qualitative research is used when your research question requires you to generate theory based on participant perspectives (Cresswell. 2007:74).

3.7   Data collection

The general purpose of this research was to conduct an investigation into the expectations of parent members of school governing bodies with respect to the appointment of staff members that are appointed additional to the post establishment

in public schools. This was done through a literature review, interviews with parent members of SGBs as well as document analysis. To collect data phenomenological researchers typically make use of interviews as well as other methods. According to Moustakas (1994:3) it is an informal, interactive process and utilises open-ended comments and questions.

3.7.1 Personal interviews

One method of data collection that I followed was in-depth personal interviews whereby I asked parent members of school governing bodies to describe their experiences and expectations regarding the appointment of staff members that are additional to the post establishment in public schools. Maree (2007:87) states that the aim of qualitative interviews is to see the world through the eyes of the participant. According to Maree (2007:87) personal interviews have the distinct advantage of enabling the researcher to establish a relationship with potential participants and therefore gain their cooperation. Interviews also allow the researcher to clarify vague answers and, when suitable, to seek follow up information. I-Tech (2008:2) states that semi-structured interviews are more controlled by the interviewer and that, instead of a checklist, interviewers work from a script of prescribed questions, called an "interview guide," which sometimes has prompts that allow for limited flexibility.

In this study the participants were parent members of school governing bodies. Participants were interviewed individually, mostly in their own homes or at the school largely for their convenience. The interviews aimed to probe issues in detail and tried to encourage participants to express their views at length. Mack *et al.* (2005) describe an interview as "a technique designed to elicit a vivid picture of the participant's perspective on the research topic." All the interviews were semi-structured to provide a basis for comparison and also to provide insight from the parents' perspectives. An interview guide (semi-structured) was used to ensure that all topics were covered. I left sufficient space for free dialogue and follow-up questions on interesting aspects. The interview schedule can be seen in Addendum B of the Appendices.

3.7.2 Document analysis

Groenewald (2004:20) suggests that "whatever the method used for a phenomenological analysis the aim of the investigator is the reconstruction of the inner world of experience of the subject." I conducted document analysis as a means of corroborating my findings. For this purpose I used minutes of interviews and recommendations for the appointment of staff at schools to test and substantiate the responses from my interview participants. Kirkegaard Larsen (2010:13) states that "a distinction between case and context is important when determining the scope of data collection." Information on the motives of parent members of SGBs regarding the appointment of staff that are additional to the post establishment in public schools, was based on secondary data in the form of a literature study of the topic within South African and internationally. Data was also obtained through additional practical research done by other researchers.

3.7.3 Literature review

I also conducted an elaborate literature review. Shuttleworth (2009) suggests that "a literature review is an account of what has been published on a topic by reputable scholars and researchers." Shuttleworth (2009) further suggests that "a literature review is a critical and in depth evaluation of previous research, it is a summary and synopsis of a particular area of research, allowing anybody reading the paper to establish why you are pursuing this particular research. A "good literature review expands upon the reasons behind selecting a particular research question" (Shuttleworth. 2009).

During my review of the available literature I firstly evaluated the credibility of sources. I regarded journals found in an academic library as safe and reliable. The next step was to make use of sources on the internet. I evaluated the credibility of these sources by scanning the work, using the abstract and introduction as guides (Explorable. 2012). This assisted in eliminating the non-relevant work and also to get rid of some of the lower quality research (Explorable. 2012). The next step was to critically evaluate the research and decide if the research was of sufficient quality (Explorable. 2012). I checked the credentials of the sources on which I relied the most for the literature review. I specifically looked for conformities. Good research

was usually repeated by other independent researchers, with similar results, showing that the information was safe to use (Explorable. 2012).

For the literature review a combination of local and overseas sources was used. All sources I used had to address aspects of shared governance and specifically the role of the SGB especially the parent members thereof. Through this literature study I aimed to determine possible strategies to conduct my study, as well as what to possibly expect in my findings. This also served to determine the need for this study to be conducted.

3.8   Sampling

Patton (1990:185) suggests that "the validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the richness of information of the cases selected and the observational/analytical capabilities of the researcher than with sample size." The data and assumptions I used in my research were derived from personal interviews with parents that are members of public school governing bodies of nine different schools. The three different school types within the nine schools I used were important because the neighbourhoods in which they were situated played a role in the availability of parents and their ability to participate in the research. I used purposeful and convenient sampling to represent the following categories of schools:

 • Dual medium school (Afrikaans and English are used in the same classroom).
 • English medium school with a diverse learner makeup.
 • Afrikaans medium school. Learners are taught in Afrikaans.

Patton (1990:184) states that there are no instructions for sample size in a qualitative inquiry. I interviewed at least one, but most often two parent members of the SGB of each school including the SGB chairperson. The reason for my choice of different school types was to explore the possibly different expectations of diverse school communities. According to Patton (1990:184) "sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility and what can be done with available time and resources."

I did purposive and convenience sampling to represent the mentioned categories of schools in our country (Maree. 2007:177). Convenience sampling is a non-probability

sampling method (Maree. 2007:177). Convenience sampling commonly assumes a homogeneous population, and that one individual is very much like another. Although parents representing the different school types were known to be different from one another, the difference was assumed to be probabilistic.

3.9   Data analysis and interpretation

Maree (2007:99) states that "qualitative data analysis tends to be an on-going and iterative process and that the aim of qualitative analysis is to understand the phenomenon and to go beyond reporting and move towards interpretation". It was necessary for me to gather the data myself and the collection and analysis of my qualitative data occurred simultaneously. Lester (1999:2) maintains that the "problem for many researchers with phenomenological research is that it generates a large quantity of interview notes, tape recordings, jottings or other records, all of which have to be analysed". Lester (1999:2) further suggests that "analysis is also necessarily messy, as data doesn't tend to fall into neat categories and there can be many ways of linking different parts of discussions or observations."

Because my qualitative data included personal opinions and details that are sensitive, the safety of data storage was important and codes were thus used even with stored transcripts. I took all necessary precautions to protect the confidentiality of my participants. I made use of pre-planned questions from semi-structured interviews. I tried to identify frequent responses within each question but I still had some variety that required content analysis.

The method that I used was coding units - words, themes, items, time. Content analysis of the data meant that I identified, coded and categorised the primary patterns in the data. Maree (2007:101) describes content analysis as an inductive and iterative process where we look for similarities and differences in text that would corroborate or disconfirm theory.

The content analysis process that I followed was firstly to transcribe audio material which was my raw data. Secondly I coded all raw data (identified where the information was originally obtained). The next step was to copy raw textual data and store it in a safe place.

An important activity in my data analysis was the "reading and re-reading of the material" (Maree. 2007:104). Ideas or concepts emerged from this analysis (emergent themes).

The next step was to code the data. I used *in vivo* coding as a tool which is typical for narrative data analysis and involves using the same codes for similar segments of data (Maree. 2007:106). I used "the three column format with the transcript in the centre, the coding in the right hand column and my own reflective notes in the left hand column or on a separate page" (Maree. 2007:106). I used a word processor to block text in colour, underline or bold important information. After I had located themes, I assigned codes to data categories. The aim of this process was to reduce data to manageable categories.

During the process where I analysed the data I used a process of crystallisation to obtain meaningful data. In this process I firstly immersed myself in the data by reading or examining the data in detail ((Maree. 2007:81). I continued with this process until I had examined all the data and patterns that emerged from the data that were meaningful and could be substantiated (Cohen & Crabtree 2006). The data codes are simply descriptive summaries of what the participants said. The next step was to categorise the codes into a number of categories (codes with similarities). The last step was to look for patterns (categories with similarities).

patterns patterns

categories categories categories

Codes Codes Codes Codes Codes Codes Codes
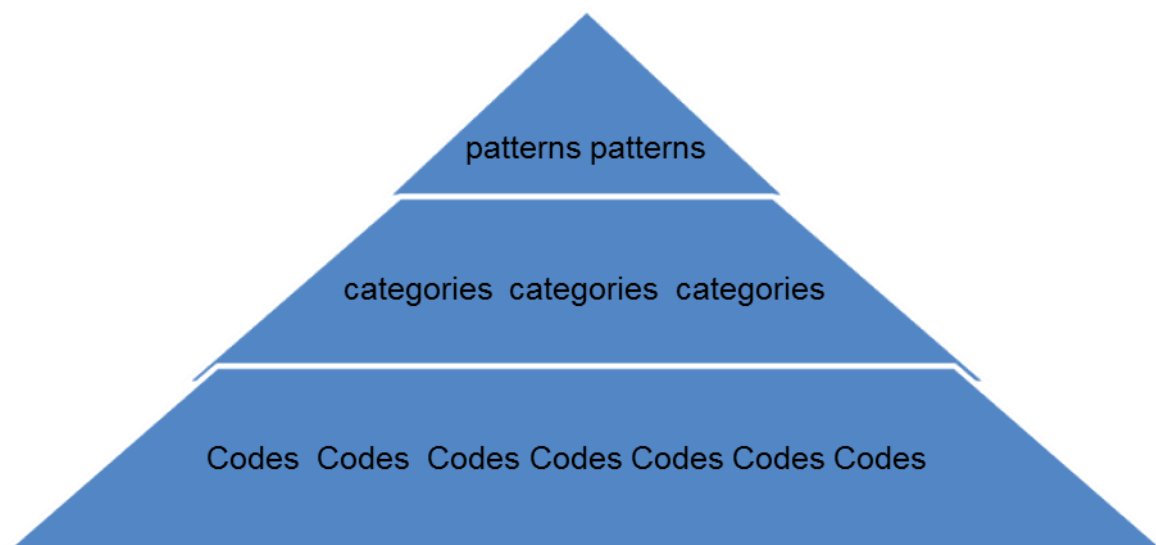
Figure 1 Data crystallisation

When I interpreted the data I tried to move to an analytical understanding that explained why things were as I had found them. By analysing the data I brought multiple perspectives to my study (Maree 2007: 112). When I got to the last stage of data analysis I was able to draw conclusions on the assumptions of my study. Maree (2007:113) states that all conclusions must be based on verifiable data.

3.10   Conclusion

The biggest positive impact that school governing bodies can probably have on school governance and the promotion of an ethos of learning and teaching in a school is by the appointment of high quality additional educators and non-educators at the school. Through this research I intended to explore the expectations of parents that are members of school governing bodies with respect to the appointment of staff members that are additional to the post establishment in public schools.

The research design I chose was a multiple comparative case study where I studied and compared the expectations of parent members of SGBs of nine different schools. The approach I followed was a qualitative study which was aimed at describing and clarifying human experience. This approach suited my study best since it was important for me to understand the participants' perspectives on the phenomenon from their point of view and through their own words. The methods of research I made use of were semi structured interviews whereby I tried to gain an understanding of the phenomenon, document analysis and a literature review.

I conducted in-depth personal interviews during which I requested people to explain their experiences and expectations of the phenomenon namely the appointment of educator and non-teaching staff members that are appointed additional to the normal post establishment in public schools. I conducted document analysis as a means of triangulating my findings. I made use of minutes of interviews and recommendations for the appointment of staff at schools, to test and substantiate the responses from my interview participants. I also conducted a review of sources addressing aspects of shared governance and specifically the role of the SGB especially the parent members thereof. By using purposeful and convenient sampling, nine schools were

selected. I gathered the data personally and the collection and analysis of my qualitative data occurred simultaneously. Because this data included personal opinions and details that are sensitive, codes were used even with stored transcripts. I took all necessary precautions to protect the confidentiality of my participants when reporting results. I used pre-planned questions from semi-structured interviews from which I tried to identify common responses within each question. The method that I used was coding units - words, themes, items, time. During data analysis I also used a process of crystallisation to get meaningful information. In the last stage of data analysis I was able to draw conclusions about the assumptions of my study. I will, however, never be able to generalise my findings since it is only applicable to my participants in their context.

The next chapter presents my findings.

Chapter 4:
Research findings, data analysis and interpretation.

4.1 Introduction

Through this investigation I primarily aimed to explore the phenomenon of the expectations of parent members of public school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools. I strove to understand the participants' perspectives on the phenomenon from their point of view and through their own words.

4.2 Data analysis

Through the use of semi-structured interviews I tried to gain insight into the phenomenon. During the in-depth personal interviews I requested participants to explain their experiences and expectations of the appointment of staff members that are additional to the normal post establishment in public schools. I also did an extended literature review as well as document analysis.

Participants were interviewed individually and they were encouraged to express their views. All the interviews were semi-structured to provide a basis for comparison and also to provide insight from their perspective. I also conducted document analysis. For this purpose I made use of minutes of interviews and recommendations for the appointment of staff at schools. For the literature review I used sources that addressed aspects of shared governance and the role of the SGB. Through this literature study I aimed to determine what to possibly expect through my findings. This also served to determine the need for this study to be conducted.

The data gathered through the research was derived from personal interviews with parent members of school governing bodies of nine different types of schools. The different school types and the communities in which they are situated played a role in the availability of parents and their ability to participate. Schools were selected using purposive and convenient sampling and included dual medium schools (Afrikaans and English are used in the same classroom), English medium schools with a diverse learner makeup and schools where learners are taught through the medium of Afrikaans. Eight parent members interviewed were from high schools and seven

were from primary schools. Research participants included persons from all races and included 10 male and 5 female participants. The reason for this was to explore the different expectations of diverse school communities.

I gathered the data myself and the collection and analysis of my qualitative data occurred simultaneously. Because the data I gathered included personal opinions and details that were sensitive, the security of data storage was very important. Codes were used even with stored transcripts to protect the confidentiality of my participants. I identified common responses within each question. The method that I used included coding units - words, themes, items, time. Through this process I identified, coded and categorised the primary patterns in the data. Firstly I prepared and organised transcribed information and audio material (raw data). Secondly I coded all raw data. The next step was to copy raw textual data and store it in a safe place.

After I had read and re-read the material, Ideas or concepts emerged which I then coded. I used in vivo coding as a tool which involved using the same codes for similar segments of data. I used the "three column format with the transcript in the centre, the coding in the right hand column and my own reflective notes either in the left hand column or on a separate page" (Maree. 2007:106). I used a word processor to block text in colour, underline or bold important information. After I had located themes, I assigned data categories for the codes with the aim of reducing data to manageable categories. During data analysis I used a process of crystallisation to obtain meaningful data. During this process I read or examining a portion of the data in detail where after Identified patterns or themes (Cohen & Crabtree 2006).

 I continued the process until all the data had been examined and patterns had emerged from the data that were meaningful and could be substantiated (Cohen & Crabtree 2006). Data codes are simply descriptive summaries of what the participants said. The next step was to categorise the codes into a number of categories (codes with similarities). The last step was to look for patterns (categories with similarities). These patterns formed the permeating themes (to enhance the quality of teaching and learning, to add value to the school, school ethos/culture, to improve the financial position of school, that the financial position of the school is the

parents' responsibility and to satisfy the school, learner and community needs) of my study.

4.3 Interpretation

When interpreting data I tried to move to an analytical understanding that explains why things are as I have found them and by analysing the data I was able to bring multiple perspectives to my study. All my conclusions are based on the data that I gained through personal interviews and minutes of shortlisting meetings to which I had access. I cannot generalise my findings since they will only be applicable to my participants in their context. Through my research a number of my assumptions were proven to be correct.

I used different colour codes for the responses I got from the participants. My data included personal opinions and details that are sensitive and therefore codes needed to be used. The method that I used was colour coding units - words, themes, items, using the same colour codes for similar segments of data. In this colour coding I looked for similarities in responses from my participants. I blocked text in colour, underlined or bolded important information. After I had located themes, I assigned data categories for the codes. During data analysis I used a process of crystallisation to get meaningful data. Data codes simply were descriptive summaries of what the participants had said. I categorised the codes into a number of categories (codes with similarities). Lastly I looked for patterns (categories with similarities). (See Addendum D for data codes and data analysis)

4.4 Parents' role in the appointment of additional staff

The first sub aim of the study was to determine what expectations parent members of SGBs have of their role regarding the appointment of educator and non-teaching staff members that are additional to the post establishment in public schools. Three main themes or categories as to what parents view as the most important role they can play in the appointment of additional staff emerged. These include the appointment of additional staff at school to improve the quality of teaching and learning in the school, to serve the school and community needs and to ensure enough money is available to enable the school to appoint staff members that are additional to the post establishment. My overall research results correspond with the

views of Prinsloo (2006:367) who states that "the Schools Act recognises the need to protect the diversity of language, culture and religion in education, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state."

Parents view their main role in the appointment of additional staff at school as to improve the quality of teaching and learning at the school. Studies have indeed shown "a strong correlation between parent involvement and a child's success at school" (Hickman, Greenwood, & Miller. 1995). The first function of all governing bodies, provided for in section 20 of SASA, is "to promote the best interests of the school" (South Africa (Republic). 1996b: sec 20). Another function of SGBs is to "strive to ensure the schools' development through the provision of quality education for all learners at the school" (South Africa (Republic). 1996b:sec 20). One way of ensuring this is to increase the number of staff members (CELP. 2007:119).

Governing bodies often regard the function to appoint additional educators at the school as the most important contribution that they can make, since government is at the current moment not in the financial position to supply sufficient educators to ensure quality education at public schools. All participants reported that the quality of teaching and learning are greatly enhanced by appointing additional educators to lower the learner to teacher ratio at the school since the post establishment at public schools is currently insufficient to ensure quality education. A participant (M01) from a dual medium school suggested that a teacher to learner ratio of between 1:20-25 is a necessity to ensure that each learner receives adequate attention in class. This view was supported by participants H01, Ba01, Ba02 and R04. This correlates with the views of Barro (1991) who suggests that a higher student-teacher ratio signals lower quality education.

More than half of the participants reported that they see it as their role to ensure smaller classes, meaning fewer learners per teacher. Four participants stated that their duty is to ensure that only the best educators are appointed at their school. All the participants stated that they want only the best qualified and experienced staff to be appointed at their schools. At least two participants (Ba01 and L01) stated that

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their duty is to ensure that staff for teaching difficult subjects, or staff with specific skills as required by the school, are appointed. All male participants mentioned that they wanted to ensure that staff with co-curricular and extra-curricular skills such as sport coaches and teaching assistants, are appointed at the school. All participants agreed in one way or the other that the current post establishment at public schools is totally insufficient to ensure quality education

Another major theme or pattern that emerged was that parents view it as their duty to ensure that the correct type of staff member is appointed at the school to satisfy the school and community needs. Issues that were voiced by participants included the appointment of the correct person or a person with a passion for education in a post. Participants also said that a staff member should fit in with the mission and vision of the school as well as adhere to the norms and values of the school and community. The person to be appointed also needs to fit in with the ethos and school culture. Some participants, especially those involved in primary schools, mentioned that a prospective new staff member should provide for the educational and emotional needs of the learners and in so doing contribute to the learning and teaching culture of the school. According to participants newlyappointed staff should also fit in with other staff members.

All participants stated that they see supporting the educational staff as one of the key roles that they can play in the appointment of additional staff . According to them education is a partnership between parent and educator and therefore they need to be supported. A black parent (OL02), who is a parent SGB member at a dual medium school went so far as to say that even though parent SGB members represent the parents and community in school governance, the professional management must be left to the teaching staff, the school management and the principal of the school and that parents should support the educators. Three participants (R01, M01 and H01) pointed out that it is the duty of parent members of SGBs to adhere to SASA, specifically section 20 when additional educators and non-educators are appointed at a school. They stated that all relevant legislation, policies and regulations need to be adhered to, in these appointments.

The last theme that emerged was that parents see it as their duty to ensure that sufficient finances are available to enable schools to appoint staff members that are additional to the post establishment in public schools. All parents felt that they needed to make funds available to appoint additional staff and that it is their duty to ensure that appointed staff are sufficiently remunerated. This correlates with Colditz's (2007a:2) opinion, when he suggests that employee costs make up the bulk of education budgets both for government and SGBs as is evident in school budgets of self-managing (former model C) schools. A parent SGB member (L01) at an English medium school pointed out that an educator now appointed at his school was only paid R 4000 per month by his previous school in a similar post. He saw it as his duty to ensure that the staff appointed in additional posts be compensated similarly to staff appointed by the Provincial Education Department (PED). This theme emerged in all questions and can thus be seen as one of the most important duties of parent SGB members.

My assumption that parent members of SGBs think that they can make the greatest contribution to the learning and teaching culture of the school through the appointment of additional educator and non-educator staff members has thus been proven by the data. It seems that the most important aim parent members of SGBs want to achieve through the appointment of educator and non-educator staff that are additional to the post establishment in public schools is to have a more favourable learner to teacher ratio in the classroom, and in so doing, better the quality of teaching and learning at the school.

4.5   The qualities parent members of SGBs are looking for when appointing additional staff

The second sub aim of the study was to determine for what qualities parent members of SGBs are looking when appointing teachers and non-teaching (educator and non-educator) staff that are additional to the post establishment in public schools. The themes or patterns that emerged included qualifications, experience, specific skills requirements at the school, language, culture, religion, norms, values and the ethos of the educator to be appointed and the school and community requirements.

All interviewed participants were of the opinion that the qualifications of prospective educators or staff members were the most important quality they were looking for when appointing additional staff. This was substantiated by all the minutes of shortlisting meetings that I accessed. In all the minutes of shortlisting meetings to which I had gained access the most important scoring interview criterion was the qualification of the candidate. Not only was a four year applicable education qualification mentioned, one participant (L01) from an English school stated that he would only appoint the best qualified educator available at the school. Participants also pointed out that prospective educators had to be professionally registered with the South African Council for Educators (SACE) for them to be considered for appointment. SACE is the professional educator council that aims to enhance the status of the teaching profession through appropriate registration, management of professional development and inculcation and enforcement of a code of ethics for all educators (SACE 2012).

Another quality that participants ranked as very important was the experience of the prospective staff member. Even though most additional appointed staff are young and at the start of their careers, SGBs increasingly appoint highly experienced, specifically skilled staff. Retired teachers, including former principals, as well as administrative staff are often appointed due to their highly sought after skills. It is not uncommon to find retired mathematics and physical science teachers appointed in SGB posts, teaching these difficult subjects at schools. One participant (R01) from an Afrikaans school remarked that the service record of a prospective staff member should be considered as well. Twelve out of the fifteen participants agreed that staff with specific skills, specifically in difficult subjects such as mathematics, physical science and technical subjects, are highly sought after and are more likely to be appointed. At least one participant (BA02) suggested that SGB posts should merely be a stepping stone for educators and non-teachers to become permanently appointed by the Provincial Education Department (PED).

Further qualities that SGBs look for include the candidate's ability to participate in co-curricular and extra-curricular activities at the school. A parent (R03) from an Afrikaans high school stated that a staff member must be able to spend sufficient time at school and be able to help with extra-mural activities at the school. These

extra mural activities include coaching various sports at the school as well as cultural activities such as debate teams and coaching the choir. Some male participants, from especially Afrikaans schools, pointed out that they specifically look for additional male staff members that are capable of coaching rugby, cricket and athletics, and additional female staff that can coach hockey and netball at the school. Co-curricular activities which included activities such as science, geography and other subject related clubs were described as being important. Participation in adventure, religion, language and culture-related organisations were also mentioned. This corresponds with Colditz's (2010) opinion that it is the exclusive prerogative of the SGB to make decisions regarding an extracurricular activity such as sport at the school and that sport as an extracurricular activity must be funded from parents' contributions and possibly other resources at the schools. A participant (R03) mentioned that a staff member's ability to teach extra classes, after normal school hours, was also considered as an important quality that they were looking for.

Other qualities for which parent members of SGBs are looking when appointing teachers and non- teaching (educator and non-educator) staff that are additional to the post establishment in public schools include the language, culture and religious beliefs of the prospective staff members. All participants remarked that these qualities are essential for a staff member to be able to fit in with the ethos of the school. All participants from Afrikaans schools insisted that all staff to be appointed at their schools needed to be Afrikaans speaking Christians with high moral standards that are willing and able to convey the Afrikaans Christian norms, values and standards to the learners. A number of them considered this to be non-negotiable. Participants (OL01, OL02 and L01) from dual medium and English schools suggested that prospective staff members at their schools needed to be bilingual (Afrikaans and English) but should preferably be able to speak at least one African language because of their diverse learner makeup. These participants from dual medium and English schools also insisted that all staff to be appointed at their schools need to be willing and able to convey commonly agreed on universal (often but not always Christian) norms, values and standards to the learners. All participants suggested that all staff appointed at their schools needed to enhance the specific ethos of the school. Some participants pointed out that the educators at the school are *in loco parentis* (in the place of the parent) and that they should therefore

be an extension of the parental home and that all values taught at home should also be imparted at school.

The last qualities for which parent members of SGBs are looking when appointing teachers and non- teaching (educator and non-educator) staff that are additional to the post establishment in public schools include school and community needs. A male participant (R01), also an SGB chairperson of an Afrikaans school, pointed out that the schooling system in South Africa is highly market orientated and that the school needs to deliver its services in line with the high expectations of the community it serves. This is in line with the contention of Woolman & Fleisch (2006:32) who argue that "the legal regime governing educational opportunities for primary and secondary school learners in South Africa offers far greater choice than one would find almost anywhere in the voucher happy, market oriented school systems of the United States." This participant (R01) also remarked that in the highly competitive environment of certain schools in South Africa, SGBs can only afford to appoint the very best educators available if they are to attract the best as well as more learners. These market-driven needs of schools dictate the qualities required of educators at these high performing schools. Another female participant (S02) from a dual medium school felt the emotional, educational and other needs of the learners at the school should be a high priority. A female participant (Ba02) felt that the needs of the staff at the school, specifically for a better learner to teacher ratio and reduced workload, should also be a priority that can be fulfilled by the appointment of additional staff at the school. At least three participants (PC01, Ba01 and OL01) from various school types mentioned that the needs of the community are important when appointing teachers and non- teaching (educator and non-educator) staff that are additional to the post establishment in public schools. The qualities that parent members of SGBs should be looking for include the fact that they should be part of the community and therefore fit the profile of a community member in terms of language, culture and religion.

To conclude: the qualities for which parent members of SGBs are looking when appointing additional staff are essentially that the staff member to be appointed must fit the profile required by the school and the community and be able to add value to both. These findings were substantiated through all minutes of shortlisting meetings

to which I had gained access. Woolman & Fleisch (2006:32) confirm this when they suggest that parents and learners are voting with their feet by attending what they perceive to be the best schools. For a school to be competitive it cannot afford not to appoint the best profile staff.

4.6   Factors that parent members of the SGB take into account when making decisions regarding the appointment of additional staff

One sub aim of the study was to explore what factors parent members of the SGB take into account when making decisions regarding the appointment of staff members that are additional to the normal post establishment in public schools. The patterns that emerged as to what parent members of the SGBs take into account when making decisions regarding the appointment of additional staff include the curriculum requirements of the school, staff and learners, other school and community needs as well as the financial position of the school

The first pattern that emerged primarily involved the principal of the school, the school management team (SMT), which comprises of the principal, deputy principals and heads of departments as well as educators and other staff members at the school. Three participants (H01, R01 and Ba01) from Afrikaans primary and high schools stated that the opinion of the school principal is what they mostly take into account when making decisions regarding the appointment of additional staff at the school. They regard the principal, assisted by his SMT as the professional managers and leaders of the school and are of the opinion that they are aware of the needs and concerns of the school. Some participants agreed that the opinions of other parents, specifically fellow parent members of the SGB are a factor they take into account when making decisions regarding the appointment of additional staff   At least one participant (R01) referred to the Provincial Education Department (PED) by way of the post establishment at the school as a factor that he takes into account. Public schools in South Africa are allocated educator and non-educator staff according to the number of learners, school type and a number of other indicators captured on the 10th day of each year. All participants indicated that the learner to teacher ratio in the school determines the quality of teaching in the school. The number of staff to be assigned to a school each year thus directly influences the SGBs' decisions regarding the number of additional staff they appoint because they

consider the current post establishment as determined by the PED at public school to be totally insufficient.

Participants all considered the curriculum requirements at the school as the prime factor that they take into account regarding the appointment of additional staff.

They expect the best quality of teaching and learning at their schools and thus consider the staff member to be appointed additional to the staff establishment to be the right person for the school, to have a passion for education and children, to be motivated to add value to the school and to be an asset to the school and community. Participants also indicated the qualifications, experience and career record of the staff member to be appointed additional to the staff establishment as important factors.

Other factors that they take into account include scarce and sought after skills, that a staff member to be additionally appointed, brings to the school. The educator's ability to teach difficult subjects and their co-curricular skills were also mentioned.

School and community needs were also described as factors that parent members of SGBs take into account regarding the appointment of additional staff. The mission and vision of the school were also mentioned as factors that they take into account. The norms and values of the staff member to be appointed and how these correspond with the ethos of the school and community as well as their language ability, cultural profile and religious beliefs were highlighted as being important factors that they take into account.

The last pattern that emerged regarding factors parent members of SGBs take into account concerning the appointment of additional staff is the financial position of the school. The function to "supplement the resources supplied by the state to improve the quality of education provided by the school", as allocated via SASA is probably the most important function of the SGB ((South Africa (Republic). 1996b). "Supplementing the resources supplied by the state to improve the quality of education provided by the school" also includes human resources, which in fact means that the "SGB may employ teachers additional to those allocated and

remunerated by the provincial departments of education as long as the school raises funds for these additional teachers" (South Africa (Republic). 1996b: sec 20). This duty to raise funds and the SGB's ability to raise these funds are seen by all parents as a very important one. Most participants agreed that the primary duty of the SGB is to raise sufficient funds to enable the school to appoint additional staff as needed and thereby increase the quality of teaching and learning. They agreed that the SGB's ability to raise these funds is a crucial factor that they take into account regarding the appointment of additional staff at the school.

It can thus be safely concluded that the factors that parent members of the SGB take into account when making decisions regarding the appointment of educator and non-teaching staff members that are additional to the normal post establishment in public schools are primarily the curriculum requirements of the school as determined by the PED, principal, SMT and the staff of the school. Other factors that emerged were the needs of the staff and learners at the school especially regarding language, culture, religion and values. Lastly the financial position of the school was considered by many participants as the determining factor when making decisions regarding the appointment of additional staff.   Joubert-Serfontein (2005: 6) supports this and points out that both the upholding of a good standard of education and the economic climate play a role in the appointment of educators in governing body posts.

4.7   Factors and influences that inform parent members of the SGB's choices regarding the appointment of additional staff

Another of the sub aims of the study was to explore what determines or informs the expectations of parent governing body members regarding the appointment of teacher and non-teaching staff also referred to as educator and non-educator staff members that are additional to the normal post establishment in public schools. The patterns that emerged included the principal, the school management team, the educator and non-educator staff at the school, fellow parents and SGB members as well as educational authorities such as the Provincial Education Department (PED) and SGB organisations such as the Federation of Governing Bodies of South African Schools (FEDSAS). This correlates with the opinion of Heystek (2004:311) who remarks that, "in line with the principles of real decision making power to the local level and local knows better", the "principal of the school, the parents on the SGB

and the local district officials should make decisions together." Other factors and influences that inform parent members of the SGB's choices regarding the appointment of additional staff are learner and community needs as well as the financial position of the school.

People and organisations that primarily inform parent members of the SGB's choices regarding the appointment of additional staff involve the principal of the school and the school management team (SMT) (which consists of the principal, deputy principals and heads of departments as well as educators and other staff members at the school). All fifteen participants agreed that the school principal or headmaster assisted by his SMT are the professional managers and leaders at the school and that they are in the best position to inform the SGB on the choices that they should make regarding the appointment of additional staff at the school. This response highlighted an area of concern highlighted by Heystek & Bush (2003:10) who pointed out that "the relationship between school principals and the SGBs of public schools in South Africa is not always favourable". Participants agreed that other parents, fellow parent members of the SGB, the interview panel as well as other influential members of the community have an influence on their choices regarding the appointment of additional staff at the school. A participant (S01) from a dual medium school said that he considered the opinions of other parents when making decisions regarding the school. Participants consider the parents and other members of the community as sensitive to the needs of the community and that they as parent representatives on the SGB should fulfil these needs. Nearly half of the participants spoke of the influence that the Provincial Education Department (PED) had on their choices regarding the appointment of additional staff by way of the post establishment at the school as determined by the PED. Public schools in South Africa are allocated educator and non-educator staff according to learner numbers, school type and other indicators on the 10th day of each year. All participants indicated that the learner to teacher ratio at the school determines the quality of the teaching at the school and that they aim at a ratio of at least one educator for every 20-25 learners (1:20-25 ratio). The number of staff allocated to a school each year thus directly influences the SGB's decisions regarding the number of additional staff they have to appoint to reach the 1:20-25 teacher to learner ratio. All participants considered the current post establishment of 1:35 in public secondary schools and

1:40 in public primary schools as utterly insufficient. At least one participant said that the educator and other staff influenced their choices likewise.

A male participant (H01) from an Afrikaans primary school suggested that SGB organisations such as FEDSAS inform parent members of the SGB's choices regarding the appointment of additional staff. Such organisations play a huge role in the choices and decisions of SGBs by way of draft policies and advice that they provide to school SGBs.

A third of the participants from all school types confirmed that legislation concerning the appointment of additional staff and school funding as promulgated in the South African Schools Act, No. 84 of 1996 (hereafter SASA) regulations inform the SGBs' choices regarding the appointment of additional staff. Section 20 of SASA makes provision for the appointment of additional staff at public schools and Section 36 determines the SGB's role in the finances of the school. The same participants suggested that various labour laws and policies concerned with the appointment of staff at schools are taken into consideration by them when appointing additional staff. One participant (R01) from an Afrikaans school, who is a jurist by profession, mentioned that current legislation and policies are insufficient to properly govern the appointment and especially the compensation of additionally appointed staff at public schools.

Another pattern that emerged involved school, learner and community needs. Participants suggested that they expected only the best quality of teaching and learning at their schools. They insisted that all staff members that are to be appointed as additional to the staff establishment must firstly be the right persons for the school, to have a passion for education and children, to be motivated, to add value to the school and to be assets to the school and community. They demanded that the qualifications, experience and career record of the staff member to be appointed additional to the staff establishment are of the highest standard.

Other factors that influence their decisions include the need for and the availability of staff with scarce and sought after skills. A prospective new staff member's ability to teach difficult subjects and their co-curricular skills are but a few of the

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considerations that were mentioned. School and community needs were mentioned by the majority of participants as factors that inform their choices regarding the appointment of additional staff. The norms and values of the staff member to be appointed and how this corresponds to the ethos of the school and community, as well as their language ability, cultural profile and religious beliefs were highlighted as being important factors that inform parent members of SGBs' choices regarding the appointment of additional staff.

The last pattern regarding what influences parent members of the SGBs' choices was again the financial position of the school. The function to supplement the resources supplied by the state to improve the quality of education provided by the school, as allocated by section 36 of the SASA is possibly the most important function of the SGB (South Africa (Republic). 1996b sec.36). Supplementing the resources supplied by the state to improve the quality of education provided by the school also includes human resources which means that the SGB may employ teachers that are additional to those allocated and remunerated by the provincial departments of education as long as the school raises funds for these additional teachers. This responsibility to raise funds and the SGB's ability to raise these funds are seen by all parents as a very important one. All participants agreed that the primary function of the SGB is to raise sufficient funds to enable the school to appoint additional staff as required and thereby increase the quality of teaching and learning. They agreed that the SGB's ability to raise these funds is a crucial factor that informs parent members of the SGBs' choices regarding the appointment of additional staff at the school.

My assumption that the expectations of parent governing body members regarding the appointment of educator and non-teaching staff members that are additional to the normal post establishment in public schools are largely informed by the principal, the management staff, educators, other staff members, parents and community members with an interest in the school were thus proven by the abovementioned facts.

4.8   Expectations of parent members

The aim of this study was primarily to explore the expectations of parent members of school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools. A number of patterns emerged. These include the fact that they, in so doing, want to enhance the quality of teaching and learning at the school. They want to add value to the school and improve the school ethos or school culture. Participants also indicated that they realise that, in the process of appointing additional staff at the school, they need to adhere to certain legislation and policies. They also indicated that they consider these policies insufficient and that they need to be better regulated. The function of the SGB to "supplement the resources supplied by the state, especially the financial resources to improve the quality of education provided by the school, as allocated via section 36 of SASA" was seen by many participants as the most important function of a SGB (South Africa (Republic). 1996b sec. 36).

The first pattern to emerge as to the expectations of parent members of school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools is the fact that they want to enhance the quality of teaching and learning in the school. Parents view their primary role in the appointment of additional staff at school as to improve the quality of teaching and learning in the school by ensuring a better learner to teacher ratio. All the interviewed participants indicated that they consider a lower learner to teacher ratio (1:20-25 ratio) as essential for quality teaching and learning. Participants pointed out that they aim at a ratio of at least one educator for every 20-25 learners (1:20-25 ratio) by appointing additional educators at the school. A black female participant (OL2), from a dual medium school, argued that an improved learner to teacher ratio helps to improve the personal contact between educator and learners and that it thus enhances the quality of teaching and learning. She further argued that an improved learner to teacher ratio is essential for inclusive education to succeed. She concluded that smaller classes, in terms of learner numbers, are to the advantage of slow learners and learners with special educational needs. A male participant (RO2) from an Afrikaans school stated that he expects the highest quality education possible for his child and that he is prepared to appoint even more staff at the school even if it means having to spend more money. About 60% of participants responded

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that the qualifications, experience as well as the career record of a prospective staff member at the school are essential for quality education. They mentioned that the appointment of additional support staff like psychologists and counsellors are another factor that can enhance the quality of the learning experience. Half of the participants however said that SGB posts should merely be a stepping stone for a staff member to become permanently appointed in a post remunerated by the Provincial Education Department (PED). A number of participants also indicated that they would prefer more staff members to be appointed to help with extra-mural activities like sport and culture. The fact remains that the first function of all governing bodies, provided for in section 20 of SASA, is "to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school" (South Africa (Republic). 1996b sec. 20). The best way to do this is to appoint additional staff at the school. My assumption that the most important aim parent members of SGBs want to achieve through the appointment of educator and non-educator staff that are additional to the post establishment in public schools is to have a better learner to teacher ratio in the classroom and in so doing improve the quality of teaching and learning at the school was proved by the abovementioned facts.

A second pattern to emerge was that parents want to add value to the school as well as to enhance and preserve the school culture or ethos. In doing so they indicated that the quality of the appointed educator and non-educator is of the utmost importance.

The qualifications and experience of the prospective staff member as well as his or her profile as a person need to add value to the school. Even though almost all additional appointed staff at a school is young and at the onset of their careers, SGBs increasingly appoint highly experienced, skill specific staff, especially retired teachers, as well as administrative staff who possess highly sought after skills. Eleven out of fifteen participants agreed that staff with specific skills, specifically in scarce subjects like mathematics; science and technical subjects are highly sought after and are more likely to be appointed. Half of the participants however suggested that SGB posts should merely be a stepping stone for educators and non-

teachers to become permanently appointed by the Provincial Education Department (PED).

Other qualities for which SGBs are looking and which can add value to the school include the candidate's participation in co-curricular and extra-curricular activities at the school as well as the language, culture and religious beliefs of the prospective staff members. A number of participants remarked that these qualities are essential for a staff member to be able to fit in with the ethos of the school and add value to the school. All participants from Afrikaans schools insisted that all staff to be appointed at their schools need to be Afrikaans speaking Christians with high moral standards and willing and able to transfer the Afrikaans Christian norms, values and standards to the learners. Participants from Afrikaans schools insisted that all educator staff employed by their schools must be able to teach learners in their mother tongue to provide the best service. This notion is supported by Skutnabb-Kangas (2004:2). In relation to this participants from dual-medium and English schools suggested that prospective staff members at their schools need to be bilingual (Afrikaans and English) but preferably able to speak at least one African language and be willing and able to transfer commonly agreed on universal (often but not always Christian) norms, values and standards to the learners because of their diverse learner makeup. All participants agreed that staff appointed at their schools need to enhance the specific ethos of the school.

Another aspect for which SGBs are looking when appointing staff that are additional to the post establishment in public schools, is to add value to the school as well as to serve the specific school and community needs. As the schooling system in South Africa is highly market orientated participants remarked that in this highly competitive environment SGBs can only afford to appoint the very best educators available if they are to attract the best, as well as more learners. Some participants felt that the requirements of the staff at the school, specifically to reduce educator workload should be a priority that can be fulfilled by the appointment of additional staff at the school. A number of participants from all school types suggested that the needs of the community are important when appointing educator and non- teaching staff additional to the post establishment in public schools. The qualities that parent members of SGBs should be looking for to add value to the school include the fact

that they should be part of the community and therefore fit the profile of a community member in terms of language culture and religion. Nieuwenhuis (2007:140) supports the notion that school community links are mutually beneficial relationships and that the principal should play a leading role in them.

A third pattern to emerge regarding the expectations of parent members of school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools is the financial position and capabilities of the school. The function "to supplement the resources supplied by the state to improve the quality of education provided by the school, as allocated via SASA" is possibly the most important function of a SGB (South Africa (Republic). 1996b). Supplementing the "resources supplied by the state to improve the quality of education provided by the school also includes human resources which means that the SGB may employ educators in addition to those allocated and remunerated by the provincial departments of education as long as the school raises funds for these additional teachers" (South Africa (Republic). 1996b). A number of participants agreed that the additional remuneration for PDE staff for extra work done is essential to keep the best staff at the school. They regard it their duty to raise funds and to make sufficient funds available as very important to enable the school to appoint additional staff as needed and thereby increase the quality of teaching and learning. They agreed that the SGBs' ability to raise these funds is a crucial expectation of parents that are members of SGBs regarding the appointment of staff members that are additional to the post establishment in public schools and that the success of the school is largely determined by this capability.

CELP (2007:111) supports the concept that additionally appointed educators and non-educators appointed in a specific position for an undefined period, and whose duties are similar to that of a staff member employed by the provincial education department must also be paid salaries comparable to that of staff employed by the provincial education department. CELP further suggests that other benefits, if applicable, should be determined through negotiation in which the financial committee of the governing body should play a prominent role. Beckmann (2009:133) supports my research in that he suggests "that the only source of revenue that SGBs could use to exercise their discretion (to appoint additional staff

at schools) is the school funds and it appears that section 36(6) of SASA allows such use of school funds." Beckmann (2009:133) further states that "SGBs began using this discretion to this effect, in that between 33% and 50% of the educator staff of some schools, are now SGB appointments. This notion is supported by my research results.

A number of participants felt that the appointment of additional staff as an aspect of human resource, financial management and labour relations at schools is not well organised and governed through policies and this needs to be addressed.

4.9   Conclusion

When interpreting data I tried to move to an analytic understanding that explained why things are as I have found them and by analysing the data I included multiple perspectives to my study. All my conclusions are based on verifiable data. Through my research a number of my assumptions were proved including:

- The fact that parent members of SGBs think that they can make the greatest contribution to the learning and teaching culture of the school through the appointment of additional educator and non-teaching staff members.

- The fact that the most important aim parent members of SGBs want to achieve through the appointment of educator and non-educator staff additional to the post establishment in public schools is to have a better learner to teacher ratio in the classroom and in so doing improve the quality of teaching and learning at the school.

- The fact that parent SGB members take the financial position and the curriculum requirements at the school into account when making decisions regarding the appointment of educator and non-teaching staff members that are additional to the normal post establishment.

- The fact that the appointment of additional staff as an aspect of human resource management and labour relations at schools is not well organised and needs to be rectified.

- Lastly the fact that the expectations of parent governing body members regarding the appointment of educator and non-teaching staff members that are additional to the normal post establishment in public schools are largely informed

by the principal, the management staff, educators, other staff members, parents and community members with an interest in the school.

It is interesting to note that, whereas the purpose of both the White Paper on Education and Training of 1995 (Department of Education , 1995) and SASA put considerable emphasis on redress and the transformation of education, the idea of transformation of schools never came up in the interviews with participants. Participants seemed to be pre-occupied with the quality of education in the schools attended by their children. There did not seem to be meaningful differences in the expectations of SGB members from the various types of schools that I sampled for my research.

CELP (2007:108) suggests that an effective recruitment and selection policy of a school should be based on the following guiding principles: for effectiveness the principal should select the candidate who best meets the requirements of the position; for efficiency and professionalism those involved in the selection process have the obligation to maintain high levels of professionalism, integrity and confidentiality; to comply with legislation regarding all practices regarding recruitment and selection must comply with the relevant legal requirements as encompassed in the Constitution, the " Labour Relations Act", the "Employment Equity Act", the" Basic Conditions of Employment Act", the "Schools Act" and the "Employment of Educators Act".

In the last chapter I will provide an overview of my research findings. I will also draw conclusions.

Chapter 5:
Overview, findings, conclusions and recommendations

5.1   Introduction

The South African Schools Act, No. 84 of 1996 (SASA) and more specifically Section 20 makes provision for schools through their SGBs to appoint additional educators and non-educators. The intention of the government, through allocating this function to schools, was to "improve education and the quality of teaching and learning at public schools in the country" (South Africa (Republic). 1996b).

Through this research I explored exactly what parents' intentions, aims and roles are in the appointment of teachers and non-teaching staff members that are additional to the post establishment in public schools. I also aimed to discover whether parents from different types of schools had different expectations regarding this topic. Through this investigation I primarily aimed to explore the hopes and expectations of parents that are members of SGBs regarding the appointment of additional staff members in public schools from the parent members' perspectives. By way of this research I hoped to contribute to the knowledge about, and understanding of the hopes of parents that are members of SGBs regarding appointments that are additional to the post establishment. The practice of stakeholders in education such as school governing bodies, principals, education department officials and parents will hopefully be better informed through this research and it will help to foster good practice at educational institutions.

5.2   Overview

This investigation was conducted from a human resource management perspective, including contractual, financial and other aspects, within the legislative framework of the "Constitution of 1996" (South Africa (Republic). 1996a), the "Labour Relations Act", (No. 66 of 1995) (South Africa (Republic). 1995), the "South African Schools Act", No. 84 0f 1996 (SASA) (South Africa (Republic). 1996b) and the "Employment of Educators Act", No. 76 of 1998 (EEA) (South Africa (Republic). 1998) and other applicable labour law and policies. In my opinion the appointment of teachers and non-teaching staff members that are additional to the normal post establishment in public schools as an aspect of personnel- and financial management has been

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greatly neglected up to now. Through this research I aimed at gaining more insight and making suggestions that could improve good practice at public schools.

The sub aims of the study were to determine what expectations parent members of SGBs have of their role regarding the appointment of teachers and non-teaching staff members that are additional to the post establishment in public schools, to determine for what qualities parent members of SGBs are looking when appointing teachers and non-teaching staff that are additional to the post establishment in public schools, to investigate what parent members of SGBs take into account when appointing teachers and non-teaching staff that are additional to the post establishment in public schools and also to explore what informs the expectations of parent governing body members regarding the appointment of teachers and non-teaching staff members that are additional to the normal post establishment in public schools.

Through this qualitative study I wanted to understand the participants' perspectives on the phenomenon under investigation from their point of view and in their own words. With the use of interviews (semi-structured) I tried to expand my understanding of the phenomenon. During the in-depth personal interviews I requested research participants to describe their experiences and expectations of the appointment of teachers and non-teaching staff members that are additional to the normal post establishment in public schools. I also conducted a literature review as well as document analysis to collect data.

The different school types that I used in the research were important because the neighbourhoods in which they are situated had to represent the cultural diversity of the country. This also played a part in the accessibility to parents and their capacity to participate in the research. Due to the fact that I did not use random sampling my research findings will not be generalizable. This research merely serves to report on the views of a limited number of people (the participants).

5.3 Findings

This study firstly aimed to determine how parent members see their role in the SGB regarding the appointment of teachers and non-teaching staff that is additional to the

post establishment in public schools (see paragraph1.6). The research finding was that parent members of SGBs think that they can make the greatest contribution to the learning and teaching culture of the school through the appointment of additional educator and non-educator staff members and that the most important thing parent members of SGBs want to achieve through the appointment of teachers and non-teaching staff that are additional to the post establishment in public schools is to provide a better learner to teacher ratio in the classroom and in so doing improve the value or quality of teaching and learning at the school. According to Hickman, Greenwood, & Miller (1995) "studies have shown a strong correlation between parent involvement and a child's success at school". Most participants insisted that a teacher to learner ratio of at least 1:25 is a necessity to be conducive to a good education.

Another finding was that parents view it as their duty to ensure that the correct staff member, in terms of qualifications, experience and profile is appointed at the school to satisfy the various school and community needs. Parents also indicated that education is a partnership between parent and educator and that parents therefore need to support the staff and the principal at the school. This was an important finding since there is sometimes disagreement between the educator component (including the principal) and parent component of SGBs regarding the appointment of additional staff at a school. This has the potential to result in conflict within the SGB because of the different expectations of the various components of the SGB. Since the parent component makes up the majority of members in the SGB their expectations cannot be ignored. Since we now know that parents see education as a partnership between parent and educator and that they need to support the staff at the school, the potential conflict in SGBs can be avoided.

Parents also felt that it was their duty to make funds available to appoint additional staff and that it is their duty to ensure that appointed staff is sufficiently remunerated and compensated financially. Parents felt that additionally-appointed staff should be remunerated similarly to staff appointed by the Provincial Education Department (PED) and that their service benefits should be on a par with PED appointed staff.

The second aim of this research was to determine for what qualities parent members of SGBs are looking when appointing teachers and non-teaching staff that are additional to the post establishment in public schools. Through the research I found that the qualities for which parent members of SGBs are looking when appointing teachers and non-teaching staff that are additional to the post establishment in public schools are that prospective staff members have to fit the profile required by the school and the community and they must be able to add value to both the school and the community it serves. Qualities parents seek include the best possible qualifications and work experience. Specific skills requirements (mostly difficult subjects taught) at the school are also a quality sought by parents. I found through the research that the language proficiency, cultural, religious beliefs, norms, values and ethos of the educator to be appointed as dictated by the specific community are qualities parent members of SGBs are looking for when appointing additional staff.

The third aim of this research was to determine what parent school governing body members take into account when making decisions regarding the appointment of teachers and non-teaching staff members that are additional to the normal post establishment in public schools. (see paragraph 1.6). The finding was that factors parent members of the SGB take into account when making decisions regarding the appointment of staff members that are additional to the normal post establishment in public schools are the curriculum prerequisites of the school as established by the provincial education department (PED), the principal, the SMT (school management team) and the staff at the school. Another finding was that the needs of the staff and learners at the school especially regarding language, culture, religion and values are factors regarded as important by parents. I found that the financial position of the school was considered by many participants as the determining factor as to what they take into account when making decisions regarding the appointment of additional staff.

The fourth aim of this research was to determine what informs the expectations of parent governing body members regarding the appointment of teachers and non-teaching staff members that are additional to the normal post establishment in public schools. (see paragraph 1.6). The finding was that the expectations of parent governing body members regarding the appointment of educator and non-educator

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staff members that are additional to the normal post establishment in public schools are largely informed by the principal, the management staff (SMT), educators, other staff members, parents and community members with a vested interest in the school. I also found that fellow parents and SGB members as well as educational authorities such as the Provincial Education Department (PED) and SGB organisations as well as school, learner and community needs as well as the financial position of the school inform parent SGB members' choices.

It is worth noting that parents do not seem to base their decisions and expectations on transformation and redress imperatives but these cannot be ruled out and may be embedded in the clear emphasis on quality education for all the children in the respective schools.

The main aim of this study was to explore the hopes (expectations) of parent members of school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools (see paragraph 1.6). The major findings were that the hopes of parent members of school governing bodies regarding the appointment of staff members that are additional to the post establishment in public schools are that they want to improve the quality of teaching and learning at the school through the appointment of these additional staff members and that they want to add value to the school and enhance the school ethos or school culture. I also found that most participants realise that, in the appointment of additional staff at the school, they need to adhere to certain legislation and policies most specifically SASA (South Africa (Republic). 1996b). Another finding was that participants consider current policies regarding the appointment and compensation of additional staff as insufficient and that this needs to be better regulated.

The last and most probably the most important finding was that participants saw the most important function of a SGB as the duty to complement the resources supplied by the state, especially the financial resources, to "improve the quality of education provided by the school, as allocated via section 36 of SASA" (South Africa (Republic). 1996b sec. 36). They considered it their primary duty to provide sufficient financial resources to the school to increase the quality of education through the appointment of additional staff.

5.4   Recommendations

5.4.1 To improve practice

School governing bodies (SGBs) perform a major function in school governance in South Africa. The neo-liberal concept of self-governance encourages commercialisation of education and has created quasi-markets in schools where schools compete with each other for the best learners. One conceivable way for a school to be more competitive "in the market" is to appoint additional staff. These additional appointments are assumed to improve the educational and extra-curricular output of the school. I recommend that his paradigm should be supported but regulated through proper policies both at school and in government.

The fact of the matter is that the biggest impact school governing bodies can probably have in school governance and the promotion of an ethos of learning and teaching in a school is by the appointment of high quality additional educators and non-educators at the school. This practice will continue in future and is perhaps the only way to ensure quality education to all learners. The lack of financial capabilities of most schools will unfortunately make the proper use this function unavailable to them. I thus recommend that financial assistance by private organisations be investigated as a possible solution.

Proper policies and procedures need to be in place if a school is to correctly manage additional staff members. For school governing bodies to properly fulfil the function of employer they need to have the necessary knowledge of applicable legislation, policies, resources, skills and training. It is therefore crucial that all SGB members, including parent members are fully trained to function effectively. I suggest that all parent members of SGBs receive regular training that will enable them to function in an effective manner regarding school governance.

Section 20 of SASA (South Africa (Republic). 1996b sec. 20) determines the functions of all school governing bodies in public schools in South Africa. Subsection (1) of this section determines that a SGB has to "promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school". Section 20(4) and (5) of SASA

(South Africa (Republic). 1996b sec. 20 (40 & (5)) provides possible solutions to this problem of quality education provision in that it determines that a public school, by way of its SGB, may subject to (SASA), the Labour Relations Act, 1995 (Act 66 of 1995) (South Africa (Republic). 1995), and any other applicable law, "establish posts for teachers an non-teaching staff, employ teachers an non-teaching staff that are additional to the post establishment determined by the Member of the Executive Council in terms of section 3 (1) of the Educators' Employment Act of 1994" (Educators Employment Act, 1994 (South Africa (Republic). 1994). Section 20 (6) to (10) of SASA lays down some guidelines for this type of employment.

Section 20 (11) of SASA (South Africa (Republic). 1996b sec. 20) determines "that after consultation as contemplated in section 5 of the National Education Policy Act, 1996 (Act 27 of 1996) (South Africa (Republic). 1996c), the Minister may determine norms and standards by notice in the Gazette regarding the funds used for the employment of staff referred to in subsections (4) and (5), but such norms and standards may not be interpreted so as to make the State a joint employer of such staff". Such norms and standards have however never been laid down by the Minister, leaving a gap in the policy and allowing schools to pay whatever amount in salaries and compensation to an employee appointed additional to the post establishment . I support the notion of CELP (2007:111) that suggests that additionally appointed educators and non-educators appointed in a specific position for an undefined period, and whose duties are similar to that of a staff member employed by the provincial education department should also be paid salaries comparable to that of staff employed by the provincial education department and that other benefits, if applicable, should be determined through negotiation during which the financial committee of the governing body should play a prominent role. I suggest that this needs to be regulated by way of new or amended legislation as to ensure basic norms and standards for salaries for teachers and non-teachers employed additional to the post establishment. I further suggest that in the light of the complexity and specialised nature of labour law, it might be advisable that governing bodies use the services of a labour consultant if the elected members lack this kind of expertise, a view that CELP (2007:119) supports.

Parent governing body members' decisions regarding the appointment of teachers and non-teaching staff members that are additional to the normal post establishment in public schools are largely informed by the principal, the management staff, educators and other staff members at the school. This corresponds with Van Wyk's (2007:135) opinion that "in spite of representing the majority on the SGB, many parents serving on SGBs are restrained and rely on the principal and teachers for leadership and guidance in decision making." Conflict between parent members of SGBs and principals regarding, amongst others, the appointment of additional staff, could be avoided if principals and SMTs are granted more powers to make appointments, since SGBs trust on the principal and SMTs for leadership and guidance in decision making. I suggest that SGBs delegate certain powers, for example, to appoint additional staff to the principal and SMT within the financial framework (budget restraints) of the school. This would assist in the smooth management of the school. CELP (2007:108) supports this concept and suggests that the effective recruitment and selection policy of a school should be based on the following guiding principles: for effectiveness the school principal (supported by the SMT) should select the candidate who best meets the requirements of the position; for efficiency and professionalism those involved in the selection process have the obligation to maintain high levels of professionalism, integrity and confidentiality; to comply with legislation all practices regarding recruitment and selection must comply with the relevant legislative obligations as encompassed in the "Constitution" (South Africa (Republic). 1996a), the "Labour Relations Act" (South Africa (Republic). 1995), the "Employment Equity Act" (South Africa (Republic). 1995), "SASA" (South Africa (Republic). 1996b), and the "Employment of Educators Act" (South Africa (Republic). 1998).

SGBs need to make sure that parent expectations regarding the appointment of additional staff are clearly formulated in policy and are endorsed by all SGB members participating in the appointment of additional staff.

The practice of SGBs to supplement the resources supplied by the state, especially the financial resources to "improve the quality of education provided by the school, as allocated via section 36 of the SASA" (South Africa (Republic). 1996b sec. 36) is most probably the most important function of a SGB. SGBs also contribute greatly to

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the quality of education in the country through the appointment of additional staff at public schools. I suggest that Government should appreciate this and promote it as far as possible.

5.4.2 For further research

What also came to light is that participants regard the current legislation and policies regarding the appointment of additional staff at public schools as insufficient and that, from a human resource and financial view, this requires further investigation.

My final recommendation is that the function of SGBs, to appoint additional staff at public schools, as an aspect of school governance, is worth investigating further in order to promote current practices in education and also to avoid future hazards. The focus should be on the degree to which current policy and law support and encourage the appointment of staff additional to the official post establishment.

5.5   Concluding remarks

Through this study I determined that all parent members of SGBs want to improve the quality of education at their respective schools. The assumptions (par. 1.8.4.4) that some parents expect the school to perform better on a curricular and co-curricular level, as a result of the appointment of additional staff at a school, that parent members of SGBs think that they can make the greatest contribution to the learning and teaching culture of the school through the appointment of additional staff members and that the most important thing parent members of SGBs want to achieve through the appointment of teachers and non-teaching staff that are additional to the post establishment in public schools is to have a better learner to teacher ratio in the classroom and in so doing improve the quality of teaching and learning at the school, were all proven to be correct. I also determined that the parents' expectations do not differ from one type of school to another and that all parents irrespective of race, gender, language or culture basically have the same expectation which is to increase the quality of teaching and learning through the appointment of additional staff at their various schools.

By conducting this study I sought to explore the expectations, roles and aims of parent members of SGBs, when, how and for what purpose they exercise the right to

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appoint additional staff. Through understanding the parents' expectations in relation to this, I hope to improve relationships between parent members, educator members of SGBs and the principal.   Through a human resource management lens, I explored to what extent this function (to appoint additional staff) is used to appoint educator and non-educator staff at schools and for what reasons. With this information I wish to determine possible strategies to better manage human resources at a school. The assumption (par. 1.8.4.4) that the expectations of parent governing body members regarding the appointment of additional staff are largely informed by the principal, the management staff, educators, other staff members, parents and community members with an interest in the school was proven to be correct.

What I also discovered was that schools increasingly appoint retired staff in SGB posts in order to keep their expertise and ability to teach difficult subjects at the school. Another phenomenon that I encountered was that schools increasingly appoint student teachers in posts to assist teachers and as sport coaches at the school. These interns receive a salary and in-service training at the school while they are busy acquiring their full teaching qualifications. This is a huge advantage to education in the country in that student teachers add to the gross domestic product of the country through their taxes while they are trained in their profession at no additional cost to government.

Although both internal and external factors influence the expectations of parent SGB members these factors did not have a significant influence regarding the diverse nature of the participants. Internal factors include the education level of the individuals, their personality and skills that can make a contribution to the schools. External factors that might influence the expectations of parent SGB members are their place of residence, political affiliation and membership to a labour union, cultural or ethnic group. However, in my findings none of these factors played a substantive role in their expectations. Male, female, black and white participants had similar expectations regarding the appointment of additional staff at the school where they are involved as parent members of the SGB. This came as a surprise as I initially did not assume this.

The biggest impact school governing bodies can have on school governance and the advancement of an ethos of learning and teaching in a school is through the appointment of high quality additional educators and non-educators at the school. This practise unfortunately comes at a financial cost. The assumption (par. 1.8.4.4) that parent SGB members take the financial position and the curriculum requirements at the school into account when making decisions regarding the appointment of teachers and non-teaching staff members that are additional to the normal post establishment were proven to be correct. Through my research I discovered that parent members of SGBs see it as their primary duty to make sufficient finances available to enable schools to appoint additional staff and in so doing advance the learning ethos. In my opinion this practice is perhaps the only way to ensure quality education to all learners. The lack of financial capabilities at most public schools in South Africa unfortunately makes the correct use of this function unavailable to them. If financial assistance, for example, by private organisations is not found, this will unfortunately remain an unused function in most schools.

Through this study I wanted to contribute to a more profound understanding of parents' expectations of their roles in SGBs and as to what they want to achieve through being involved in SGBs. I determined that parents' expectations are directed by *bona fide* intentions, in that they want to improve the quality of education at their institutions.

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Invitation to parent member of School Governing body to participate in my research.

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

2012-06-18

Dear Parent member of the School Governing body

(Name of School)

(Address of School)

Dear Sir / Madam

Invitation to parent member of School Governing body to participate in my research.

I am currently a MEd (Educational Leadership) student at the University of Pretoria. I hereby wish to invite you to participate in my research.

The purpose of my research is to do an in depth investigation into the expectations of parent members of school governing bodies with respect to the appointment of staff members additional to the post establishment in public schools.

I will require of you as a participant to participate in a 30- 60 minute semi-structured interview where you will be asked to respond to a set of questions. Even though some confidential information about the school is required no other risks exist. The social benefit of this research is that it could improve relationships between groups within a SGB. Your identity will be protected as I will assign pseudonyms/codes for all participants and your true identity will only be known to me. All necessary precautions will be taken to protect the confidentiality/ anonymity of all participants when reporting results. Further details of my research have been included in Addendum A.

Participation in this research is voluntary and you as participant can withdraw at any time with no negative repercussions.

Furthermore I request your permission to conduct an interview with you on a date, time and venue that will suit you. For any further information you can contact me or my supervisor (Prof. Beckmann.

Yours sincerely

Munnik van der Merwe

(MEd student)

munnikv@lantic.net

Cell: 072 378 8174

011 763 5831

Professor JL Beckmann

(Supervisor)

johan.beckmann21@gmail.com

Cell: 082 570 1825

012 420 2571

Addendum (a)

EXPECTATIONS OF PARENT MEMBERS OF PUBLIC SCHOOL GOVERNING BODIES REGARDING THE APPOINTMENT OF ADDITIONAL STAFF.

The purpose of my research is to do an in depth investigation into the expectations of parent members of school governing bodies with respect to the appointment of staff members additional to the post establishment in public schools.

I will require of you as a participant to participate in a 30- 60 minute semi-structured interview where you will be asked to respond to a set of questions.

Even though some confidential information about the school is required no other risks exist. The social benefit of this research is that it could improve relationships between groups within a SGB.

Participation in this research is voluntary and you as participant can withdraw at any time with no negative repercussions;

Your identity will be protected as I will assign pseudonyms/codes for all participants and your true identity will only be known to me. All necessary precautions will be taken to protect the confidentiality/ anonymity of all participants when reporting results.

Please fill out the following and send it to:

e-mail: munnikv@lantic.net

fax: 086 635 3801

I _____(full names and surname)

<u>Contact details:</u>

e-mail address: _____

Phone numbers: _____

Other contact details: _____

_____

_____

hereby give my consent to participate in this research.

_____   _____

Signature of participant: Date

Addendum B

Interview Schedule

Interview questions:

- How do you, as a parent member of the SGB, see your role regarding the appointment of educator- and non-educator staff members additional to the post establishment in public schools?

- What qualities are you, as a parent member of the SGB, looking for when appointing educator and non- educator staff additional to the post establishment in public schools?

- What do you, as a parent member of the SGB take into account when making decisions regarding the appointment of educator and non-educator staff members additional to the normal post establishment in public schools?

- What influences or by what factors are your choices informed regarding the appointment of educator and non-educator staff members additional to the normal post establishment in public schools?

Main question:

- What are your expectations with regard to the appointment of educator- and non-educator staff members additional to the post establishment in public schools?

Addendum C

Participant categories

Participants

Participant category	Number of participants
Male	10
Female	5
White	13
Black	2
Primary school	7
High school	8
Afrikaans LOLT	10
English/ parallel LOLT	5

v

Addendum D

Data & Data Analysis
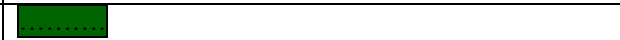
Data Categories & Patterns

Themes/ Categories
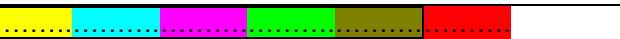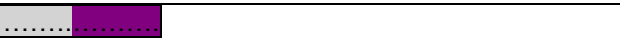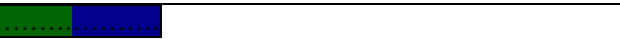
Main Question

To enhance the Quality of teaching and learning		31
Add value to the school, school ethos/culture		25
Financial		4
Policies regarding SGB appointment need to be regulated		4
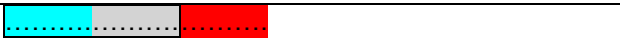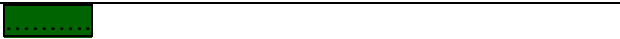
Question 1

Quality of teaching and learning		20
School/community needs		34
Finances		3

Question 2

Qualifications/ experience/ skills needs		44
Language/ culture/ religion /norms/values/ ethos		17
School and community needs		5

Question 3

Curriculum needs		30
School and community needs		14
Financial position		8

Question 4

Principal/SMT/staff/ parents/ SGB members/ authorities		38
School, learner and community needs		7
Financial position		8

Data Patterns

To enhance the **Quality of teaching** and learning	MQ, Q1,
Add value to the school, school ethos/culture	MQ, Q2,
Financial- position of school, parents responsibility	MQ, Q1, Q2, Q4
School, learner and community **needs**	Q1, Q3, Q4

Data analysis: Main Question

R01	R02	R03	R04	PC01
Lower learner-educator ratio (25:1), Specialised subjects, Quality (best) education possible, Internship for selected students to satisfy future needs regarding staff.	Neat, punctual, looks good), fits profile of school, role model Quality (best) education possible, people skills. Add value Difficult to get right people Financial capabilities	Quality (best) education teacher to learner ratio Specialised difficult subjects co-curricular and extra mural needs, Support staff. make sufficient funds available	Quality (best) education ratio 1:25 improve relationships fills specific needs and gaps in school Merely a stepping stone to become PED appointed	learner educator ratio Critical subject specialists, sport coaches help keep school competitive incentives. training contracts
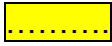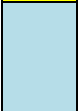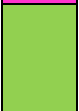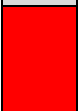
M01	HO1	Z01	BA01	BA02
Quality education Right person for the post Lower teacher learner ratio Language- religious- norms- values specific to the school ethos of the school Method to retain staff gateway to later be appointed in PED Working conditions perks must be the same as PED	Right person for the post Quality education Lower teacher learner ratio Language- religious- norms- values specific to the school ethos of the school Method to retain staff Working conditions perks must be the same as PED method to sift staff for eventual absorption into PED and policies currently not sufficient to protect SGB staff Guidelines need to be given by educ. authorities	Better learner educator ratio Lessen workload of other educators, Extra murals sport coaches co-curricular ¼ of staff SGB posts Must appoint even more	Quality education ratio 1:25 lower workload for individual teachers Additional remuneration for PDE staff for extra work Merely a stepping stone to become PED appointed best educators and education	Quality education ratio 1:25 -1:30 Additional remuneration for PDE staff for extra work help with exra-murals Merely a stepping stone to become PED appointed best educators and education

L01	OL01	OL02	S01	S02
Improve teacher to learner ratio Quality education teacher to learner ratio Specialised subjects co-curricular and extra mural needs sport and culture Marketing advantage Enhanced quality of teaching and learning	To appoint as many additional staff as the school can afford, To enhance the quality of teaching and learning lower teacher learner ratio	partners in education support educators Lower teacher learner ratio, lessen workload of other teachers improves personal contact with learners quality teaching and learning. inclusive education in small classes helps slow and learners with special needs,	better teacher to learner ratio Quality education Culture ,language and religion specific. community professionally qualified stepping stone to become permanent	better teacher to learner ratio Quality education Culture ,language and religion specific. community professionally qualified stepping stone to become permanent Enhance quality of education
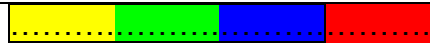
Data analysis: Main Question

Codes:

		Quality of teaching and learning enhanced/ better learner ratio	15
		needs of the learners/staff / lessen workload of educators/staff needs	11
		Right person/ passion/motivated/x factor/add value/ asset to school	4
		Qualifications/ experience/ track record/ experience/ Support staff/ extra-murals	8
		Mission /vision /norms/values/ ethos	5
		SGB posts should merely be a stepping stone to become PED appointed	7
		Market orientated/ needs of school/ availability	1
		Financial capabilities of school / responsibility/ Make funds available	4
		Policies regarding SGB appointment need to be regulated	4
		Difficult to get right people	1
		Language/ culture/ religion	4

Themes

To enhance the Quality of teaching and learning		31
Add value to the school, school ethos/culture		25
Financial		4
Policies regarding SGB appointment need to be regulated		4

Data analysis: Question 1

R01	R02	R03	R04	PC01
educational law and regulations appointments committee SGB mandates principal and SMT	Parents responsibility Enhance quality of teaching and learning	Cooperative i.t.o. school staff Support Principal and SMT needs of the learners and school school Curriculum team with SMT give advice ensure quality of teaching and learning	Post establishment insufficient Reduce ratio needs of the learners and school right person for post school passionate about education Qualifications fit in with mission and vision and learning	Right person long term contracts *in loco parentis* Norms an values extension of parental home inspire learner add value to school qualifications

M01	HO1	Z01	BA01	BA02
ensure quality of teaching and learning Support educational staff policies SASA SGB duties sec 20 generate funds for add. Posts ratio ± 1:20-25 ensure quality of teaching Assist and support teachers teaching assistants Sufficient support staff	Support educational staff ensure quality of teaching and learning policies SASA SGB duties sec 20 generate funds for add. Posts ratio ± 1:28 ensure quality of teaching Assist and support teachers Professional teaching assistants Sufficient support staff	Fit Post description SMT ,Principle *to decide* add value to school something special make funds available for posts	Parents must have insight Represent Parents Reduce ratio smaller classes right educators scarce subjects	Parents must have insight Reduce ratio smaller classes Best educators selected Qualified staff to Experience able and willing to be appointed in PDE post

L01	OL01	OL02	S01	S02
Right person skills and knowledge experience acceptable to the community responsible sufficiently financially compensated Qualifications post specific People skills SACE certificate School culture and ethos	the smooth running of the school best possible teachers be appointed Financial duty funds are available	represent the parents and community governance Professional management must be left to teaching staff and SMT partnership, Improve quality of education Financial duty funds are available	Assist Better quality education experience supports good learning. parents interest good qualifications, experience good service record	responsible to ensure good education experience must serve needs of child, emotional and other capable to work with children, good discipline to protect child and parents interest

IX

Data analysis: Question 1

Codes:

		Ensure- lower ratio/smaller classes /	5
		Educational/ emotional -needs of the learners/staff	5
		Right person/ passion/motivated/x factor	9
		Qualifications/ experience/ track record/	5
		Mission /vision /norms/values/ ethos	5
		Scarce subjects/ skills/ co-curricular/ extra murals/experience	2
		Support educational staff/ partnership/	12
		Financial duty/ responsibility/ Make funds available	3
		Adhere to SASA/ law/ Policies/ regulations	3
		Quality of teaching and learning enhanced	8

Themes

Quality of teaching and learning		20
School/community needs		34
Finances		3

Data analysis: Question 2
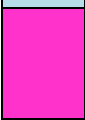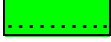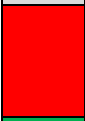
R01	R02	R03	R04	PC01
market orientated Qualification, affordability, availability, operational needs, experience,	Asset market school ambassador, role model, Master of subject	language religion Integrity, School culture and ethos Values and norms, qualifications, Professionalism People skills teaching assistants Male teachers scarce.	qualifications language religion culture Bilingual Afr & Eng relevant skills scarce skills retired staff stepping stone to become PED appointed	Norms an values extension of parental home treated the same as PED staff role model, Master of subject, add value peoples persons Qualifications Religion and language

M01	HO1	Z01	BA01	BA02
SASA and policy prescriptions Uniqueness of school the right person qualifications co-curricular and extra - curricular School culture and ethos Values and norms, language religious specific community involved	Values and norms, language religious specific qualifications, ethos and school culture community SASA and policy prescriptions Uniqueness of school the right person co-curricular and extra - curricular School culture and ethos	Qualifications Experience specific to posts extra qualities Internships to be made available precursor for permanent staff	language religion culture qualifications experience people skills Right person for the post, Extra mural qualifications need to fill specific needs part of the community experience, must be able to spend sufficient time at school	Qualifications people skills Moral standards ethos of school Religion, Language & culture specific

L01	OL01	OL02	S01	S02
Qualifications post specific People skills SACE certificate School culture and ethos	Qualifications Financial position of the school multilingual able to teach in at least two languages	Quality educator needs of the learners needs of the school right personality to fit joint venture between educator and parent partnership Qualifications	Integrity, norms and values qualifications experience extra and co -curricular abilities needs of school Balanced person language ,culture and , religion specific in line with school mission and vision	emotional and other needs of learners discipline , at least basic 4 year qualification qualifications 1-15 ratio for foundation phase assistants to lessen workload language ,culture and , religion specific,

XI

Data analysis: Question 2

Codes:

		Community involvement/ part of community	3
		-needs of the learners/staff	2
		Right person/ passion/motivated/x factor/add value/ asset to school	7
		Qualifications/ experience/ track record/	15
		Mission /vision /norms/values/ ethos	8
		Scarce subjects/ skills/ co-curricular/ extra murals/experience	12
		Financial duty/ responsibility/ Make funds available	2
		experience/	5
		Market orientated/ needs of school/ availability	3
		Language/ culture/ religion	9

Themes /Categories

Qualifications/ experience/ skills needs		44
Language/ culture/ religion /norms/values/ ethos		17
School and community needs		5

Data analysis: Question 3
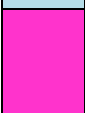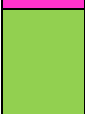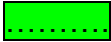
R01	R02	R03	R04	PC01
Profile of staff, Qualification, Affordability experience, Cultural, religion specific	Master of subject subject specialist, loyalty, ambassador hard worker, Cultural, Fluent Afrikaans speaking	language & religion Values and norms, Principal and SMT must be happy with person Qualifications curriculum and co-curricular extra mural needs, Experience gateway to later be appointed in PED	25-30% of staff SGB staff Male teachers scarce. Retired staff even pl 2-4 re-appointed Fills gap salary and perks same as PDE financial position	Member of community extra qualities serve school, language and culture Add value, Reliable confidentiality

M01	HO1	Z01	BA01	BA02
Principal SGB members SMT profile of school, Financial position of the school, Staff establishment of school, Fit in with rest of staff School needs	Get along with other staff School needs Principal SGB members SMT Fncial position of the school, Staff establishment,	Commitment experience bring something new to the school school culture minimum Qualifications, SACE registered interns	part of the community qualifications experience, must be able to spend sufficient time at school	qualifications experience add value probation period before permanent appointment stepping stone to become PED appointed
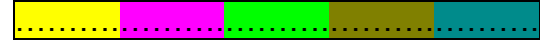
L01	OL01	OL02	S01	S02
Capability of person curricular extra mural capabilities qualifications disabilities career record	Qualifications Financial position of the school multilingual able to teach in at least two languages	part of the community add value to school & community willing to learn and share knowledge Universal values and norms adhere to code of conduct of school and teaching.	Capacity of school post establishment learner ratio 33% at school SGB staff financial position of	language ,culture and , religion specific financial position of school, school. Capacity of school post establishment learner ratio keep their experience and skills

Data analysis: Question 3

Codes:

		Principal/ SMT/ staff	3
		Needs of the school and community	5
		Right person/ passion/motivated/x factor/add value/ asset to school	12
		Qualifications/ experience/ track record/ Scarce subjects/ skills/ co-curricular	8
		Mission /vision /norms/values/ ethos	3
		Language/ culture/ religion	6
		Gateway to become permanently appointed PED paid/	3
		Financial position of school/ funds available	8
		Post establishment/ learner ratio	4

Themes

Curriculum needs		30
School and community needs		14
Financial position		8

Data analysis: Question 4

R01	R02	R03	R04	PC01
Principal primarily, SMT, Educational authorities	Principal/ headmaster primarily, pupils, financial position Educational authorities Extra-mural quality	Principal/ headmaster primarily, Parents must not have to big a influence (Support) financial position	Principal , SMT, Post establishment, SASA sec on staff (sec 20), policies, Fellow parents in SGB	Principal/ headmaster SMT Subject knowledge Job description financial position

M01	HO1	Z01	BA01	BA02
needs of school legislation- SASA policies, Financial position Represent parents interest protect their rights Principal, SMT	Principal, SMT needs of school SASA policies Financial position Represent parents interest protect their rights	Other parents Principal/ headmaster SMT Community requirements financial position	Principal SMT, Post establishment, Fellow parents in SGB Insufficient must be ratio 1:25 SGB organisations	Principal SMT, Post establishment, Fellow parents in SGB parents must be part of interview

L01	OL01	OL02	S01	S02
Interview panel fellow parent members Principal &SMT PED by way of post establishment Scarce subject specific specialists Overall profile of candidate	fellow parent members of SGB, Principal/ headmaster. SMT	Principal/ headmaster. SMT fellow parent members of needs of the learners Qualities and personality traits Management skills track record and experience reason for person applying	Needs of the school fellow parent members Principal &SMT Legislation SASA policies financial position of school	Principal &SMT Legislation SASA policies financial position of school Volunteers

Data analysis: Question 4

Codes:

		Principal/SMT/staff	15
		Other parents/fellow SGB members	11
		Educational authorities/ by way of staff establishment	6
		Qualifications/ experience/ track record/ of staff member	4
		SGB organisations	1
		Needs of community/ volunteers from community	2
		Learners/ learner needs	1
		Financial position/ funds available	8
		Adhere to SASA/ law/ Policies/ regulations	5

Themes

Principal/SMT/staff/ parents/ SGB members/ authorities		38
School, learner and community needs		7
Financial position		8

Addendum E

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER :	EM 12/05/01

DEGREE AND PROJECT	M.Ed Expectations of parent members of public school governing bodies regarding the appointment of additional staff
INVESTIGATOR(S)	Munnik van der Merwe
DEPARTMENT	Education Management and Policy Studies
DATE CONSIDERED	06 May 2013
DECISION OF THE COMMITTEE	APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE	Prof L Ebersohn
DATE	06 May 2013
CC	Jeannie Beukes Liesel Ebersohn Prof JL Beckmann Mnr TJ Mabe

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

education

Department: Education
GAUTENG PROVINCE

| For administrative use: |
| Reference no. D2013/86 |

GDE RESEARCH APPROVAL LETTER

Date:	26 June 2012
Validity of Research Approval:	26 June 2012 to 30 September 2012
Name of Researcher:	Van Der Merwe M.
Address of Researcher:	P.O. Box 2627
	The Reeds
	0158
Telephone Number:	012 657 1832 / 082 553 2168
Fax Number:	086 635 3801
Email address:	munnikv@lantic.net
Research Topic:	Expectations of parent members of public School Governing Bodies regarding the appointment of additional staff
Number and type of schools:	THREE Primary and THREE Secondary schools
District/s/HO	Gauteng West and Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

Making education a societal priority

Office of the Director: Knowledge Management and Research
9ᵗʰ Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Addendum G

5 September 2012

STUDENTE NO: 84709449

Mnr M van der Merwe
Posbus 2627
The Reeds
0158

Geagte Mnr van der Merwe

GOEDKEURING VAN TITEL: MINIVERHANDELING

GRAAD: MEd: Onderwysleierskap

Dit is vir my aangenaam om u mee te deel dat die volgende goedgekeur is:

TITEL: Expectations of parent members of public school governing bodies regarding the appointment of additional staff

PROMOTOR: Prof JL Beckmann
MEDEPROMOTOR: Mnr TJ Mabe

Die vereistes waaraan miniverhandelings moet voldoen verskyn in die Algemene Inligting en Regulasies van die Universiteit. Raadpleeg Regulasie G.30 tot G.61 wat betrekking het op verhandelings met beperkte omvang en die beoordeling daarvan.

Aangeheg is verkorte riglyne met betrekking tot die indiening en tegniese versorging van miniverhandelings, 'n kontrolelys en 'n "Kennisgewing van Indiening". Let daarop dat u skriftelike "Kennisgewing van Indiening" die Studente-administrasie ingevolge Regulasie G.60 1(a) drie maande voor indiening moet bereik.

U registrasie as student moet jaarliks voor 28 Februarie hernu word, totdat u aan al die graadvereistes voldoen het. U sal slegs geregtig wees op leiding van u studieleier indien u jaarliks 'n bewys van registrasie kan voorlê.

Die uwe

namens **DEKAAN**
FAKULTEIT OPVOEDKUNDE

FAK. OPVOEDKUNDE/FAC. OF EDUCATION
UNIV. VAN / OF PRETORIA
PRETORIA 0002

2012 -09- - 6

ADMIN. GEBOU/BUILDING
GROENKLOOF KAMPUS/CAMPUS
TEL: 420 5615/5530/2725/3950/5644

Addendum H