

**AN EXPLORATION OF THE EXPERIENCES OF PRINCIPALS IN PERFORMING
THEIR DUAL ROLE AS SCHOOL MANAGERS AND EX-OFFICIO MEMBERS OF
SCHOOL GOVERNING BODIES IN THE CAPRICORN DISTRICT IN THE
LIMPOPO PROVINCE**

by

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DECLARATION

I, Tebogo John Maponya, hereby declare that the dissertation, **Exploring the dual role of school principals as both managers and ex-officio members of SGBs: a case study in Limpopo province** is my own original work and that all sources consulted and quoted have been acknowledged in the list of references.



(Signature)

Mr Tebogo John Maponya

September 2015

(41548329)

DEDICATION

This dissertation is dedicated to my loving family: my precious, loving and supportive wife, Noko; my two beautiful daughters, Tshegofatso and Bonolo, for tolerating my long absences from home and in their lives during my studies; my dear parents, Mathabatha Phillip and Mamorafi Margaret; my siblings, Sekwala, Mashile and Paul, for their confidence in me; my aunt, Kwenadi, and her husband, Ntjipa Mogashoa, for being there at the start of my career; my friend, Joe Motona; and, last but not least, my brother-in-law, Sebu Semanya. I appreciate the support they provided and acknowledge that the role they played ensured the completion of my Master's dissertation. Thank you for your patience, love and care.

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To God be the Glory.

ABSTRACT

The dawn of democracy in South Africa also led to the democratization of schools which added the role of *ex-officio* member of the School Governing Body (SGB) to that of principal as school manager. Many previous studies have left a gap in understanding how school principals manage their roles as managers and *ex-officio* members of SGBs. Hence, this qualitative study which sought to explore how principals perceive their roles as managers and *ex-officio* members of SGBs within their schools and their experiences of performing their roles in school management and governance; to identify the challenges experienced by principals in performing their dual roles; and to establish how school principals manage the identified challenges. Semi-structured interviews with, and documents received from, six participant principals were used for the purpose of collecting data for this study. The participants were selected from one circuit in a rural area of Limpopo Province. The six schools, used in this study, were three secondary schools and three primary schools. All the schools are 'no fee paying schools.' Most of the parents are illiterate and unemployed. The selected primary schools are among the schools which obtained high scores in the Annual National Assessment (ANA). For the secondary schools, the performance of learners in their Matriculation examination was used as the selection criteria. The selected schools were, therefore, those with good academic performance in the ANA and the Matriculation examination and demonstrated good governance. The findings of this study show that the principals who participated in the study seem to struggle in coping with their teaching, management and governance roles. Most of the principals admitted that there is a need to balance their roles, which is not easy, due to other factors, such as teaching, social responsibilities and a lack of time – amongst others. Working with illiterate SGB members is an extra burden for principals as *ex-officio* members as they have to train them and, at times, perform duties that are often the responsibility of other members of the SGBs.

LIST OF ACRONYMS

- ANA - Annual National Assessment
- CAPS - Curriculum Assessment Policy Statement
- DDDM - Data Driven Decision Making
- EEA - Employment of Educators Act 76 of 1998
- PAM - Personnel Administrative Measures
- RCL - Representative Council of Learners
- SACE - South African Council for Educators Act 31 of 2000
- SASA - South African Schools Act, No. 84 of 1996.
- SMT - School Management Team.
- SGB - School Governing Body.
- SGBs - School Governing Bodies
- UNISA - University of South Africa

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CHAPTER 1:

INTRODUCTION TO THE STUDY

1.1 Introduction

In some countries educational reforms have brought about the decentralisation of power by channelling it from the education departments to the school governors (Chikoko, 2007). Such reforms have been experienced in countries such as Zimbabwe and South Africa. The aim of the government in Zimbabwe in decentralising power to School Governing Bodies (SGBs) was to increase the participation of all stakeholders including parents, teachers, learners, support staff, co-opted members of the general public, the business community and school principals. In South Africa the democratisation of power in schools during the post-apartheid era brought about the decentralisation of power and responsibility from the provincial and national education departments to SGBs in terms of the South African Schools Act, No. 84 of 1996 (SASA). Decentralisation aimed at ensuring effective and efficient schools by planning, monitoring and evaluating their performance (Barber, Stoll & Hillman, 1995). According to the SASA, SGBs - on which principals serve - have the following functions: to maintain and improve their schools' property, buildings and grounds; to determine the extra-mural curriculum of their schools and the choice of subject options in terms of the provincial curriculum policy; to purchase textbooks, educational materials and equipment for the school; and to pay for school services. Their set responsibilities and functions are intrinsically part of the school principals' duties which embrace both governance and the professional matters.

The governing body of a public school in South Africa is constituted in terms of the SASSA. The act was promulgated to cover governance issues at schools and it determines the components of SGBs, including principals as *ex-officio* members, parents, learners - in case of high schools, teachers and support staff. Provision is made for SGBs to co-opt people with certain required skills to serve as SGB members. Co-opted members do not have voting rights. Each of the component members of SGBs is mandated by their different constituencies to represent their needs. In high schools learner representative members of SGBs are expected to ensure that all learner aspirations are met and that their welfare is protected. The educator and parent components also have to ensure that issues affecting their constituencies are addressed; at all SGB meetings educators are required to protect all issues pertaining to curriculum delivery, learner behaviour and discipline and parents are mandated to help the school with the recruitment of educators and the provision of teaching and learning resources. The principal is duty-bound to make sure that there is harmony amongst all stakeholders.

The main aims of SGBs are to promote the interest of the schools and to ensure that they develop in producing quality education for all learners through appropriate teacher recruitment. As principals are at the heart of SGBs, their interpersonal interaction with members needs to create an environment in which they receive the support of teachers, parents, learners and the community (Van Wyk, 2007). It is the responsibility of the principals to create an educational climate that is conducive for effective teaching and learning to take place that will have a positive influence on the entire school culture (Edgerson, Kritsonis & Herrington, 2006). By virtue of their positions principals of schools are *ex-officio* members of SGBs and they are expected to lead and manage teaching and learning activities at their schools and to maintain a balance between their professional responsibilities and those related to their SGBs. If not properly managed, the principals' dual roles may overlap and lead to conflict situations. They should not impose decisions on SGBs but rather ensure that decisions are made collaboratively.

Given the advantage they have over the other school governors in terms of available information, some principals might try to manipulate SGB decisions. A study of the various experiences of principals regarding their dual positions at their schools was expected to help clear up the mist of confusion around this matter as well as indicate where their roles in each position begin and end (Van Wyk, 2007).

1.2 Motivation for the study

With the dawn of democracy in South Africa the government intended that there should be participatory transformation in schools by changing the previous educational system of School Committees to the current system of School Governing Bodies (SGBs). The South African Schools Act, No. 84 of 1996 introduced the establishment of SGBs and outlined their roles and responsibilities. SGBs are expected to develop learner codes of conduct; draw up school policies; recruit staff members and manage school finances. Studies conducted by Segwapa (2008), Maluleke (2008) and Duma, Kapueja and Khanyile (2011) reveal a knowledge gap related to principals' performance of their dual roles and the ability of SGBs to performing the ones that are mandated to them. Various studies have been done on different aspects of SGBs, such as their ability to interpret and implement the powers given to them by law (SASA); the relationships between principals and other SGB members (Lewis & Naidoo, 2006); the decentralisation of power to SGBs and their understanding of such power; and the importance of understanding the principles contained in the SASA. Most of the previous studies in South Africa have been conducted either in Gauteng, the Free State or KwaZulu-Natal. From the literature it appeared that there was a need to do research on how SGBs perform their roles and functions in other provinces, such as Limpopo. The available literature also indicated a gap in understanding how school principals manage their role as managers and *ex-officio* members of SGBs by virtue of their positions as principals. This study was deemed important as it helped to fill the gap in knowledge on how principals perform their management and governance roles. The

study also identified the challenges experienced by principals as managers and governors and how they manage those challenges.

The findings from this study provide an insight into the experiences of principals in performing their two major roles. The study intended to create an awareness and understanding of the complex roles of principals and the conflict experience in performing their management and governance responsibilities. Strategies used by the principals who participated in this study to address the identified challenges of performing their dual roles may well benefit and inform other principals experiencing similar challenges.

1.3 Background to the study

Principals are faced with a number of challenges in their positions as school managers and *ex-officio* members of SGBs. Among others, they have to ensure good interaction with educators in order to have an impact on classroom instructional practices (Wahlstrom & Louis, 2008). This implies that a good interpersonal relationship between the principal and educators promotes an effective school culture and climate. Principals are in a position where they need to understand the impact of collective leadership (Leithwood & Mascal, 2008). A study undertaken in Canada on the examination of trust-related aspects of the work of school principals shows that principals frequently have to deal with trusting relationships which are fragile and often broken, yet subject to the hope of restoration (Walker, Kutsyuruba & Noonan, 2011). The researchers further argue that there is a need to ensure that harmony exists among all stakeholders to sustain interpersonal relationships.

In addition to interpersonal relationships, principals are required to have an understanding of applied statistics; be able to analyse data; and have other communication skills (Walker, Kutsyuruba & Noonan, 2011). These skills may help them conduct their own research on what they are mandated to do and to communicate appropriately with all the stakeholders with whom they work. As leaders, principals

need to be skilful at interpreting and conducting research, evaluating programmes and planning for the future. The extent to which they apply Data Driven Decision-Making (DDDM) skills and identify salient factors in their work environment affects principals' Data Driven Decision-Making practices (Luo, 2008). As principals are managers, they have to ensure that they plan and manage all these activities well in order to make their management function bearable. Without wisely managing all these and creating harmony through choosing appropriate management or leadership styles they might fail in their endeavour as school managers. On the other hand, they must ensure that as governing body members' policy-making processes are adhered to. The policies that they make are the very policies that they have to implement and ensure adherence to them without failure. They need to strike a balance between all their various functions and roles.

Principals are positioned between the vital roles they play as members of the School Management Teams (SMTs) and *ex-officio* members of the SGBs (Heystek, 2004). They have to comply with departmental instructions while maintaining the trust and support of their SGB parent communities. SGBs are responsible for recommending the appointment of principals and the education department pays their salaries. The SGBs are also accountable for drawing up policies and managing school finances (Heystek, 2004:308) while SMTs look after teaching, learning and school management. The roles of the principals in the whole equation become difficult as they are required to balance the expectations of government with the needs of parents for support from their communities. Heystek (2004) further points to situations where harmonious working relations between principals and SGBs do not exist as a result of misunderstandings which occur from governors' uncertainty regarding their functions. The study by Heystek (2004) suggests that sometimes SGBs demand to engage in professional matters, such as class visits, to support the principal.

The dual tasks of principals as school administrators and *ex-officio* members of SGBs become even more complex in schools with illiterate parent components of SGBs.

Duma, Kapueja and Khanyile (2011) – in a study conducted in KwaZulu-Natal – are of the opinion that most parents within SGBs in the rural areas are illiterate and are unable to perform their roles effectively. Studies by Mashele (2009), Maluleke (2008), Segwapa (2008), Quan-Baffour (2006), Lewis and Naidoo (2004) and Heystek (2004) all show that there are high levels of illiteracy amongst members serving on governing bodies. Recommendations from these studies include that such parents need to be trained to perform their expected roles on SGBs effectively. This is supported by Chikoko (2007) and Lewis and Naidoo (2004) who maintain that capacity building and the training of parents serving on SGBs is necessary for SGBs to function efficiently. It is, therefore, vital to provide training for such parent members in an endeavour to build capacity which would help them perform their duties with insight and a better understanding of what is expected of them.

A study done in Sweden on the responsibilities of school principals concerning financial matters found that principals were frustrated by the amount of time they spend on administrative and managerial tasks rather than on educational matters (Lindberg, 2012); the principals participating in the study experienced increased stress caused by managing school finances which they deemed to be an extra burden. The task of managing school finances also resulted in role conflict (Lindberg, 2012). Brijraj (2004) believes that some principals are reluctant to accept financial management responsibilities because they either do too much or too little which creates a tension between them and other SGB members.

Brijraj's (2004) finding suggests that the multiple roles played by principals may have an impact on the execution of their other responsibilities, in particular the management of curriculum delivery which is the core function of every school and requires instructional leadership from the principal. Kruger (2003) identifies instructional leadership as a core responsibility of the school principal; other management and leadership responsibilities include monitoring and analysing assessment, performance management and the management of human and physical resources. The effective

instructional leadership role of the school principal is examined in a study conducted in the United States of America by Mullen and Hutinger (2009) concerning principals' roles in fostering collaborative learning communities through faculty study group development. The principals in the study were expected to facilitate study group processes which fostered teacher learning and learner achievement. In recent years in South African schools the duties of school principals have increased to include site-based management responsibilities, parent participation in school governance and the introduction of a new curriculum (Kruger 2003). Principals are expected to create a conducive culture and climate for teaching and learning as well as a sound managerial atmosphere (Olson, 2000; Budhal, 2000). This current study was based on the assumption that school principals perform several roles which are both complex and, at times, may conflict. The study further assumed that striking a balance between various role expectations could be challenging for many principals.

1.4 The research problem

Principals are faced with a number of challenges in their positions as school managers and *ex-officio* members of SGBs. Among other responsibilities, they are required to promote convivial interaction with teachers in order to make an impact on their classroom instructional practices (Wahlstrom & Louis, 2008). Principals are divided in terms of their duties as they play vital roles both as members of School Management Teams and SGBs (Heystek, 2004). They are required to comply with departmental instructions while maintaining the trust and support of the SGBs, the parents and the community; they have to balance the demands of government with those of parents who expect them to support the community. The dual tasks of principals become even more complex in schools with illiterate parent components of SGBs (Lindberg, 2012). From the above statement it is clear that even if principals are able to establish systematic planning, if they are unable to organise their resources well and create good relationships among the people they work with they are planning for failure in leading and controlling these very resources.

On a daily basis principals are faced with the challenge of balancing their roles as school managers who are instructional leaders and, at the same time, ensure that governance issues are fairly addressed. As *ex-officio* members of SGBs they are faced with the task of not confusing their different roles - even though, at times, they overlap. The principal is expected to be able to plan, organize, lead and control teaching and learning activities as well those of governance. Little is known about how principals are adequately able to perform their management role of teaching and learning as well as that of managing governance - both of which are important for the effective schools and learner achievement. This study was based on the assumption that balancing the management of teaching and learning and the management of governance responsibilities may be complex and challenging and that different principals may have different experiences in performing their dual roles - some more effective than others. The study aimed at creating some knowledge about how selected principals perform the two roles to provide an insight into the reality of their performance.

1.5 Research aims

The aims of this research were the following:

- To explore how principals perceive their roles as managers and *ex-officio* members of SGBs.
- To explore the experiences of principals as they perform their roles in school management and governance.
- To describe the challenges experienced by principals in performing the dual roles.
- To describe how school principals manage the identified challenges

1.6 Research Questions

The main research question was: *What are the experiences of principals in performing their dual roles as managers and ex-officio members of School Governing Bodies?*

The sub- questions were the following:

- *What are the experiences of principals in their role of school principal?*
- *How do principals perceive their roles as managers and ex-officio members of the School Governing Bodies at their schools?*
- *What are the challenges experienced by principals in performing their dual roles?*
- *How do principals manage the identified challenges?*

1.7 Research methodology

The research methodology included the approach used, the research design, sampling, data collection methods and data analysis.

1.7.1 Research approach

The quality and depth of information researchers seek depends on the type of a research approach they use (Mouton, 2001). The quantitative researcher uses large numbers of people who are asked to respond to questionnaires; the collected data is analysed and presented by means of statistics. However, for the purpose of this study a qualitative approach was used. According to Botha, Kamper and Van Niekerk (2009), in qualitative research the researcher attempts to understand educational phenomena by isolating the phenomena; by observing them; and by formulating laws to describe them. In other words, the focus is on individuals. The researcher tries to understand the participants' life-world from information they provide (Neuman, 2006). In this study, the researcher sought to understand the phenomenon under study through the life experiences of the participants by asking them questions about the phenomenon being study. This study aimed to understand the world experienced by the principals who

were selected to participate as they are in the researched world or context of the study and would be able to provide information about the phenomenon (Mouton 2001:194). What I knew, as the researcher, did not play any role as I was of the opinion that knowledge was out there with the people and this knowledge assisted me to understand how the world of the participants operated.

1.7.2 Research design

Unlike quantitative design that contains hypotheses/statements by which truth can be tested statistically and which are always stated before a quantitative empirical investigation begins, qualitative research is flexible and the researcher enters the world of the subject without preconceived notions (De Vos, Strydom, Fouche & Delpont, 2002). In this study the qualitative research design used was a case study which involved collecting and analysing data from different selected school principals and schools. A case study involves studying a phenomenon in a real life context (Merriam, 2009). In this study I was able to gather in-depth data in a systematic way which involved talking to the participants and transcribing the interviews before collecting further data. I compared data from the different participants and schools to enhance the credibility and trustworthiness of the study.

1.7.3 Sampling

The process of sampling involves selecting a small group of individuals from a target population that the researcher intends to study (Creswell, 2008). Purposive sampling is a strategy used to select participants who are to be involved in the study, based on their potential to provide information that informs the study and contributes to a better understanding of the phenomenon being researched (Creswell, 2007). In selecting the research participants, using purposive sampling, researchers use their own judgment in the selection process and take cognizance of certain characteristics or traits (Burton, Brundrett & Jones, 2008). The main purpose of sampling is to obtain specific cases, events or actions that are able to clarify and deepen understanding (Neuman, 2006).

Neuman (2006) further explains that in qualitative research it is necessary to find cases that allow the researcher to learn more about the processes of social life in a specific context. It was, therefore, important that the researcher should identify the sample in accordance with the research questions that needed to be answered (Leedy & Ormrod, 2005).

In this study, there was need for a specific type of information which only related to the experiences of principals. In order to acquire information that would answer the research question a purposive sampling technique was used to select the participant principals. Those who were selected had the potential to share information on how they perform their management and governance roles in their schools. The researcher was able to obtain in-depth information from the participants by means of semi-structured interviews to collect data.

1.7.4 Data collection methods

In this study the principals were considered to be in a position to provide knowledge about performing their dual roles of professional management and governance responsibilities. Given such expectations, semi-structured interviews and document analysis were used as data collection methods because the researcher was able to gather in-depth information by talking to the participants as well as analysing data from the documents provided by the principals. Interviews allowed participants to provide more detailed information through the use of follow-up questions. The interviewer also had greater control during interviews as specific pre-set and follow-up questions were asked to obtain information to answer the research questions (Creswell, 2008). An interview protocol was structured by the researcher which consisted of open-ended questions that were used during the interviews. The researcher used probing questions to encourage the participants to clarify and elaborate on what they were saying (Creswell, 2008). The notes taken by the researcher during the interviews helped him

clarify responses from the participants; confirm the accuracy of the information; and check that the main questions had been answered (Barton & Bartlett, 2009).

Qualitative researchers rely on this process as they believe the truth is out there and needs to be discovered. The only way to access that truth is by entering the world of the participants through conversation. With in-depth interviews there were no predetermined response categories. The researcher wanted to uncover the truth but respected how participants framed their responses. During the interview sessions with the participants I attempted to convey an attitude of acceptance and reassure them that their information was valuable and useful. As I visited principals at different schools, I conducted individual interviews after which I did follow-up interviews for further clarity and depth. The second data collection method was document analysis. According to Creswell (2008) document analysis is used in qualitative research as a source of rich written. Document analysis was used in this study to verify and corroborate evidence collected through interviews (Yin, 2009). The advantage of document analysis is that it is recorded information about organisational processes (Punch, 2009). In this study the documents that were analysed included memos, diaries, minutes of meetings and school development plans.

1.7.5 Data analysis

Qualitative data analysis was done to make sense of the data collected by organising and explaining the data. During the interviews, the researcher used a tape-recorder to capture the data (Barton & Bartlett, 2009). The interview was transcribed *verbatim*; the transcripts were coded; and the codes were grouped to form categories. Creswell (2009) describes coding as a process of organizing the data into segments of text before bringing meaning to information. The process of coding consists of putting tags, names or labels against pieces of data (Punch, 2009). The tags are arranged in categories which eventually lead to sub-themes and themes (Cohen, Manion & Morrison, 2007). Data

from a document analysis was also categorized and used to corroborate the emerging themes from the interviews.

1.8 Credibility and trustworthiness of the research

Quantitative researchers are concerned about the reliability of their studies in terms of stability, consistency, dependability and the auditability of the process over time and across methods (Creswell, 2008). In qualitative research the credibility of the study is ensured by the honesty, depth, richness and scope of the data obtained, triangulation and the objectivity of the researcher (Cohen, Manion & Morrison, 2007). The trustworthiness of a study is determined by neutrality, confirmability, dependability, consistency, applicability and transferability of the research (Cohen, Manion & Morrison, 2007). In qualitative research trustworthiness is congruent with what the researcher records as data and what really takes place in the natural setting (Cohen, Manion & Morrison, 2007).

In order for this study to be trustworthy, the researcher's point of departure was to accurately identify and describe the participants of the study - in this case, school principals from selected public schools. The strategies I employed to increase the credibility of my research included conducting a pilot study to confirm the accuracy and understanding of the research questions by the participants. The pilot study raised an awareness of the research questions that were not clear and gave me an opportunity to revise the questions for greater clarity. During the interviews I avoided asking leading questions and gave the participants an opportunity and enough time to answer the questions; I, mostly, played the role of an active listener. Another important issue in the credibility and trustworthiness of the interviews was to determine whether the participants were truthful in their responses. An interview that gathers factual information can be verified by other sources but interviews of a more personal nature that deal with emotions, feelings and other sensitive issues can be more difficult to

verify (Denscombe, 2010). I established a good rapport with the participants so that a relationship of trust was formed which enabled me to collect in-depth data.

I prolonged my involvement in the field by doing document analysis and conducting follow-up interviews. In other words, the data I collected was not only based on one interview but multiple interviews and a document analysis was done to enrich the data. I tape-recorded all the interviews in order to capture accurate data and transcribed it *verbatim*. I also did member-checking after transcribing the interviews to ensure that the data capturing process was honest and to obtain further information that the participants wanted to add (Denscombe, 2010). The transcripts were given to the participants to read and make corrections or additions to the collected data (De Vos *et al.*, 2002). I reconstructed the views with the participants and presented them as research findings.

I triangulated data obtained from different data collection methods, namely: interviews and document analysis from different participants, to crystallize the findings and enhance credibility and trustworthiness (Denscombe, 2010). I also used peer debriefing with colleagues who hold impartial views concerning my study; it helped me examine the work using their feedback as a lens. This assisted me to detect researcher bias, such as overemphasized and underemphasised points, vague descriptions and general errors in the data as well as assumptions I might have made which might have reduced the credibility of my findings (De Vos *et al.*, 2002). An external audit of the research process in this study was carried out by an external critical reviewer who provided feedback on the strengths and weaknesses of the study (Creswell, 2008).

Since my study was conducted in the schools where the principals performed the dual roles that were being investigated, the data collected was more likely to be credible and authentic as the principals were in their natural setting. By doing the interviews in the schools, I was able to gain an insight into the nature of the environment in which the principals perform their multiple roles.

1.9 Ethical considerations

According to Mouton (2001), ethics refers to what is wrong and what is right in the process of undertaking research. In research involving human beings, the researcher should conform to norms and values that are generally accepted; they are faced with a major ethical dilemma of striking a balance between the demands placed on them as researchers in search of the truth and taking into consideration the rights of the participants which could be threatened by the research (Cohen, Manion & Morrison, 2007). The ethical considerations in doing research should address issues, such as gaining access and permission for doing the research; obtaining informed consent; and strategies for ensuring privacy, anonymity, confidentiality, voluntary participation and identifying acts of deceptions (Cohen, Manion & Morrison, 2007).

In this study, ethical clearance was obtained from the University of South Africa (UNISA) before commencing with the collection of data. The researcher negotiated access to the research site by writing letters to the Limpopo Department of Education requesting permission to conduct research in the selected schools. Letters were also sent to the school principals before accessing the schools as it was important for the researcher to respect the research site where the research was to be conducted (Creswell, 2008). The researcher then asked participants for their consent to participate in the study. Obtaining the informed consent of participants means that they agreed to take part in the research project after they have been fully informed of the facts pertaining to the research (Basit, 2010). It meant that before starting with data collection the researcher explained the nature of the research to the participants; what their involvement in the study would be; what would be done with the data collected; their right to refuse to participate in the research and to withdraw at any time; whether they would be exposed to any stress, pain or any other risks; that their participation was voluntary; and that the rights of the participants would be respected by guaranteeing that their responses would be anonymous and confidential (Cohen, Manion & Morrison, 2007; Butler-Kisber, 2010; Basit, 2010:60; Leedy & Ormrod, 2005).

Participants' rights to anonymity meant that information provided by the participants would be handled as confidential and their identities would not be revealed to other parties. When interviewing participants their identities were kept anonymous by using codes to report the data (Basit, 2010). Confidentiality was linked to privacy and anonymity and it was another way of protecting participants' rights to privacy (Basit, 2010; Cohen, Manion & Morrison, 2007). Deception occurs when people are not told that they are part of a research study; when they are not told the truth about the nature of the study; and when people are used in a way that is degrading and dehumanising (Cohen, Manion & Morrison, 2007). Leedy and Ormrod (2005) suggest that any research study should respect the participants' rights to privacy; under no circumstances should a research report identify the participants or reveal their responses or behaviour. The participants' rights to privacy should be respected in terms of sensitive information that is shared by ensuring that information obtained from them cannot be traced back to them. The participants' rights to privacy include the right to refuse to participate in the research; not to answer questions or be interviewed; or have any intrusion in their homes.

In this study I ensured that the following was shared with the participants: the aim of the research, an assurance of voluntary participation; no false promises or bribing to participate in the research. I also obtained their consent to record the interviews and to collect relevant documents for analysis. I was well-prepared for the interviews and I avoided questions that might have been deemed offensive by the respondents as well as any form of value judgement. In case of possible funding for the research project, I reassured participants that I would reveal the identity of the sponsor and that the sponsor would not be allowed to act prescriptively. I revealed the findings of the research to the participants and I always made sure that my research was a learning curve for both myself and the participants. I achieved this by conducting debriefing sessions with the participants. The anonymity of my participants was concealed in all the steps of the research process.

1.10 Organisation of the study

The study is divided into the following chapters:

- **Chapter 1: Introduction** - In the introduction I give background information on the general challenges facing school governing bodies as well as outlining the roles and responsibilities of principals within their SGBs. I further briefly describe their situation as institutional managers as opposed to *ex-officio* members of the SGBs. A major focus is on the experiences of principals in their dual responsibilities. The chapter indicates the overall research aim and individual research objectives as well as why I thought this research was worth conducted by focusing on the central research question.
- **Chapter 2: Literature Review** - In this chapter I explore the literature on studies conducted on the role of the principal and the experiences of principals as school managers as well as their role as *ex-officio* members of SGBs. This has helped me to identify the gap that exists in a study concerning the dual role of principals in management and governance. This identified gap helped strengthen the problem.
- **Chapter 3: Research Design and Methodology** - Chapter 3 focuses on research approach, design and methods. I also discuss the theoretical framework of the study and research participants and methods in detail. Ethical issues and the strategies of ensuring credibility of the study are also re-visited.
- **Chapter 4: Data Analysis and Interpretation** - In this chapter, I present my research findings in terms of various themes. The emerging findings are compared with information gleaned from the literature.
- **Chapter 5: Summary, Conclusion and Recommendations** - This chapter briefly revisits the objectives of the study; presents a summary of the main findings; and makes recommendations from the findings of the study. I also suggest further avenues of studies regarding this research topic.

1.11 Summary

In this introductory chapter background information concerning the general challenges facing SGBs was given and the roles and responsibilities of principals within the SGB were outlined. I further briefly indicated principals' positions as institutional managers and *ex-officio* members of SGBs and, therefore, a major focus was on the experiences of principals in terms of their dual responsibilities. The overall research aim and the individual research objectives were cited as well as the reason why this research was worth conducting, focusing on the central research question.

The next chapter, Chapter 2, explores the relevant available literature related to the roles of principals and their experiences as school managers and *ex-officio* members of SGBs. The process assisted in identifying the gap in the literature of the dual roles of principals in management and governance which strengthened the formulation of the problem statement and focusing the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In the previous chapter the background information concerning the general challenges facing SGBs was given and the roles and responsibilities of principals within the SGB were outlined. Their positions as institutional managers and *ex-officio* members of SGBs were described. A major focus was placed on the experiences of principals in their dual responsibilities. The overall research aim and the individual research objectives as well as why this research was thought to be worth conducting were indicated by focusing on the central research question.

In this chapter the literature containing studies conducted on the roles of principals and their experiences as school managers and *ex-officio* members of SGBs is explored. The gap in literature regarding how the principal manages instruction and governance responsibilities is identified which is used to justify the need for this study; it also provides a literature base for defining the research problem and the focus of this study.

The roles of school principals have evolved greatly over the years (Botha, 2004). One major change is that principals are expected to perform the roles of both leaders and managers for schools to operate effectively and to achieve their set objectives (Bush, 2007). This makes the responsibilities of school principals increasingly complex and overwhelming and due to time constraints many principals strive valiantly to fulfil both their traditional management and administrative roles (Botha, 2004). As instructional leaders school principals are expected to participate in curriculum implementation and instruction (Cooley & Shen, 2003). Their roles are further multi-faceted and complicated by their governance responsibilities in supporting members of SGBs in terms of their functions which are laid down in Section 19 of the SASA. As a member of the SMT the

principal serves the employer, the Department of Education, which represents the government (Mestry, 2004). Other SMT members include deputy principals and heads of departments at schools. As an *ex-officio* member of the SGB the principal is expected to perform governance duties which include promoting the interests of the parents and the school community (Mestry, 2004). Heystek (2004) acknowledges the complexity of the roles of the principal in carrying out the demands of two teams, the SMT and the SGB, and suggests that there is a need to balance the two roles in creating a trusting relationship with both teams.

Principals are expected to ensure that the SGBs of their schools function well and that all the resources, financial, human and physical, are optimally utilized. They should also ensure that curriculum implementation and effective teaching and learning take place (Heystek, 2004). It is, therefore, necessary for principals to understand the dichotomy between leadership and management (Marishane, 2011). Furthermore, they need to know and understand the roles they are required to play as managers who manage professional matters and as governors who look into policy matters that affect both learners and their parents. In both cases principals are expected to be influential leaders who inspire others and help them realize their potential. The question to be asked is: *How do principals balance two roles that are time-consuming and may possibly be in conflict due to power-play?* Moon, Butcher and Bird (2000) found that, at times, principals dominate SGB members in terms of decision-making. In other cases, it has been reported that sometimes chairpersons of SGBs attempt to interfere with the management roles of the principals. Despite the challenges and conflicts that principals may experience in dealing with other SGB members, they occupy important positions within schools and they are, therefore, required to unify the various stakeholders. Principals seem to be faced with the task of creating a conducive climate and good school culture which allows all role players to contribute positively to quality learner performance.

2.2 Principals as leaders.

The literature shows that the leadership roles of school principals are very important in providing professional guidance required to ensure positive learning environments (Botha, 2004). According to Botha (2006), in his study entitled: **Leadership in School-based Management: A case study in selected schools** the principal is the most important stakeholder in school-based management (SBM) and school improvement. The study focuses on the leadership roles of principals and their influence on learner performance in the matriculation examination. The findings of the study suggest that the principals of schools that obtain good matriculation results see a certain level of change positively, while their counterparts perceive change in a negative way. In high performing schools principals have vision and aim at reaching specific targets and goals. In terms of their dual roles as managers and governors, there is an assumption that principals are sufficiently inspired and able to perform their management/professional duties as well as their governance tasks without failure. However, this is an ideal situation; the reality of how principals perform these roles may be far from ideal situations and expectations.

2.3 Legislation related to the roles of principals

Principals, according to the Employment of Educators Act, No. 76 of 1996, have pivotal core duties and responsibilities to execute as *per* their job descriptions which include administrative work where they are responsible for the professional management of public schools; accountable for school finances by keeping proper records; undertake regular inspections of their schools to safeguard school premises and equipment; and maintain discipline. They are also required to ensure that departmental circulars and other received information which affect members of staff are brought to their notice as soon as possible and stored in an accessible manner. Principals must deal with all correspondence received by the school and guide personnel in the proper manner by providing professional leadership. Such leadership involves guiding, supervising and offering professional advice on the work and performance of all staff members.

Regarding staff development, principals are expected to discuss and write or countersign reports in supporting teachers and non-teaching staff to meet developmental goals and achieve educational objectives in accordance with the needs of the schools. They should also engage in class teaching as set *per* workload of their relevant post level and the needs of the school. The tasks and responsibilities of principals, as stipulated in the Employment of Educator Act, demand principals' time, management and leadership skills. As educators and instructional leaders, principals are expected to manage classroom practices, including individual and small groups teaching in different contexts as well as guide and support teachers and non-teaching staff members (National Education Policy Act, No. 27 of 1996). As members of SGBs the SASA stipulates that principals should assist in enabling SGBs to succeed in their functions which include promoting the best interests of the schools and striving to ensure the development of the schools in providing quality education for all the learners and adopting a code of conduct for the learners at the schools.

When closely examining the duties and responsibilities of principals as professionals and their functions on the governing body, there are common roles that they are required to execute as managers and governors, like taking care of the school infrastructure and providing instructional leadership by promoting the best interests of the learners; their important core task is to promote the best interests of their children and their schools. The primary aim of a school, as a centre of teaching and learning, is to deliver the curriculum effectively and efficiently to enable all learners to satisfy their potential; this is achieved through the guidance and leadership of the principal.

2.4 The professional management roles of principals

As the main aim of schools is good curriculum delivery by teachers which - at the end of the day - will result in learner achievement, teachers are expected to teach and learners are expected to learn. According to the SASA, school principals are responsible and accountable for the professional management of the schools under the leadership of the officials of the Department of Education. Principals are at the centre of all activities

and must ensure that they are good instructional leaders by organizing and controlling teaching and learning activities (Mestry, 2004). There are many demands from various stakeholders that principals are expected to meet when it comes to instructional leadership. Their manner of dealing with demands has a way of influencing their environment both positively and negatively. A study that addresses the way in which teachers experience principal leadership was conducted by Wahlstrom and Louis (2008); it focuses on important elements, such as the roles of the professional community, trust, efficacy and shared responsibility and explores various factors that are often present in principal-teacher interaction to establish how identified factors impact teachers' classroom instructional practices. The researchers illuminate the fact that as managers principals are expected to understand the tenets of quality instruction as well as have sufficient knowledge of the curriculum to know whether appropriate content is being delivered (Wahlstrom & Louis, 2008).

This does not imply that principals should have content knowledge of all subjects. From my experience as a teacher and school principal, there have been radical changes in the South African school curriculum - probably due to political influences and environment changes. A more recent change is the introduction of the Curriculum Assessment Policy Statement (CAPS) in schools. There are different policies related to the CAPS, such as the National Protocol for Assessment R-12 and the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement R-12 as well as the Government Gazette on approval of regulations pertaining to the National Curriculum Statement Grade R-12. Principals who do not have an adequate knowledge of curriculum changes might find that their schools are not implementing the curriculum changes expected in terms of policy. The study by Wahlstrom and Louis (2008) suggests that principals ought to have sufficient knowledge of the curriculum; they should be able to provide constructive feedback to improve teaching; and they should seek external support in implementing the curriculum. This is a major task and requires principals to work hard in fulfilling the demands and expectations of their jobs.

Principals' responsibilities include frequent teacher observation; improved self-efficacy; and the improvement of teacher attitudes to professional development (Wahlstrom & Louis 2008). In addition, as I concur with these authors I wish to highlight the fact that principals who are familiar with curriculum requirements are able to build professional communities that are efficient, share responsibilities and trust the principals. The knowledge principals possess needs to be transferred to the teachers so that they can build capacity and reduce their amount of work by ensuring curriculum implementation. Sharing leadership does not mean that principals shun their responsibilities because they remain the accounting officers in the eye of the department.

In their study, *Conceptualizing Instructional Leadership: The Voices of Principals*, Reitzug, West and Angel (2008) examine how principals understand the relationship between their daily work and improved instruction in their schools. The study emphasizes the fact that the core responsibility of principals is instructional leadership. However, it cannot be denied that there are other important elements that help enhance teaching; there is also a need for resources, such as human capacity and financial as well as physical resources. It should be pointed out that the availability of such resources does not automatically guarantee that there will be good instruction in the school, but they help to enhance teaching and learning. Principals should ensure that they strike a balance between the availability of such resources and good classroom practices of teachers.

The study by Agasisti, Bonomi and Sibiano (2006) on the managerial characteristics of schools and how they influence performance investigates the role of governance and the managerial characteristics of schools and it identifies factors that are associated with high school performance which is measured using learner achievement. Of importance is that principals are seen to be in the forefront in terms of leading both the management and the governing bodies and they remain accountable as powers have been vested in them by the provincial education department to represent the

department in the schools. The aim of the study was to understand the relationship between proper governance and management and the influence it has on learner performance. A quantitative approach was followed where an action research survey in the form of a questionnaire was used. The overall results of the study suggest that among the many school-level factors examined only a few are clearly related to performance. It was found that not only high performing principals' schools produce excellent results; there are managerial and organizational factors that characterize well-performing schools. These include the presence of structured tests to measure learner achievement; the use of assessment practice results to identify subsequent interventions; the widespread use of specific activities for foreign and disabled learners and others at risk; and a good collaborative attitude among teachers as well as a high level of autonomy in strategic decision-making on the part of the principals. These findings underline the fact that although there are a variety of factors that influence excellent performance, principals are central players in the management of schools and they must ensure the above-mentioned in their schools. Irresponsible principals, however, will not make sure there are structured tests; widespread use of a variety of specific activities; and assessment practice as well as a collaborative attitude among educators. The last characteristic on autonomy in strategic decision-making on the part of principals is most important as the absence of this characteristic will result in a chaotic school environment and it will, ultimately, lead to poor learner performance.

In their management roles of planning, organizing, leading and controlling, principals create a climate that determines the direction of their schools (Van der Westhuizen, 1991). A school might produce good results in the hands of one principal but bad result in the hands of another. This shows how a principal's effective and efficient management plays a pivotal role in ensuring good curriculum delivery in a school. Apart from their management responsibilities, principals play a vital role in school governance.

2.5 Functions of School Governing Bodies

The SASA (1996), Section 20, stipulates what the mandatory functions of all SGBs are. Their functions include formulating school policies related to language, admission, religious observance and code of conduct; developing the mission statement of the school; managing the budget; and appointing personnel. Section 21 functions are added responsibilities for schools with the capacity to perform such responsibilities, such as maintaining, controlling and improving school property including buildings, school grounds and asserts; in some schools SGBs are expected to supplement the resources provided by the state to improve the quality of teaching and learning. SGB members are expected to take full responsibilities for the stated functions. SGBs consist of principals, teachers at the schools, parents and learners in Grade 8 or higher (Van Wyk, 2004). The SASA assumes that SGB members, including the parent component, have some knowledge of their expected role and functions as well as the skills to carry out those stated function (Heystek, 2004). In reality the ability of SGB members to perform their stipulated functions is not a criterion used in selecting the parent members of the SGB. The only real requirement is that the parent must have at least one child at the particular school (Bagarette, 2012). Studies have revealed that in schools where parent members of SGBs are illiterate and incompetent to perform their roles and responsibilities, principals and teachers take over their responsibilities which can be seen as taking power from those SGB members (Heystek, 2004; Van Wyk, 2004; Xaba, 2011). Mncube (2009) asserts that some school principals exclude SGBs members from decision-making processes; this exclusion could be due to their lack of competency, knowledge and skills to participate in decision-making. Bagarette (2012), in his study on the reasons for the failure of partnership relationships between SGBs and principals, concludes that problems such as poor literacy levels, little financial knowledge and a lack of understanding of their roles of SGB members create a lack of trust which contributes to the failure of partnership relationships between the principals and the SGBs. Factors, such as those mentioned above, add to the responsibilities of principals who are expected to also manage and govern schools on a daily basis. The

incompetence and inability of SGB members to perform their roles contributes to the extra workload and insufficient time for principals to perform their dual roles in management and governance.

One of the roles of SGBs is managing school finances (Mestry, 2004); they are accountable for ensuring that school fees and other funds in the school account are well managed (Van Wyk, 2004; Mestry, 2004). It implies that financial management knowledge and skills are crucial areas that SGB members are involved in in terms of their responsibilities; principals are expected to support and assist the SGB members in executing their financial management responsibilities which include working with the school principals in planning, reviewing, controlling and approving school budgets to meet the needs of the schools (Van Wyk, 2004; Mestry, 2004). SGB members' high illiteracy levels and lack of knowledge and skills related to financial management are major causes of financial management problems in many schools (Heystek, 2006). In such schools, the principals accept responsibility for managing finances and only discuss the budget with the parent members. In schools with high fees and highly skilled and literate parents, the parent members of SGBs may be reluctant to take up the responsibility of financial management because of legal liabilities (Van Wyk, 2004). According to Heystek (2006), financial management seems to be the biggest problem in school governance regardless of the nature of the parent component of the SGB. School principals have a heavy workload and may not be able to manage school finances adequately without the assistance of other stakeholders.

Koross, Ngware and Sang (2009) conducted a study on principals' and students' perceptions of parents' contributions to financial management in secondary schools in Kenya. The study was undertaken because of a perceived lack of financial transparency in secondary schools in Kenya. In their study they indicate that parental involvement and participation in schools may have a positive impact on the teaching learning processes if there is active and frequent contact between parents and the school administration in trying to improve financial accountability and transparency. The

study further suggests that such participation may strengthen partnerships between parent-teacher associations, the community and the school administration; in addition, it may contribute to democratizing schools. The findings of the investigation into the contribution of financial management teams at secondary schools in the Kericho District in Kenya suggested that where there was a high level of parental involvement in financial management, misappropriation of funds in secondary schools was low.

This clearly suggests that principals should not be given the sole responsibility of managing school finances as parent involvement - to some degree - in most schools has a positive influence in the appropriate use of school funds (Koross, Ngware & Sang, 2009). According to the study, principals needed to ensure that there were funds to run their schools by creating ways of involving parents to make the funds available for the education of their children. In South African schools parent members of SGBs are expected to accept responsibility for financial management but this is not happening in many schools where the principals remain the accounting officers despite the fact that school finances should be the responsibility of the governing body as a whole. In cases where there is misappropriation of school funds, principals may be charged with acts of misconduct in the misuse of school funds. Lindberg's (2012) study explores balancing principals' financial responsibilities with the implication of stress in Sweden; it was found that the responsibility of managing school finances increases stress and it seems to be a burden that is put on principals. The study acknowledges that principals are frustrated by the amount of time they spend on administrative and managerial tasks rather than school matters. It seems that school principals find it difficult to balance their different roles.

SGBs are responsible for drawing up policies, such as those governing language, religious activities and codes of conduct, among others, but because the parents who are in the majority on the SGBs in some schools are illiterate and unable to perform their expected tasks, the principals and the teachers develop the policies and the SGBs just rubber stamp them (Heystek, 2006). Although the principals, as *ex-officio* members of

SGBs are directly involved in the formulation of policies, in the study by Heystek (2006) some were frustrated by the time they were forced to spend developing policies. Although this was not part of their main function, they had to comply with the Department of Education regulation which requires that every school must have certain school-based policies. Khoboka (2009) conducted a study on the role of school governing bodies in formulating codes of conduct for learners with specific reference to selected schools in Port Elizabeth in South Africa. For the study a qualitative design was chosen which used document analysis and a questionnaire to collect data. The study involved mainly the parent and teacher components of the SGBs. Among the findings was that some members of the SGBs were not aware of their respective roles in formulating codes of conduct for learners and other policies related to the conduct of learners. The implication of this is that principals and the teachers were required to play a major role in drafting the policies which, in turn, impacted on the principals' instructional leadership and the main roles of the teachers in the teaching and learning processes.

Apart from contributing expertise in drafting policy, it appears that there is a need for principals to use their knowledge and to be pro-active in ensuring that training and capacity-building takes place for members of the SGBs. When SGB members are not able to perform their responsibilities it becomes the principals' responsibility to fill the gap. It may be questioned as to whether or not principals have the required knowledge of policy formulation and the capabilities related to governance duties - as stated in the SASA. In the researcher's experience there are usually no induction programmes for principals when they are appointed. The success in their roles as principals is a result of self-discovery rather than formal departmental programmes that prepare them to perform their duties and accept their responsibilities on the SGBs. In the South African context the inability of the parent members of the SGBs to perform their responsibilities - as stipulated in the SASA - implies that the principals have to accept more work than just their expected supportive role as an ex-officio member of the SGBs. Policy-making

and financial management are the main responsibilities of the SGBs but if members are illiterate and possess no knowledge and skills to draft policies and manage finances, the principals assume the tasks in addition to managing teaching and learning (Heystek, 2006).

2.6 The governance roles of principals

In a study conducted by Brijraj (2004) on the roles of principals as *ex-officio* members of SGBs and their roles as heads/professional managers of schools, the researcher unravels some tensions and challenges that school principals face. The study highlights that principals, according to the PAM, have to serve on the governing bodies of their schools and render all necessary assistance to those bodies' members in the performance of their functions in terms of the SASA as well as cooperate with members of their schools' staff and the SGBs in maintaining efficient and smooth running schools. Principals remain central figures in creating such harmony by executing both their management and governance responsibilities. They play a pivotal role in creating good relationships between their schools and the SGBs (Brijraj, 2004). Good relationships do not mean compromising standards by agreeing with whatever the stakeholders believe, but neither need they be unnecessarily impossible by refuting everything the other stakeholders suggest. Where SGB members lack capacity, principals have a challenge and duty to build capacity. The principal has to unite 8 sectors, i.e., the SGBs, parents, learners, circuits, local government, support staff, RCL and professional staff. They also have to subscribe to 30 conditions of service - as *per* the EEA; protect SGB functions; subscribe to the SACE code of ethics; and ensure that all educational policies are implemented. Brijraj (2004) is of the opinion that in poorer schools principals are reluctant to relinquish or even share the power and authority with other SGB members; in this case, it could be difficult to regulate the powers of the principals. Management and governance might become a one-man show which may culminate in abuse and misuse of resources in those schools. In schools where the SGBs have power and expertise, principals may be reduced to clerks and have little say in professional

governance. The temptation in this situation is for principals to end up as 'rubber stamps' for SGBs aspirations. This kind of imbalance might lead to an uneven prioritization of resources which, in the end, might result in poor curriculum delivery by the educators. Once educators realize that their needs are not fully addressed, their spirits might be dampened and the consequences may be poor learner performance. Principals know what is needed by their schools and, therefore, they should guide the SGBs in what is needed and the SGBs should support the principals to ensure the quality teaching and learning processes.

Some principals do not conceptualize their roles as learning leaders because of their management and governance roles that are equally demanding (Bush, 2007). Xaba (2011) maintains that there is a lack of clarity as to whether principals should perceive themselves as members of the SGBs or as persons who are expected to assist the SGBs in performing their functions. He further states that the way in which principals perceive their positions as SGB members may have effect on their roles as principals and their status within the SGBs. The question that arises is whether principals have equal status with other SGB members or are they above the others.

Questions raised in this current study are: *What is actually happening in the schools in terms of the dual roles of school principals?* and *How possible is it to balance the roles and what factors influence how the roles play out?*

2.7 The relationship between principals and other SGB members

Principals normally work with many stakeholders and, therefore, it is important to create good working relations with all of them to make their governance and management jobs bearable. Good relationships between principals and governing bodies are important for the effective functioning of the schools (Heystek, 2006). This is an ideal situation but it is not always the case that one finds good partnerships and harmonious relations among all school community members. Bagarette (2012), in his study of SGBs and principals in public schools, reports the reasons for the failure of

successful partnership relationships between principals and other SGB members. He attributes this failure to the sharing of power between the principals and SGBs which creates problems when some principals do not wish to share their power with the SGBs. Instead, in some instances, principals are found to dominate decisions-making rather than allow for SGB participation (Bagarette, 2012).

Research shows that some of the problems that contribute to poor relationships between principals and other SGB members include SGB members not understanding their roles and functions; a lack of trust between principals and other SGB members; a struggle for power and the control of schools between the principals and the SGBs; the dominance of principals over SGBs; and low literacy levels of SGB members and their poor financial knowledge (Mestry, 2004; Karlsson, 2002; Van Wyk, 2004; Heystek, 2006; Mncube, 2009). The dominant role of principals in positions of power within the school may be as a result of their levels of education in contrast to other members of the SGBs (Karlsson, 2002. Principals are in a position to access information first-hand from education authorities as well as being better able to access and interpret policies and regulations when compared to majority of SGB members who may be illiterate parents who lack the knowledge, skills and experience of governing responsibilities expected of them (Heystek, 2006). It seems that positive working relationships between principals and other members of SGBs are more likely to promote sound governance. There is also a possibility that if working relationships with all SGB members are positive the roles that principals play on the SGBs may be less stressful and reduce conflicts in performing their dual roles. A principal's influence is of great value as it might be either positive or negative; it might be used to manipulate the ignorance of others or it may have an impact on it for the better. All school community members are - to a great extent - influenced by the leadership role of the principal.

2.8 Theoretical framework: Role Theory

The theoretical framework of this study is embedded in the Role Theory. According to Biddle (1979:4-6) in Hunt and Stein (2012), Role Theory is the study of behaviour that is characteristic of persons within contexts and as phenomenon patterned human behaviour. In other words, behaviour and its context define role and have a reciprocal relationship in which each affect the other. Biddle further suggests that roles are linked to society's functioning and to social position and status. One of the aspects that he mentions is the concept of social linkage by proposing that behaviour within roles is contextually bound and is, thus, embedded within social systems. The above statement - as indicated by Hunt and Stein (2012) - shows that the roles we play as members of society help us define how we relate to others while helping society understand and shape its own hierarchical structure.

Lewis (2012:229) is of the opinion that individuals are constantly in a state of becoming; they explore their roles and their personal resonance with them even as the roles evolve - moving between roles over time. Hardy and Conway (1978) believe that an understanding of role play is helpful in appreciating the position of consultants as it comprises a collection of concepts and a variety of hypothetical formulations that predict how actors will perform in a given role or under what circumstances certain types of behaviour can be expected. This theory was relevant to this current study as it focuses on the behaviour of principals in a given context of their management and governance roles. As different roles people occupy in society dictate certain kinds of behaviour, this study tried and establishes how principals' roles influence the manner in which they behave in terms of their positions of responsibility while acting out their roles as principals.

In the context of this study, there are certain behavioural patterns and attitudes that are expected of school principals. Principals were found to share some experiences regarding the dual roles they play as managers and SGB members. Role Theory was used as a basis for data analysis to help make sense of why principals behave in certain

ways while handling issues of management and governance; what possibly influences the role they play; and the reasons for their behaviour in such a context.

2.9 Lessons from the literature

The available relevant literature related to the roles and responsibilities of principals suggests the following:

- Principals are expected to perform multi-faceted SGBs responsibilities, such as being involved in managing resources, financial management, human and physical structure to ensure effective teaching and learning at their schools.
- Principals are expected to draw up policies as they are part of SGBs.
- As *ex-officio* members, school principals ensure that SGB members are aware of their expected responsibilities - as stated in SASA.
- As some principals are involved in full-time teaching they have little or no time for governance responsibilities.
- As curriculum managers principals must make sure that the SMTs function appropriately by seeing to it that subordinates carry out their teaching task efficiently and effectively.
- Principals need to bridge the gap between policy formulation and implementation in their respective schools.

2.10 Summary

In this chapter the relevant literature on the roles of principals and their experiences as school managers as well as their roles as *ex-officio* members of the SGBs were explored. In the next chapter the focus is mainly on the research approach, design and methodology. The theoretical framework of the study is given and the choice of research participants is discussed. Ethical issues and strategies for ensuring the credibility of the study are also outlined.

CHAPTER 3

RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 Introduction.

The previous chapter presented a literature review of principals as leaders; legislation concerning the roles of principals; the professional management role of principals; the functions of School Governing Bodies; the governance role of the principal; and the relationship between the principal and other SGB members, as well as the theoretical framework for the study. This chapter discusses the research approach, design and methodology applied in this research in an effort to analyse information that would answer the research questions on how school principals perform their dual roles in management and governance. The chapter gives the logic for identifying the research paradigm, search approach and design, the selected participants, data collection and data analysis. Ethical issues and strategies used to ensure research rigor are also discussed. This study is located within a qualitative interpretive research paradigm.

3.2 Research Paradigm

Myers (2009) believes that all research studies are underpinned by some philosophical assumptions about the nature of the world and how knowledge of the world can be obtained. Researchers position themselves and carry out their research in terms of a specific research paradigm based on certain philosophical assumptions. The philosophical assumptions of the study are discussed in terms of the ontological, epistemological and methodological (Creswell, 2009). Ontological assumptions are concerned with what is considered as the reality of a given phenomenon and the nature of that reality (Grix, 2001). In qualitative research, there is an assumption of multiple realities which is based on the experiences of the participants. In this study, the data collected from the selected participants, who are school principals, presented multiple

realities of the dual roles played by the principals. Epistemology, another philosophical assumption, is concerned with the theory of knowledge and possible ways of gaining knowledge of social reality (Grix, 2001). The ontological position of a researcher influences what the researcher regards as knowledge about a phenomenon; it also determines the nature of the research process (Creswell, 2009). This study is based on the researcher's belief that knowledge of the experiences of principals in performing their management and governance roles could be obtained by interpreting the experiences of those who have faced and are familiar with the phenomenon. This research, therefore, focused on exploring the experiences of the participant principals and interpreting the meaning they attach to those experiences. The knowledge obtained was constructed within an interpretivist paradigm and the participants gave meaning to the data collected within the context of the phenomenon. Stake (2005) asserts that research participants are in a position to give meaning to their lived experiences. The researcher interacted with the participants, defined and redefined the meaning that the participants attached to their experiences by talking to them. The stance taken on the philosophical assumptions guided the research by shaping the questions asked and how these are answered (Grix, 2001).

3.3 Research approach

The quality and type of data the researcher intended to gather depended on the research questions. The research approach to this study was a qualitative one that aimed at gathering data, concerning the experiences of the research participants, which is subjective, personal and socially constructed (Creswell, 2009). Qualitative researchers are mostly interested in understanding how people interpret their experiences; how they construct their worlds; and the meaning they attach to their experiences (Merriam, 2009). Creswell (2008) is of the opinion that qualitative data aims at exploring, discovering, describing and constructing the meaning of a phenomenon

In qualitative research researchers attempt to understand phenomena by isolating them, observing them and formulating laws to describe them (Botha, Kamper & Van Niekerk, 2009). Qualitative researchers try to understand the participants' life worlds through the information they provide. In this study, I gained access to the life world of my participants by asking them specific questions to better understand the phenomenon under study through their life experiences. In this regard, the principals' experiences relating to their roles as professionals as well as school governors were explored. I worked under the assumption that the people who are inside this world are able to provide detailed information about their world (Mouton 2001).

A qualitative research approach allowed the participants to provide in-depth responses to the questions asked by the researcher (Marshall & Rossman, 2011; Creswell, 2007). Qualitative research is flexible and enables the researcher to give a descriptive account of the experiences of a small sample and, by using quotations, to illustrate, substantiate and authenticate the research findings (Bogdan & Biklen, 2007). In a qualitative study the researcher often engages in inductive reasoning which opens up new ways of understanding a phenomenon (Marshall & Rossman, 2011). Although qualitative studies may produce in-depth data, the findings may only be generalized within the sample studied and not outside the context of the study. Another disadvantage of qualitative research is that data collection methods, such as interviews, are time-consuming to conduct, transcribe and analyse.

3.4 Research design

A research design is the over-arching plan for the collection, measurement and analysis of data (Gray, 2009). For the purposes of this research, the intention was to gain a deep, intense and holistic overview of the context of the study. I interacted with the participant principals in the process of gaining some knowledge of their 'everyday life experiences'. Although there are several research qualitative designs, such as the case study, ethnography, grounded theory and phenomenology (Leedy & Ormrod, 2013), the research design in this study is specifically the case study.

According to Merriam (2009), in undertaking a case study the researcher collects extensive data by investigating individuals, programmes, or events. The data collection methods often include observation, interviews, documents, past records and audio-visual materials. Often the researcher may spend an extended period of time on the site and interact regularly with the person/s being studied while recording details of the context surrounding the case. The collected data may include information about the physical environment, historical events and economic and social factors that have bearing on the situation.

As a researcher I decided to use the case study design because it allowed me to employ a variety of methods to capture the complex reality under investigation. My understanding of case study design is that I would be able to explore the case of primary and secondary schools principals' experiences regarding their roles in the management and governance of their schools. The case study design allowed me to talk to different principals to gather data about their dual roles and to compare their similarities and differences in reaching a better understanding of the phenomenon. The advantage of case study is that the phenomenon is studied in its natural setting and that there are opportunities to explore it in-depth (Yin, 2008); in this case, what happens in schools in terms of the experiences of the principals. Like other qualitative designs, the case study approach is mostly criticized for an inability to generalize the findings due to its small sample size - even though the findings of the study may give insights that could be used as a basis for future research (Yin, 2008 Merriam, 2009).

3.5 Site and sampling

This research was conducted in one of the circuits of the Capricorn District in Limpopo Province. This is the circuit where I am employed as a principal. I selected principals with long term experience of working with SGBs. I assured them that the information gathered was for research purposes only and that I was interviewing them as a researcher and not as a fellow-principal. My role was that of researcher and I was not representing the interest of any other party. I would use the data to guide me - not my

own opinions and perceptions. I was aware that I would be doing research in the district where I worked, so I ensured that I remained objective with regard to sampling the participants for the study.

Sampling refers to the choice of people, locations, and times of days, various events and activities to be observed in fieldwork (Tracy, 2013). The process of sampling involves selecting a small group of individuals from the target population that the researcher intends to study (Creswell, 2008). According to Tracy (2013), a sampling plan is the design for how to specifically choose sources for data. The main purpose of sampling is to obtain specific cases, events or actions that can clarify and deepen an understanding of what is being studied (Neuman, 2006). Neuman (2006) further explains that in qualitative research it is necessary to find cases that will allow the researcher to learn more about the processes of social life in a specific context. It is, therefore, important that the researcher should identify the sample in terms of the research question that needs to be answered (Leedy & Ormrod, 2005).

Since this study was qualitative in nature, the most suited sampling technique for the study was purposive sampling. This technique differs from other sampling procedures as it chooses a particular case which illustrates some features or processes that are of interest to a particular study. Authors, like Rubbin and Babbie (2005) and Burton, Brundrett and Jones (2008), regard the purposive sampling technique as judgemental. They argue that purposive sampling depends solely on the judgement of the researcher who looks for certain characteristics and representative or typical attributes of a population that serves the purpose of the study. It is the duty of the researcher to think critically about the parameters of the population before choosing the sample. The selected sample should be the one that can purposefully inform an understanding of the research problem. In this study, there was a need to explore the experiences of principals regarding their dual roles in administration and governance. The sample was drawn from a circuit which is made up of 27 schools in total; there are 18 primary schools and 9 secondary schools in the circuit. Of the 18 primary schools, 2 are lower

primary schools and 2 are higher primary schools; the rest are combined schools. Six schools were involved in this study: three secondary schools and three primary schools. The circuit is situated in a rural area of Limpopo Province. All the schools in this circuit are 'no fee paying schools'. Most of the parents are illiterate and unemployed.

A total of six principals of schools in the circuit of were selected to participate in the study. The selected primary schools were among the schools which obtained high scores in the Annual National Assessment (ANA). In selecting the secondary schools, the performance of learners in the matriculation examination was used as the selection criteria. The selected schools were those with good academic performance in the ANA and the matriculation examination - as well as good governance. Apart from the performance of the selected school in ANA results, the principals chosen had more than two years' experience as principals and had also obtained a Bachelor degree. The reason for this was that I believed the number of years these managers spent as principals would help me as the researcher to extract data from sources who have experienced the phenomenon under study over a period of time.

3.6 Data collection methods

Qualitative researchers often use multiple forms of data in a single study, i.e., they obtain their data from many sources. These multiple forms/sources include observation, interviews, objects, written documents, audio-visual materials, electronic entities and anything else that may assist researchers to answer the research question (Denzin & Lincoln, 2000). The sources for required data are limited only to the researchers' degree of openness and their creativity. For the purpose of this study, data was collected from interviews and document analysis.

3.6.1 Interviews

Data collected from interviews enables researchers to obtain in-depth information about the phenomenon by interacting with the participants (Rubin & Babbie, 2005). Interviews give the participants opportunities to express their views freely and, thereby, provide important information. The interviewer also has greater control during the interviews in asking specific questions to obtain information to answer the research questions (Creswell, 2008). In this study, I visited the principals at their different schools; I conducted individual interviews and afterwards I held follow-up interviews for further clarity and depth by using probing questions to encourage the participants to clarify and elaborate their responses (Creswell, 2008). I took notes and wrote memos related to the interpretation of what I saw and heard during the interview sessions. The advantages of taking notes during the interviews were to clarify responses, confirm the accuracy of the information and also to check that the main points had been covered (Barton & Bartlett, 2009).

An interview is a social relationship designed to exchange information between the participants and the researcher. (De Vos, Strydom, Fouche & Delport, 2011). Tracy (2013) maintains that qualitative interviews provide opportunities for mutual discovery, understanding, reflection, and explanation *via* a path that is organic, adaptive and frequently energizing. This mutual discovery by, and understanding of, the interviewer and interviewee is controlled by the interviewer as s/he is required to give the dialogue direction and topical emphasis which means that the interviewer needs to treat the respondents and the resulting data with ethical care. This was ensured by treating my respondents with respect. In the process of interviewing, meaning was created between participants rather than only being held in the minds of the interviewer and interviewees. There was active, negotiated interaction among all participants during the interviews. The aim of the interviews was to obtain raw information on the experiences of principals regarding their dual roles as administrators and governors; therefore, the respondents were given an opportunity to talk about their experiences individually.

Semi-structured interviews with open-ended questions were used to collect data. Reasons for adopting semi-structured interviews included that some predetermined questions were used to direct the conversation and they enabled the researcher to ask all the participants the same questions for consistency and comparison - an advantage of using interviews to collect data.

Other advantages of using semi-structure interviews are that they generate in-depth data and the researcher is able to enter the world of the participants in the process of trying to gain an understanding of their experiences (Barton & Bartlett, 2009). The researcher is also able to probe for clarity and depth during the interview. The disadvantages of interviews are that transcribing interview data is time-consuming and the information gathered may be biased as it is based on the subjective views of the participants. To address these limitations in this study, a document analysis was done to cross-check the data obtained from interviews. (Cohen, Manion & Morris, 2007). A tape-recorder was also used during the interviews for accuracy in capturing the data.

3.6.2 Document analysis

The second data collection method used in this study was document analysis as documents relevant to the research focus may be a source of data which could provide rich information (Creswell, 2008). According to Yin (2008), documents can be analysed and the data gathered can be used to cross-check data obtained through other data collection methods. The advantage of document analysis is that it is recorded information that may be readily available at the research site (Punch, 2009). In order to obtain the relevant documents, letters were written to the principals asking for permission and consent to use documents from their school as part of the research data. In this study documents, such as the principals' diaries, were analysed to check their use of time and the type of activities they were involved in while performing their dual roles. Minutes of staff meetings, SMT meetings and SGB meetings as well as appointment books were analysed to identify the activities of the principals. During the process of document analysis the roles of the principals were assessed in terms of their

professional and governance responsibilities which were examined. An attempt was also made to establish any overlapping and key roles of the principals.

3.7 Data analysis

In undertaking qualitative research, data is normally analysed inductively rather than deductively (Creswell, 2009). The data analysis process is often analytic and aims at developing explanations that provide an insight into the phenomenon being researched. In this study data was organized and analysed to reach valid findings and to answer the research questions. During the interviews a tape-recorder was used by the researcher to capture the data; notes were also taken concerning key points (Barton & Bartlett, 2009). The interviews were transcribed *verbatim* and the transcripts were coded manually. Creswell (2009) describes coding as a process of organizing the data into segments of text before bringing meaning to the information. The process of coding includes putting tags, names or labels to pieces of the data (Punch, 2009). After assigning codes, similar information was grouped together into categories. Related categories were grouped together to form themes which were used to answer the research questions (Cohen, Manion & Morris, 2007). The selected documents were analysed in the same way to identify themes which were used to cross-check and/or add to the interview data.

3.8 How Role Theory helped analyse data

Hardy and Conway (1978) believe that an understanding of role play is helpful in appreciating the position of consultants as it comprises a collection of concepts and a variety of hypothetical formulations that predict how actors will perform in a given role or under what circumstances certain types of behaviour can be expected. In the analysis of the research data a focus was placed on the behaviour of the principals in a given context of their management and governance roles. Role Theory suggests that the different positions people occupy in society dictate a certain kind of behaviour. In this study Role Theory helped discover how various principals' roles influence the manner in which they behave when given positions of responsibility while, at the same time,

acting in their roles as principals. Based on the principles of Role Theory, possible contextual factors that influenced how the principals performed their management and governance roles were analysed.

3.9 Ethical considerations

Ethics refers to what is right and what is wrong in conducting research (Mouton, 2001). Where humans are involved in research the conduct of the researcher has to conform to the norms and values that are generally accepted. Researchers are faced with a major ethical dilemma to strike a balance between the demands placed on them as researchers in search of the truth and in considering the rights of their participants which could be threatened (Cohen, Manion & Morrison, 2007). Research ethics should address issues such as gaining access and permission for doing the research; obtaining informed consent; strategies of ensuring privacy, anonymity and confidentiality; voluntary participation; and acts of deceptions (Cohen, Manion & Morrison, 2007). In this study access to the research site was negotiated before starting the study. Letters requesting permission were written and submitted to the Department of Education and the school principals before accessing the schools; it was important for the researcher to respect the research sites (Creswell, 2008). Permission was sought and obtained to do research in the six identified schools in the selected circuit in the Capricorn District of Limpopo Province.

The informed consent obtained from participants meant that they agreed to take part in the project after being fully informed of the facts pertaining to the research (Basit, 2010). Before starting the data collection process the nature of the research was explained to the participants as well as what their involvement would be in the study; what was to be done with the data collected; their right to refuse to participate in the research and to withdraw at any time; that their participation was voluntary; and that their rights would be respected by guaranteeing that their responses would be kept anonymous

and confidential (Cohen, Manion & Morrison, 2007; Butler-Kisber, 2010; Basit, 2010; Leedy & Ormrod, 2005).

The participants' right to anonymity means that information provided by them would be handled as confidential and their identity would be kept anonymous by using codes in reporting on the data (Basit, 2010). Confidentiality is linked to privacy and anonymity and is another way of protecting participants' rights to privacy (Basit, 2010; Cohen, Manion & Morrison, 2007). The researcher was also sincere and straightforward with the participants and ensured that there were no acts of deception. Deception occurs when people are not told that they are part of a research study; when they are not told the truth about the nature of the study; and when people are used in a way that is degrading and dehumanising (Cohen, Manion & Morrison, 2007). Leedy and Ormrod (2005) suggest that the participants' rights to privacy should be respected in all research. Under no circumstances should a research report identify of the participants or reveal their responses or behaviour. The participants' rights to privacy should also be respected in terms of sensitive information that is shared by safeguarding the information obtained from them in such a way that it cannot be traced back to them. The participants' rights to privacy include the right to refuse to participate in the research; not to answer questions or be interviewed; or have their homes intruded upon (Cohen, Manion & Morrison, 2007).

In this study as the researcher I shared the following with the participants: the aim of the research; assurance of voluntary participation; that no false promises would be made; and that they would not be bribed into participating in the research. They were also asked for their consent for interviews to be recorded and for relevant documents to be collected for analysis from their schools. I made sure that I was well-prepared for the interviews and that questions that might be offensive to the respondents were avoided. Debriefing sessions with participants were conducted after the interviews.

3.10 Credibility and trustworthiness of the study

Quantitative researchers are concerned about the reliability of their studies and which is mainly related to stability, consistency, dependability and auditability of the process over time and across methods. However, in qualitative research the credibility of the study is ensured by the honesty, depth, richness and scope of the data obtained; by the use of triangulation; and by the objectivity of the researcher (Cohen, Manion & Morrison, 2007). The trustworthiness of a study is determined by neutrality, conformability, dependability, consistency, applicability and transferability of the research (Cohen, Manion & Morrison, 2007). In qualitative research trustworthiness is congruent with what the researcher records as data and what really takes place in the natural setting (Cohen, Manion & Morrison, 2007); and that there should not be any contriving and modifying of events and settings studied by the researcher (Miles & Hurbeman, 1994).

In order for this study to be trustworthy the point of departure was to ensure accuracy in identifying and describing the participants for study - in this case, school principals in selected public schools. The strategies employed to increase the credibility of the research included confirming credibility and trustworthiness of the interview protocol used for the semi-structured interviews. After the first interview I checked on whether the research participants understood the questions. This provided an opportunity to revise the interview questions for clarity and depth and to include other documents to analyse to generate data for the research. Leading questions were avoided and participants were given sufficient opportunities and time to answer the questions. As an interviewer I played the role of an active listener during the interviews by giving the participant enough time to answer the questions fully.

An important issue in establishing the credibility and trustworthiness of interviews is to determine whether participants are truthful in their responses. To increase the credibility of the participants' responses, I requested access to documents that also

addressed the issues being discussed during the interviews. I established a good rapport with the interviewees so that a relationship of trust was developed to enable me to collect in-depth interview data. I also assured the participants that the information they gave was for research purpose only and that they would not be penalised in any way.

I prolonged my engagement in the field by doing follow-up interviews; the data collected was not based only on one interview but also on follow-up interviews as well as document analysis. All the interviews were audio-taped and transcribed *verbatim* which became part of the audit trail for the research process and data collection. Member-checking was done after the interviews and the recordings were transcribed to ensure that the data capturing was honest (Denscombe, 2010). The transcripts were given to the participants to read and make corrections or additions to the collected data (De Vos *et al.*, 2011). The views of the participants were reconstructed and presented as the research findings which were also shared with them.

I triangulated the data obtained from the different data collection methods, namely: interviews, field notes and document analysis, to crystallize the findings and enhance credibility and trustworthiness (Denscombe, 2010). Peer debriefing was used where colleagues were involved in giving feedback on what they thought of the findings. This strategy helped me to remain objective and not to overemphasize or underemphasise points; to give vague descriptions; and to make general errors in the data as well as assumptions that I might have avoided and which may have reduced the credibility of the findings (De Vos *et al.*, 2001). The external audit of the research process in this study was carried out by an external critical reviewer who provided feedback on the strengths and weaknesses of the study (Creswell, 2008). Since the study was conducted at schools which are natural settings where the principals perform their dual roles, it enhanced and increased the credibility and authenticity of the collected data.

3.11 Summary

This chapter outlined the research design and research methodology used in the study. Details concerning the research site, sample and the data collection methods used were given. Ethical procedures that were observed and strategies of ensuring rigor in the research process and findings were also explained. Challenges in terms of fieldwork realities were also discussed.

In the next chapter, Chapter 4, the research findings are discussed in terms of the various themes that emerged from the interviews; from observations; and from the supplied documents.

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction.

The previous chapter describes the research design and research methodology used in the study. The research site, sample and the data collection methods used in this study were presented. Ethical procedures that were observed and strategies of ensuring rigor in the research process and findings were also explained. Challenges in terms of fieldwork realities were discussed. In this chapter the data gathered during the semi-structured interviews with the school principals is presented. The gaps identified in literature related to understanding how principals manage their roles as managers and as *ex-officio* members of SGBs by virtue of their positions as principals of schools. The importance of this study is that it has helped identify the challenges experienced by principals as managers and governors as well as how they manage the identified challenges.

The aims of this study were the following:

- To explore how principals perceive their roles as managers and *ex-officio* members of the SGB within the school.
- To explore document and the experiences of principals as they perform their dual roles in school management and governance.
- To describe the challenges experienced by principals in performing the dual roles.
- To describe how school principals manage the identified challenges

The main research question was: *What are the experiences of principals in performing their dual roles as managers and ex-officio members of School Governing Bodies?*

The sub- questions were:

- *How do principals perceive their roles as managers and ex-officio members of School Governing Bodies within the school?*
- *What are the challenges experienced by principals in performing their dual roles?*
- *How do principals manage the identified challenges?*

4.2 Biographical Information

Table 4.1, below, reflects the bibliographical information of principals who were selected to participate in the study.

Table 4.1: Biographical Information of Principals Involved in the Study

Participant	Gender & Age	School Primary/Secondary	Highest Qualifications	Experience as Principal
Principal A	Female - 54 years	Lower Primary	B ED Honours in Special Needs Education; ACE in School Leadership and Management; ACE in Mathematics	13 Years
Principal B	Female - 59 years	Primary	B ED Honours in Education Management; Post Graduate Diploma in Education Management	5 Years
Principal C	Male - 60 years	Secondary School	B Ed Honours; FDE in School Management and Administration.	23 Years
Principal D	Male - 48 years	Primary School	ACE in School Leadership and Management; ACE in Mathematics; B ED Honours in Management	3 Years
Principal E	Male - 57 years	Secondary School	BA degree; School Management certificate	16 Years
Principal F	Female - 47 years	Secondary School	B ED Honours in Education Law and	5 Years

			Management; current study: Master's in Public Administration	
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4.3 Research questions and themes

The research questions and the identified themes are reflected in the following table which is followed by a detailed explanation.

Table 4.2: Research Questions and Themes.

RESEARCH QUESTIONS	THEMES
1. What are the experiences of the principals in their roles as school principal?	1. Teaching role of principals 2. Curriculum management role of principals 3. The role of motivating teachers 4. The ability to establish positive working relationships with the teachers.
2. How do principals perceive their roles as managers and ex-officio members of School Governing Bodies within their schools?	1. Ability to distinguish the two roles 2. The principals' role as managers 3. Role of principals as ex-officio members of SGBs.
3. What are the challenges experienced by principals in performing their dual roles?	1. Principals' demanding work overload 2. Social responsibility role of principals 3. Role prioritisation 4. Understaffing problem in schools.
4. How do principals manage the identified challenges?	1. The ability to carry out the schools' core business 2. Performing management and governance roles 3. Principals working in collaboration with teachers in performing their roles.

4.4 Discussion of themes and sub-themes

4.4.1 Theme 1: Experiences of the roles of school principals

The experiences of the principals of their roles as school principals are discussed in terms of their teaching, curriculum management, motivating their teachers and establishing a positive working relationship with their teachers.

4.4.1.1 Teaching role of principals

The findings of this study regarding the curriculum management role of principals suggest that even before principals can manage curriculum they, themselves, are part of curriculum delivery as they are also expected to teach, either as full-time teachers or by being in charge of a particular subject that they are required to teach. However, one important role of the principal is to manage curriculum implementation. In this study some of the participants were responsible for teaching certain subjects while others were full-time teachers because their schools were understaffed. One principal saw her role more as a teacher than a manager but she also performed a management role in supporting the teachers. She said:

Eh, you know what, let me tell the truth. I am more of a teacher than of a manager, really. Why? Because since well I am a full-time teacher I focus more on the curriculum than on managing. Sometimes when it comes to managing I only dance to the tune of the demands from the circuit. What I do I am more in class teaching, then the little time I get I ensure that I support my educators and monitor their work. You can see that we really do hands on more on curriculum than on management (Principal A).

4.4.1.2 Curriculum management role of principals

The participant principals believe that their role is to ensure that effective teaching and learning takes place in their schools. Principal C commented:

My role as a manager, first and foremost, is to organize the school to see that the school is organized. Teachers are there; they are there knowing what they are there for. Learners are there; learners are disciplined and they are told what they must do and what is expected of them and then they must behave and they must take

their work very seriously and I think basically being able to manage the staff and learners, eh, you have a combination of ingredients that are necessary at the school. Remember, this is a school, and that in itself tells you that there must be order because the school is pursuing a certain goal, and that goal must be must attained. And you cannot attain it if there is no management if there is no order; there is no direction (Principal C).

The principals in this study also consider the planning of curriculum delivery as an important process to ensure the achievement of desired curriculum goals and effective teaching and learning. These plans ensure that curriculum delivery structures are in place and that the required educational resources are provided. Principal F confirmed this by saying:

Actually, as a manager my role is to make sure that the school is effective, which means the school is running properly. And also to make sure that the resources in the school are utilized efficiently. I mean planning, having the year plans, drawing the time-tables, scheduling meetings, having plans for meetings, actually developing committees in the school so that they can have each committee will be responsible for certain activities in the school and that will make the school to run properly or effectively also implementing the curriculum (Principal F).

Although the principals in this study strive to provide teaching and learning resources for the effective implementation of the curriculum, they are unable to address the shortage of teachers. They end up performing multiple professional responsibilities. One of the participants stated:

In terms of especially what they acquired through curriculum delivery we are understaffed and the department does not provide us with teachers due to learner enrolment. I go to class on my own; do class visit to ensure their activeness in class; and I check their books on my own here at school - no HOD, no deputy principal, no senior teacher. When we talk of monitoring and support I have to do it on my own (Principal A).

Observation

Principal A

The principal played a vital role in ensuring that curriculum delivery was done to the letter. At the end of the term she analysed Term 1's results with both the staff and SGB members. She also gave guidance on what should be done to improve the results from the many challenges that she outlined after monitoring and evaluating the results. There was a paper on the workshop organised by the principal and the involvement of outsourced psychologists who gave teachers advice on how to help their learners. The minutes also show that the principal volunteered to help Grade 3 learners in Mathematics on Fridays.

Principal C.

From a perusal of documents, it could be seen that the principal was responsible for the following: curriculum, finances and the contracts of SGB employed staff. He made sure that the syllabi were covered. The principal also managed learner discipline to ensure school safety. There were documents on the school's management plan and, the year plan; academic performance improvement plans were also in place.

4.4.1.3 The principals' role in motivating teachers

Most of the participant principals emphasised the importance of the principals' role to inspire and motivate their staff members and learners. They were of the opinion that if principals serve as motivators, staff members' and learners' performances improves. Another principal spoke of personal fulfilment and the joy in motivating and helping others to achieve their goals. What the principals said included the following:

So my role as the principal is just to do more motivation than pushing people around. I just do more motivation to our staff members, and to our learners. Eh, normally what I do, eh, at the assembly in our meetings I do a lot of motivational talks to make them aware; find themselves and their purpose and once the person has found his purpose then he does things willingly. You don't have to push him to do things because he has found himself. So, my role is to motivate and make sure that things are going well and run smoothly (Principal D).

Eh, you know the willingness to work to have the passion to achieve and not just to achieve, but also the willingness to help. I am so keen to see people achieving, succeeding, being successful and being helped by me for that matter, I enjoy it very much. I think that was one of the driving forces that if I see people becoming what they change to be. Eh, being helped by me it really helped me a lot (Principal C).

Although the principals identified a need to motivate their staff and learners, they also acknowledged that it was not easy to motivate staff members and other stakeholders. A close working relationship and physical presence is crucial. Being there even if it came to helping them with their domestic problems was considered necessary. The following are the views of two principals:

The key thing that one would say was to instil one's own vision into teachers, learners and parents. To buy in and be part of it to say what do you want to achieve; they ought to be with you, though it takes time and then it's not an easy task because first of all you have to motivate the people around here - the vice principals, the SMT, the HODs, the teachers themselves and then it goes down to parents, to learners and other stakeholders. If you are not there you can't push things to happen motivate people to make sure you interact with them achieve the good results (Principal E).

And then, eh, another area that I motivate them on is the personal reasons that remember that if you are facing a storm as a parent at home, eh don't worry. Let

that not stress you because it is it is the season for that and it will it will pass by and the light will shine again on you and that helps a lot because people start to realize themselves and they learn why they are here and they give their all (Principal D).

4.4.1.4 Principals' abilities to establish positive working relationship with their teachers

It was eminently apparent from what one of the principals said that principals, as managers, should be able to create a good working climate in the school by being transparent, fair and reliable at all times. This principal indicated the importance of treating all teachers in a fair manner in the following quote:

Ya, is simple that you have to be open to everything, if there is something you don't do is to take one group and then be reliable to them or faithful to them. All the groups you tell them the same thing, you take them as equal and then whatever you do to teacher A you need to do to teacher B. Do the same thing to all teachers and do not segregate them. That is why they respond positively (Principal B).

One of the principals spoke of a working relationship with the teachers based on, and guided by, policy. However, before implementing any policy, another principal pointed to the need to enlighten teachers about those policies and regulations so that they could act with the full knowledge of the policy. Principal B added:

Yah, as a manager I have to know all the policies and I stick to the policies. I do not diverge, eh because if I diverge from the policies, then sometimes if I take my own decision with outside the policy, then when things become difficult I cannot tell them what is in the policy. When you come back to the policies then they will not take the action, then eh if teachers do not come to school regularly or they come to school a little bit late and I just keep quiet as principal, then it will make it difficult for me to run the school, which means if I say I make a copy of the policies for them everybody has got the policy, the copy of the policy, and they

know that this and this we are not supposed to do and this and this are the right things which are to be done then that is why it is easy to run the school (Principal B).

The findings further suggest the need for principals to consult and encourage a collaborative work environment among the stakeholders. Ownership was another issue mentioned and linked with encouraging team spirit in working towards achieving set.

4.4.2 Theme 2: The perceptions of the principals regarding their roles as managers and ex-officio members of the School Governing Bodies

The perceptions of the principals who participated in the study regarding their roles as managers and *ex-officio* members of SGBs is discussed in terms of their ability to distinguish the two roles and their roles as managers and as *ex-officio* members of SGBs.

4.4.2.1 Ability to distinguish the two roles

The findings of this study show that most participant principals are able to differentiate the two roles. They are also aware that they have to perform both management and governance roles. Principal B admitted:

Yah, at first I have to know the difference between the school manager and the SGB member then I know that I will be having two portfolios at the same time then, eh, the SGB portfolios (Principal B).

However, there are times when they experience role conflict and role confusion. One principal spoke about the two roles as being intertwined and that it was not easy to draw a line of separation between the roles. The principals gave examples of the overlapping role functions of policy formulation by governance and policy implementation by management in the following quotes:

It is not easy sometimes, but if we know our parameters what to do in the SGB then normally I learned that most of the things that overlap the SGB has to decide on the policy, then in the SMT they implement the policy, because with the SMT

it is the day to day management of the school activities, especially on professional matters (Principal D).

Like I said it is overlapping, remember as the manager of a school I have to implement what the SGB have agreed upon to say, the SGB members are the governance of the school, they are the ones who write policies, maybe policies like the Admission policy, the Language policy and even the curriculum what their learners have to be taught. And as the principal I'm the one to implement those so as the manager (Principal F).

The principals felt that there were times when there were no boundaries between the two roles. The roles were mixed up and it was strenuous to perform the tasks and remain focused on what needed to be done. Principals are forced to implement what their SGBs have agreed upon regarding managing their resources efficiently on one hand while, on the other hand, they consult with the SMT on how to guide the SGB in taking informed decisions on curriculum matters. Principal A expressed frustration by saying:

I take my daily teaching work as part of my management then, eh, I sometimes put the SGB involvement aside so as I say sometimes I lose direction, you find that when they - especially the governance people - they come and say on this day they say you must have, eh, a parents' meeting, you find that they give us time to say, eh, this is the time for parents' meeting and we will be at your school at this time then you find that to me (coughing) they interfere with whatever that I must do during working hours as my management work then eh you find that I fight with them to say: "No, no, no, no, this for me is my time for my learners, for me and my learners in class." Then, what can I say? I have to shift their time. You find that they say maybe: "We'll be there at 12 o'clock." and I shift them to 2 o'clock so that it must allow me to do my work with my learners during my own time not to interfere. Then you find that sometime they say you're wrong because this is part of the school running (Principal A).

4.4.2.2 Principals' roles as managers

The principals perceive their management roles as carrying out the dictates of the Department of Education; as managers they provide clarity on the interpretation and implementation of policies in their schools. This is substantiated by the following:

The department is here saying you are the person; you are the CEO of the school; you must see that things are done correctly, whether they are there or not but you must also accept when you are being blamed because that is how it is (Principal E).

No, I cannot be biased just because I first read the line; then interpret it; then I tell them how to follow them. How can we implement this one then that is why I stick to the policy that's the main point (Principal B).

Some of them acknowledged that they were more managers than school governors and as managers their roles involved achieving performance goals and targets. An example is found in the following:

I am more on the management than on the governance. And the issues of governance are always left behind. We see them when there is a problem that pertains to governance. In governance there is no specific role, there is no specific goal we set ourselves to achieve by which we would say at the end that these goals we have achieved and this is what we have been working for. There is no such target. But in the curriculum management there are definite goals that we must achieve (Principal C).

As managers the principals cited being responsible for implementing decisions made by the SGBs and monitoring the use of resources; they also work closely with the SMTs in making curriculum-based decisions; and they guide SGB members on curriculum related matters. Principal F said:

I also consult with the SMT members so that I can be able to guide the SGB on school matters like the curriculum, you know most of them might say we don't

want this subject we want that subject but we have subject specialists here who can even assist to say a learner who has done this subject can pursue this career (Principal F).

The management role of principals is also perceived to include establishing and managing relationships with and between stakeholders:

We accept everything that the learners are bringing the educators and together with the parents and then we will sit and say let us prioritise, these things we see they are important but then we have to priorities them then we will end up addressing all these challenges if there are challenges, if there are resources which have to be bought, we will end up buying them (Principal F).

4.4.2.3 Role of principals as ex-officio members of their SGBs

As *ex-officio* members of SGBs some of the principals perceived their positions as sources of knowledge in terms of their expected roles and responsibilities on SGBs. They believe that it is their responsibility to enlighten SGB members on their roles and responsibilities. One principal said:

My role as an SGB member as ex-officio, especially, is that, eh, for them to know content especially what they are in the SGB for. I have to run mini-workshops, even before the circuit can do whatever. I have to guide them based on the documents that I have from the SGB file from the Department it helps me a lot to at least orientate them on what is the role of the chairman, SGB chairperson; what is the role of the SGB Treasurer; what is the role of the SGB Secretary and their roles at large (Principal A).

The principals spoke of conducting workshops and acting as facilitators in training SGBs on their expected roles and responsibilities:

As SGB member then I understand that those who are with me in the committee they don't understand their roles and I have to workshop them about their roles and also exercise the rights that I have as the SGB member (Principal B).

They seemed to have the power of knowledge over SGB members, many of whom some are illiterate. They also talked of being involved in the induction of new SGB members.

Observation

Principal A

The minutes of the SGB showed that the principal is responsible for guiding and orientation SGB members on their roles and responsibilities. She also provides SGB members with all relevant documents needed to run the SGB.

One principal sees his role as *ex-officio* member of the SGB as being at the same level as other SGB members; the principal plays the role of just another member of the SGB - not at a higher level compared to the rest of the SGB members. He believes that his role is to advise and empower the SGB members as equals by giving them a voice in decision-making. He said:

Eh, eh, I always tell them that I am one of them. They must not see me as the principal. No, I am a member of the SGB. Then I take it from there. I tell them that I am not even the one who must chair the meetings; they must chair the meetings; they must draw the agenda. I will make the contributions in the agenda items but they also must have their own agenda (Principal C).

The principals were of the opinion that their roles as *ex-officio* members were to ensure that the SGB members were aware of their duties and the requirements for performing their functions - as stated in the SASA. The principals' roles were seen to be those of guiding SGBs in carrying out their responsibilities related to school governance:

Yah, we experience the same type of illiteracy at the school just because, eh, eh, some of the SGB members they claim that they know. The things that they hear

outside then they wanted to practice it within the school and then as the principal you have to read the policy of the SGBs; what they are supposed to do; and what they are not supposed to do. And then after reading those things you have to interpret it one by one telling them what they have to do in their own language (Principal C).

In their roles as SGB members some school principals strive to create a balanced decision-making process that aims at satisfying stakeholders, yet remaining accountable to the employer. This is illustrated in the following quote:

At the beginning of each year we have a programme of meetings where we will be discussing general things for the school. We also consult the learners so that they could put whatever they want us to discuss in our meeting. The parents as well together with educators to say just write the things that you would like us to discuss in our general meeting and as we are together discussing we also advise one another because some of the needs that they put forward you might find that this one we cannot afford and then we make them understand, maybe next year we will try that we don't normally have fights in our SGB meeting really. We listen to one another; say, yes, if it is correct; say, no, if it is wrong (Principal C).

The principals believe that in their *ex-officio* roles they represent the Department of Education in ensuring that the SGBs perform their roles and functions. One of the principals talked of being an accounting officer when it comes to the management of finances in his school:

Yah, my role as an ex-officio SGB member has an ex-officio obviously, eh; they normally say you represent the DoE in the SGB. One, I make sure that I provide guidance especially in terms of the policies (Principal D).

Observation

Principal C

The minutes of meetings showed that the principal is responsible for leading the allocation of SGB duties, financial matters and the management of educational resources that are available in the school. In encouraging SGB members to attend meetings the principal initiated a scheme whereby each SGB member who attends the meetings receives R20.00.

4.4.3 Theme 3: Challenges experienced by principals in performing their dual roles

The challenges experienced by the participating principals are discussed in terms of their demanding work overloads, social responsibilities, role prioritisation and understaffing of their schools.

4.4.3.1 Principals' demanding work overloads

The findings of this study show that principals' performing two roles is demanding and is experienced as an added workload in terms of their responsibilities as principals. Some principals suggested that managing the curriculum was an onerous task involving monitoring, teaching and management. For example, Principal A said the following:

I am overloaded, I am curriculum overloaded, eh, because as a full-time educator in class; you can imagine when I do my management work. The only time I have for free I squeeze it to ensure that I monitor and support (Principal A).

Curriculum implementation seems to require that principals go 'the extra mile' by working beyond their expected normal hours of duty, such as after school, weekends and even during school holidays. Despite the extended time allocated to performing their dual roles, some of the principals are still not able to perform all their tasks efficiently and effectively. This is illustrated in the following extracts:

Mhh, the challenges that I have is that both of them they demand; they demand my extra involvement. I am always away from school, therefore my learners are suffering; therefore curriculum coverage I won't make it, as I have to go for extra time with my learners. That is why sometimes I just intend to come in either on a holiday or on a Saturday and write a test on a Saturday or holiday for my learners. The demand by governance and the demand by my role as a manager and my focus on teaching, ahhh, it's just chaos. That is why I even have to write tests sometimes on Saturday (Principal A) .

Yah , it's challenges time; it needs a lot of time. If you don't give yourself time, you won't be able to make it just because as a school manager then they 've got that 7 hour policy you have to be within the school for 7 hours and then add another hour and then during the time when you invite the SGB you have to know that they may come by 3 o'clock or after three which means you have to stay at school for a longer while you may you might go out go off by six o'clock or by half past 6; then you have to give yourself time to adapt to that situation (Principal B).

Observation

Principal B

In this principal's school there were documents showing how learner results were analysed by the principal and strategies for improvement were also indicated.

Principal D

The staff minutes provided indicated high learner and teacher absenteeism which the principal had to manage. There were documents that the principal used to monitor the work of the SMTs which seemed incomplete in terms of submission of schedules.

The findings of this study suggest that another possible reason why principals are overloaded with work is that they work with illiterate SGBs who are not aware of what is expected of them - as indicated in the SASA. This results in principals performing duties that were not meant to be performed by them. It also seems that it is a challenge for principals and other SGB members to work at the same pace and with the same understanding of what needs to be done in terms of procedures to follow in performing certain tasks. An example given by the principals was the signing of blank cheques which encourages the misuse of school funds:

I work with illiterate parents most of the time. The challenge is when we have to do something and go for three quotations I have to do it on my own. When you send them you find that they didn't do what you expected and you have to stand up on your own after hours and get those three quotations. Another challenge is this issue of signing a blank cheque; you find that the governance people they say you mustn't sign a blank cheque. That means you go to town or maybe you phone to get a quotation and they sign a cheque or you sign a cheque and you go there and you buy only to find on arrival that the person who gave you the quotation didn't quote well. You have to come back with that cheque but with that blank cheque then we are able to do the right thing without misusing the governance funds (Principal A).

Most of the principals said that due to illiteracy some SGB members relied on them for guidance and governance initiatives at their schools. There were principals who labelled their SGBs as non-functional; almost non-available; having a negative attitude; and opposing their initiatives. The principals also experienced conflict in the roles played by the teacher representatives on the SGB:

Yah, eh there are few challenges, like earlier on we said our community is predominantly illiterate. So, sometimes you find the SGB not knowing the demarcations of their areas of operations and until such time that you make them aware then, eh, you will always have challenges because they will always want to intrude. And also with teachers, remember the teachers they do have the representatives in the SGB and I believe that the representatives are the ones who represent educators' views in that committee, but you find them sometimes wanting to confront the whole SGB forgetting that they have deployed some other members of the staff who must take their voice to the SGB. I'm aware that that normally happens with finances because as educators the budget involves their activities because we must provide them with resources. Remember, the sports must take place and remember that there has to be the creation of conducive learning and teaching, especially in terms of the classroom situation, so sometimes you find they want to channel their frustration to the SGB forgetting that they have got the representatives (Principal D).

4.4.3.2 Social responsibility role of principals

The findings of this study indicate that besides performing their governance roles, principals have an added responsibility as school managers. They also provide social support for the learners. This study was conducted in a rural area and almost all the principals indicated that their learners come from impoverished backgrounds. In all three primary schools the principals said that they had a number of needy learners and that they felt obliged to provide for their needs, including uniforms and food. Most of the principals cited instances of encouraging their staff members to adopt the needy children; requesting donations; and even supplying vegetables from their gardens to fulfil the basic needs of the learners. The principals appear to act beyond their call of duty as they help needy learners to attend school more regularly. They said:

Yah, eh this is a very poor community. Then you will find that most of the learners they are eager to come to school but some of them they do not have the uniforms; they do not have school shoes; they come from the poverty families.

Sometimes even before breaks you will find the learner collapsed. Then when we asked, then he/she didn't eat anything from home. Then they rely on the food from the feeding scheme. Then you can see that this is a very bad situation that you cannot curb on your own. We sometimes write letters for them to donate fruit and other things beside that one of the government so that early in the morning we happen to give each child from the very poor family they must get something to eat before we could get to our breaks. To add to that, we have organized all the educators to adopt learners, so each educator has adopted five learners, so they buy clothes and food for these kids (Principal B).

The kind of help that we offer to these kids after we have identified these kids as I indicated that we have a vegetable garden, then these kids are beneficiaries from the products so once a month or once after two months if we've got a harvest we let them benefit out of that they can get sometimes a spinach, sometimes they can get cabbage to go and enjoy at home. Another programme that we have engaged in is we have made this collaboration with the Social Welfare whereby monthly we invite them to come to school and motivate our kids and also come up with other programmes that benefit them like donations. Last year we had Old Mutual and together with Capricorn Municipality donating more than 60 pairs of shoes to our school to the needy kids. And then, eh, this year we had 2 sponsors that sponsored us on both uniform and on shoes. And our educators also they are so wonderful, we encourage them to adopt a child, they don't mind buying these kids uniform. We want the school to be the second haven for them (Principal D).

Another challenge mentioned by one principal was regarding inspiring teachers and boosting their morale. According to the principal, teachers with low morale are only willing to work within certain time-frames rather than go 'the extra mile.' This becomes a challenge for the principal's management roles:

Eh, I think teachers who are not willing to work, they don't have the volition to do the work on their own and they don't have initiatives. The teacher will be there;

will only do a work when he is told to do the work. So I think the teachers who confine themselves within the restricted time of teaching - the seven hours; that teacher always has some problems (Principal C).

4.4.3.3 Role prioritisation

According to most of the principals, the management of their two roles is demanding and requires them to work out plans to execute their various tasks. They acknowledged the importance of the two roles and the need to prioritise their delivery which, in itself, it is a challenge as they are carried out simultaneously:

The challenge is the one that says the key thing is to make sure that you get it over the school plan, meetings of the SGBs, finance committee meetings. You have to follow the programmes; if not followed you have to come down to the parents' side; you have to motivate them to be part of it. It is a challenge because if you don't you leave out the other group of parents it will be as if you are oppressing the other group of teachers either way and once you don't balance the two it become a discourse. It becomes a challenge because both are operating on different wave lengths, to get them in one room buying into one vision getting them singing the same tune it's not an easy thing it's not an easy thing it takes time (Principal E).

No, that one cannot happen just because if you are a working someone you know that by this I can work from seven o'clock to seven o'clock and then get a certain minimum time to rest After resting your body is used to that if use to work your body adapt to working time. You give yourself time to rest then in your planner you have to give yourself say perhaps I will be doing the school work from this time to this time, if there might be extra time I might have to add two to three, eh, hours, then if you do it day one, day two, day three then your body has to adapt to that situation (Principal B).

One of the principals, even though acknowledging prioritization of roles, still feels that SGB roles are always side-lined. This remains a cause of concern in the execution of the

dual roles of the principal as SGB tasks are often only remembered and attended to when a meeting is due to take place in the near future and when reports need to be made. According to this principal, this happens because SGB processes are not monitored:

Eh, the challenge is that SGB roles are always pushed at the back. We really don't consider it much. We will remember about it sometime, even after the meeting we will be given task to perform but you see we will do one or two things after sometimes you will even find that in our next meeting of the SGB we haven't done what we were supposed to have done. You remember only when there is a meeting tomorrow oh by the way nobody is monitoring the process, nobody is monitoring the process as to whether we are making progress (Principal C).

The study further revealed some of the challenges related to the various roles that principals have to perform which make it difficult for the proper prioritisation of roles. In the end there is a compromising of the ultimate goals of the schools, i.e., successful teaching and learning which the principal has to manage. According to Principal E,

You become both clerk and the PR of the school and, eh, you have to liaise with parents and teachers and other stakeholders, like the learners. You become also a motivator because you have to go to this group and ask them why they have not attended meetings; why it is necessary; and sometimes you become the policeman: how are they conduct themselves after meetings; do they observe activities of events of issues; how do they relate to each other; then, eh, how they play the role; what influence do they have into other teachers or other learners in achieving the ultimate goal (Principal E).

Due to their multiple roles principals find that they are unable to balance the two roles that are specifically examined in this study. In their endeavour to successfully fulfil the roles some principal emphasised that the management role of the principal was of more importance than that of school governance. They suggested that it was not an easy task

to fulfil both tasks equally but they tried and their attempts always remained a challenge for them:

You have to liaise with parents and teachers and other stakeholders, like the learners. You become also a motivator because you have to go to this group and ask them why they have not attended meetings, why is necessary and sometimes you become the policeman: how are they conducting themselves after meetings; do they observe activities, events, issues; how do they relate to each other; then, eh, how they play the role; what influence do they have into other teachers or other learners in achieving the ultimate goal. I'm not sure. To me, it's not easy. We are trying our best to balance the two but, eh, while not saying with confidence we are managing that, and to me, it's not well balanced (Principal E).

Observation

Principal E

From the documents it could be seen that there are many other duties for which the principals are responsible, such as managing school finances, writing letters to interact with external stakeholders, writing reports to the SGB committees, taking minutes of SMT meetings and chairing meetings on various management committees and functions.

The challenges that principals face are exacerbated by the fact that there are many meetings that they have to attend related to their role functions. The many meetings distract principals' attention from other responsibilities and increase the challenges of their roles. This is reflected in Principal A's response:

Since, well, I said this is a small school I am more of a teacher than a manager. Then we have year programmes sometimes for this governance issues; so, like last week - last week we were supposed to attend a finance meeting, governance

finance meeting at circuit level and it was for the whole day while a week before we were supposed to attend governance SGB orientation then while next week we are supposed to attend governance where they need the principal and the finance officer alone. So this week there is a meeting for the finance officer and principal; this week there is a meeting for, eh, the principal and finance committee; this week there is a meeting for the principal and all SGB members; so can you see that these are challenges (Principal A).

The lack of clarity concerning the principals' roles as *ex-officio* members of SGBs was mentioned by one principal as posing a challenge; it is not clear as to what the principals' roles in this regard should be. SGBs can take decisions that the principals are not happy with, yet the principals remain the accounting officers whose roles on the SGBs are not clear. Principal E made the following recommendations:

I think is another role that one might say and recommend to the department to say the role of a principal as an ex-officio member I say in terms of the functions through the SGBs should be clear and should be identified as a functions through the SGBs, where to touch it must be clear. At times you know that sometimes we apply our own common sense and knowledge and you seem to be stepping on others foot sometimes because you are unpopular, but if you if you if you play this game by own common sense that's why I'm saying you must have a nerve whether good or bad this has to be done, getting praise or not but everybody will be happy at the end of the day (Principal E).

Further findings show that there is a need for other players to understand their roles which will help solve some of the problems that principals encounter while working with the various stakeholders on SGBs. One principal maintained that pressure is put on principals as they work with these people; other members of SGBs have their own perceptions of their roles and although their presence seems equal or parallel to that of principals, it tends to add a further burden on the principal:

But as you look at the two structures it's like they are completely parallel and so eh should the people entrust with responsibilities know that even though the two structures seems to parallel but in one way or another they interact. Then that is where now you start enjoying being on the driving seat because this one will be knowing what to do (Principal D).

4.4.3.4 Understaffing, a problem in schools

The principals in this study were of the opinion that one reason they were overloaded was the fact that their schools were understaffed due to the redeployment of existing staff members and the ill health of others. What emanated as a serious challenge was that they usually do not get replacements for teachers who are on leave. The challenge relates directly to the post provisioning model of the education department that does not consider learners enrolment increases in schools. Principal D explained:

We've got a problem with our staffing. As we speak today we used to have about 410 learners enrolment and this year we've got 473 learner enrolments and then we had 14 educators but as I speak we have got 12 educators. The other two are redeployed and remember the number has escalated, but the number of educators has depreciated. And another challenge is on health; we are an old school and most of our educators are very old and are about to retire. You know as the person grows old it also affects, eh, their health in one way or the other. Many a time we find our educators not at school because of ill-health. As I speak we've got a teacher who is almost a year out of school and, eh, frustrating enough is since the beginning of the year we do not have a substitute. So you can imagine that in itself is a challenge (Principal D).

Another principal maintained that principals have been complaining about their staffing situations but that nobody listens.

The findings show that besides their management and governance roles principals also end up with other jobs which are supposed to be performed by clerks and administrators, including manual ones, such as the cleaning the classrooms. According to Principal A,

Em, our governance especially the deputy manager of governance at the circuit level is the person to help. We've been complaining and I think he's the right person. we've been complaining but eh but we don't get any support and even if we write letters for example, after realizing that we are overloaded isn't it sometimes we even have to clean in the classes on our own. Yes, this is the foundation phase school because, eh, it's a lower primary and they can't sweep; just imagine a Grade R learner sweeping what do we have to do, we sweep for them, sometimes the class are so dusty we have to scrub and polish the class on our own as educators (Principal A).

Observation

Principal D

The SGB minutes cited instances of teachers who were on leave for a long time without being replaced. There were also documents that recorded when the principal asked to go and see the circuit manager to request a temporary educator.

Principal A believes that support in the form of administration clerks would help alleviate the burden of the many tasks principals perform; they would, then, be able to concentrate on other management roles and functions:

Eh, in my view I think clerks; eh, administrative clerks will do us the best - irrespective of the size of the school. Why? Because I think as far as the SAMS is concerned I will be relieved by the clerk. As far as finances are concerned the clerk will also relieve us (Principal A).

Some of the other challenges that the principals in this study referred to regarding their roles include their inability to motivate teachers and parent members of SGBs; the provisioning and management of the curriculum; and the creation of a positive learning environment. Principal E said:

Ya, I think eh mhh like I said buying in the vision sometimes as a manager particularly sometimes it becomes difficult. Mhh, motivation is my area where I would say it's a challenge to me and my SMT in terms of motivating teachers on hard work to say let's focus on hard work well particular in curriculum issues that's where i think it's a real challenge (Principal E).

Another principal identified educator absenteeism and syllabi completion backlog as her challenge areas:

Let me start by mentioning this one, educator absenteeism that is one of the challenges that we have at our school here. If you check maybe in our time book, every week you will have one or two educators absenting themselves. That is the greatest challenge. And then the other challenge even though is not that much is the one of some teachers not completing their syllabus and the reason that I sometimes tell myself is because of this absenteeism (Principal F).

4.4.4 Theme 4: Management of identified challenges to performing the dual roles of management and governance

The challenges to performing the dual roles of management and governance identified were the following:

4.4.4.1 Ability to carry out the school's core business

In order not to interfere with teaching and learning, one principal talked of having SGB and other meetings after teaching time - mostly in the afternoons:

So, what we normally do because I'm a teacher as well, I also have classes, we would have our meetings in the afternoons so that I don't get disturbed in managing the curriculum. And then during the day I'll be busy with

management issues, with the teachers, with the learners, so, really to me is not a challenge. Unless, because some of these roles they are like I said they are overlapping even when you do the managerial duties in the SGB you sometimes not realize that eh, I'm starting to manage now. (Principal F).

Another principal suggested that coordinating school activities and finances works well for him, especially principal involvement in such activities:

For me, what works well it's in terms of coordinating the school events, school finances. Em, I would imagine if an outsider would be in the school and we submit proposals and they are not back on time In some way the school might be affected in terms of performance, but if I'm there I might be able to push this must happen (Principal E).

4.4.4.2 Performing management and governance roles

Some principals spoke about collaborative planning and drawing up programmes for both their roles as well as allocating time slots for their management and governance responsibilities and performing both roles equally and in an interlinked manner without prioritizing one over the other in different time slots. They said:

Ya, eh, normally the strategies that we use are we normally find the responsibilities of the principal as the principal in the SMT and the principal as the ex-officio in the SGB, and then from there we draw programmes for the different responsibilities (Principal D).

There is no, there are no policies in in in place that dictate as to what the principal or the manager must do. He as a person put in that position must know that I must do this and must do that also and I must balance the two so that none of the two is left behind (Principal C).

Most principals agreed that what works well in performing the two roles is putting systems in place and monitoring performance properly:

I think what works well is just establishing committees even if I didn't mention it. Because if you can think you can do all this things alone, really they might crack your head so what you do as the manager of the school when you are working with these SGBs, together with the teachers and the SMT for you is to monitor, check as to whether the committees that you have established are functional (Principal F).

I think there should be policies in place, the should be policies that put not only the guidelines, but the ultimate goal at the end of it maybe at the end of every year or two years or whatever period it shall be put that the principal must be asked as to what is it that he has achieved ever since he has been in that school. There must be something to point to say this principal made it possible that this should be there and this is him. He should not be in the school as the principal and just be there in the school. There will be no production; there will be no development, nothing. Even the little that is there that the department has tried to put is very little, it do not bind the principal to show that this is what I have achieved this is what I have accomplished in the school (Principal C).

Document Analysis

Principal F.

The minutes of the staff, the SMT and the SGB meetings; the communication book; and the various plans which were provided indicated that various committees were established to address different issues. The various committees formulated policies that served as a basis for their operation. On some occasions the principal met with committees which were not living up to expected standards to make sure she motivated them to be on a par with other committees.

4.4.4.3 Principals working in collaboration with teachers in performing their roles

Some participant principals recommended that proper monitoring of performance should be coupled with the application of principles of fairness and transparency; that work should be delegated to other role-players; and that they should express their appreciation for the work members are doing as principals alone are not able to carry out their dual roles. They said:

Yes,(interjecting),because, eh, amongst others being alone in the middle of this, being part of management, being part of SGB, alone maybe I may make some blunders but with the help and the support of my educators to my SGB members really I realize that it works, it works it really works for me (Principal A).

I use to make everybody to feel free, and then as long as they are in line with what we want then we just give them free reign to do and then if they don't know they must ask. But I do not fear to go to say this one is not good and then let's change this then they I am approachable it makes them easy for them to come to me for everything and do what they wish for the development of the school. things at school whether is the SGB member or the teacher we do not hesitate to delegate so that everybody must feel free that the principal can come to me and say do this one then I appreciate what they have done (Principal B).

4.5 Summary

In this chapter the findings from the data collected on principals' experiences of their roles; their perceptions of their roles as managers and *ex-officio* members of SGBs; the challenges they experience in performing their dual roles; and the management of identified challenges in performing the dual role of management and governance were presented. The findings were divided into sub-themes that helped understand the phenomenon being studied and relevant quotes supported the discussion.

In the next and final chapter, Chapter 5, the focus will, mainly, be on a summary of the findings and comparing and contrasting them with information from the literature explored in Chapter 2. Important points concerning conclusions reached while collecting data will be discussed. Recommendations will be made based on the findings from the data collected from the six principals.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In Chapter 4 the findings from the data collected on principals' experiences of their roles; their perceptions of their roles as managers and *ex-officio* members of SGBs; the challenges they experience in performing their dual roles; and the management of identified challenges in performing the dual role of management and governance were presented. The findings were divided into sub-themes that helped understand the phenomenon being studied and relevant quotes supported the discussion.

In this chapter the focus is on a summary of the findings, comparing and contrasting them with information from the relevant literature examined in Chapter 2. The perceptions of the six participant principals are discussed; conclusions are drawn; and recommendations - based on the findings - are made. The purpose of this study was to explore the experiences of principals in performing their dual roles as school managers and *ex-officio* members of school governing bodies. The rationale of the study was to identify common problems experienced by school principals in performing their management roles and as members of SGBs. It was anticipated that this study would add to the available literature as well as provide the Department of Education with insights into the performance of school principals in their expected roles. The study also intended to create an awareness and understanding of the complex roles of school principals and the extent to which they could be demanding and, at times, conflicting. The challenges identified and the strategies used by the principals to address problems in performing the dual roles may benefit other principals experiencing similar challenges.

The dissertation report was divided into the five chapters. Chapter 1 provided an introduction to the study by outlining the roles and responsibilities of principals within SGBs and the general challenges they experience in performing their roles in management and school governance. The overall research aim and objectives were identified and the rationale for doing the research, focusing on the central research question was given (Biggam, 2008).

In Chapter 2 the relevant literature related to the roles of principals and their experiences as school managers as well as their role as *ex-officio* members of SGBs was explored. This helped to identify the gap which exists in the literature concerning the dual roles of principals in terms of management and governance, i.e., as managers and *ex-officio* members of SGBs, that challenge them to striking a balance in performing these roles.

Chapter 3 discussed the research approach, design and methodology as well as the theoretical framework of the study; the research participants; and data collection methods. Ethical issues and the strategies used in ensuring credibility of the study were revisited.

In Chapter 4 the research findings in terms of various themes extracted from the collected data which was obtained using interviews and document analysis were presented.

Chapter 5 concludes the study by drawing conclusions from a summary of the findings; making recommendations; and suggesting areas for future studies.

5.2 Summary of research findings

A summary of the research findings and conclusions is given in terms of identified themes.

5.2.1 Principals' experiences of their roles as school principals

In their positions as school managers principals are expected to manage curriculum delivery by monitoring and supporting their teaching staff. This study revealed that some principals are also subject teachers - even grade teachers - due to understaffing. According to The Employment of Educators Act, No. 76 of 1996, principals should engage in class teaching as *per* workload of their relevant post level and the needs of the school. As educator and instructional leaders principals are expected to be able to manage classroom teaching of various kinds, including individual and small group teaching in different contexts, and guide and support teachers and non-teaching staff members (National Education Policy Act, No. 27 of 1996). The involvement of principals in teaching - as found in this study - affirms policy that stipulates that principals are expected to engage in teaching and that the teaching responsibility varies according to the particular post levels of the principals. The implication is that some school principals will be more directly involved in teaching and learning than other principals. In schools with low learner enrolments principals may be expected to teach more than those in schools with high enrolments and more teachers; other administrative and management roles of the principals are the same. In such situations principals in understaffed schools may end up concentrating more on teaching and syllabus coverage than on their other roles, including administrative, management and governance duties that school principals are expected to attend to. The findings of this study confirm that some principals are more involved in instructional leadership than administrative and management roles.

Cooley and Shen, (2003) maintain that school principals are instructional leaders who are expected to ensure curriculum implementation. The principals in this study indicated that their central role was to ensure that effective teaching and learning takes place in their schools through proper curriculum planning, monitoring and support. This finding is consistent with the research done by Wahlstrom and Louis (2008) who are of the opinion that principals should possess sufficient knowledge of the curriculum; that they should be capable of providing constructive feedback to improve

teaching; and that they should be able to design a system which provides support for others. These demanding tasks add to the workload of principals. The curriculum-related responsibilities of principals include frequent teacher observation, improved self-efficacy and improved teacher attitudes towards professional development (Wahlstrom & Louis, 2008). In order for principals to perform such roles there is a need for support and management teams that will ensure that the curriculum is managed adequately. It is imperative that principals should be acquainted with curriculum expectations to ensure that the SMTs perform their function efficiently and effectively. If principals are not aware of what is expected, their teams may not be effective which would be reflected in the performance of the learners.

Apart from curriculum implementation, the findings of the study suggest the need for principals to motivate teachers to boost their morale. The principals who participated in this study indicated that due to low teacher morale they were faced with the task of motivating and inspiring their staff members to perform according to expected standards. The Employment of Educators Act, No. 76 of 1996 states that principals have to ensure that they guide personnel in the proper direction by providing professional leadership within the school. In addition, they have to guide, supervise and offer professional advice on the work and performance of all staff members in the school and, where necessary, discuss and write or countersign reports on teaching, support and the performance of non-teaching and other staff members. Principals are also responsible for the development of staff training programmes and assisting educators to develop and achieve educational objectives in accordance with the needs of the schools.

The findings suggest that principals - as heads of their institutions - should create a positive working relationship with teachers in order to achieve the expected results. Such relationships should encourage collaborative work with, and among, stakeholders. Ownership was another issue mentioned and linked to promoting a team spirit in working towards achieving set goals. The literature shows that the leadership roles of school principals are important in providing the professional leadership required for

positive learning environments (Botha, 2004); a positive learning environment often occurs where there are positive working relationships. However, a happy environment does not, necessarily, mean a conflict-free environment. Where people work together there is bound to be conflict, but a good leader is one who is able to resolve conflict and create a good working climate which will result in establishing a good school culture. Van Wyk (2007) asserts that interpersonal interaction between principals and teachers creates an environment that is conducive to teaching and learning. Such an educational climate positively influences the entire school culture (Edgerson *et. al.*, 2006).

5.2.2. Perceptions of principals regarding their roles as managers and ex-officio members of School Governing Bodies

An understanding of the two roles, management and governance, is important in terms of principals executing their roles appropriately. According to this study, most of the participant principals were able to differentiate between their two roles. They were also aware that they had to perform both their management and the governance roles, although certain situations arose where the two roles were confused. Principals normally work with many stakeholders. It is, therefore, important to establish good working relationships with all stakeholders to facilitate the good governance and management of roles. Heystek, (2004) outlines the situation of principals performing their dual tasks as being between performing management responsibilities as SMT members in compliance with departmental instructions and building a relationship with, and supporting, SGBs as a community engagement function. Although there may be role overlapping the principals should make each stakeholders aware of where one role ends and where the other begins. Principals are at the heart of all operations and, therefore, they are duty-bound to separate their two roles for the sake of the smooth running of the school. The roles are, somehow, intertwined though separate and it is the principals' duty to draw a clear line between each but not to treat them as completely separate entities that operate in isolation. This will help create harmonious working relationships with teachers, learners, parents and other important role players in the setup of the school.

Good working relationships between principals and the other stakeholders may result from principals' knowledge of their line management and governance roles. If principals are aware of the boundaries between the two roles they may be able to guide involved stakeholders accordingly. Heystek (2006) believes that the relationship between the principal and the governing body is important in terms of the effective functioning of the school. In this study, some of the principals perceived their management role as that of carrying out what the Department of Education expected of them. The principals apparently work closely with the SMTs regarding curriculum matters while they keep the SGBs abreast of curriculum issues at their schools. According to the SASA, school principals are responsible and accountable for the professional management activities of the school under the leadership of the head of the Department of Education. Principals are at the centre of all activities and must ensure that they are good instructional leaders by organizing and controlling teaching and learning activities (Mestry, 2004). Their management roles make principals accountable to the education department, the parents and other clients who are interested and involved in education. Well-managed schools tend to have high pass rates of learners which impacts well on the government of the day which has the responsibility to ensure that its citizens are well-educated. Schools that are well-managed attract parents to enrol their children in those schools.

In this study most of the principals cited working with illiterate SGB members as being problematic. Generally, research shows that some of the problems contributing to poor relationships between principals and other SGB members include the fact that SGB members do not understand their roles and functions; a lack of trust between principals and other SGB members; power struggles within, and control of schools by, SGBs; dominance of principals over SGBs; and low literacy levels of SGB members as well as their poor financial knowledge (Mestry, 2004; Karlsson, 2002; Van Wyk, 2004; Heystek, 2006; Mncube, 2009). As *ex-officio* members of SGBs most of the principals in this study said that their role was to train and guide illiterate SGB members by

conducting workshops. They felt that it was their role to induct members of SGBs concerning their roles, functions and responsibilities. The SASA stipulates that principals, as members of SGBs, should assist in empowering other SGB members to perform their functions which include promoting the interests of the school; ensuring its development; confirming its ability to provide quality education for all learners at the school; and adopting a code of conduct for the learners at the school. Brijraj (2004) maintains that in poorer schools principals are reluctant to relinquish, or even share, their power and authority with other SGB members.

The findings of this study regarding the literacy levels of the school principals and what has been reported in the literature suggest that the principals have knowledge power over illiterate SGB members and are in a position to determine how the other SGB members function in governing their schools. According to Heystek (2006), school principals have immediate access to information from education authorities; they access and interpret policies and regulations while other SGB members may be illiterate parents with a lack of knowledge, skills and experience of governing the school. In schools where parent members of SGBs are illiterate and incompetent to perform their roles and responsibilities, principals and the teachers take over their responsibilities which may be seen as taking power from other SGB members (Heystek, 2004; Van Wyk, 2004; Xaba, 2011). Due to their lack of ability to read and write and their poor knowledge of what the SASA expects of SGB members, some school principals tend to exclude those SGB members from decision-making processes (Mncube, 2009). Although power struggles are experienced in some schools, the principals are expected to work with SGB members by guiding them in their roles and responsibilities in order to avoid unnecessary misunderstandings that might arise. For the smooth running of schools principals are not expected to exploit the little knowledge that other governors have, but rather take them on board and informing them about what is expected of them. Bagarette (2012) reports that principals in some public schools dominate decisions taken with regard to school governance issues and fail to share power in governing the

schools with other SGB members. Principals of public schools have reported reasons for the failure of partnerships between principals and other SGB members which creates a lack of trust and leads to power struggles. Principals should be a source of knowledge and guide governing body members every step of the way. Xaba (2011) argues that there is lack of clarity whether principals should perceive themselves as just members of SGBs or as leaders who are expected to assist SGBs members to perform their functions. He further states that the way in which principals perceive their position as SGB members may affect their roles as principals and their status within SGBs. The question arises: *Do principals have equal status with other SGB members or are they above other SGB members?*

5.2.3 Challenges experienced by principals in performing their dual roles

Most of the principals participating in this study maintained that their work was demanding and they were overloaded with many various responsibilities in performing their dual roles as administrators and governors. The principals spoke of going 'the extra mile' in curriculum implementation which seems to require them to work beyond normal hours of duty, such as after school, over weekends and even during school holidays. Most of the principals also indicated that due to the low illiteracy levels of some SGB members they regarded their SGBs as non-functional and almost non-available which contributed to their extra workload. Despite the extended time taken to perform their dual roles, some of the principals were still not able to complete all their tasks.

The workload of principals in performing their dual roles - as stipulated in literature and according to the findings of the study - is undeniably great. They are required to wear various caps in various settings in making sure that their institutions are well run. Because of their many responsibilities principals need to devise a way of working around the situation; if they do not do so, they might not be able to fulfil all their expected roles and they may fail totally in their endeavours. Appointment as a principal does not mean s/he is 'a jack of all trades' and, therefore, continuous in-service training,

workshops and work place forums should take principals on board and help them cope with the burdensome roles they face. If no assistance is offered, principals may experience a great deal of stress, burnout and other stress-related problems.

Apart from the management of the curriculum and school governance, principals in this study cited the challenges of social responsibilities emanating from the levels of poverty among the learners. In all three primary schools the principals indicated that they had a number of needy learners and they felt obliged to provide for them in terms of uniforms, food and other needs. The principals spoke of their social responsibilities of helping needy learners: how they encouraged their staff members to adopt learners and how they acquired donations to help those learners with food and/or uniforms. The relevant literature does not appear to address the social responsibility roles that principals' play related to the welfare of both their learners and their staff members. This is an added role that they assume in order to facilitate both their management and governance roles. It appears that there is more to managing teaching and learning than just overseeing the curriculum and the resources of the school. There are a number of social factors which, if not attended to, may hinder principals in executing their primary roles effectively. The findings of this study suggest that school principals also have the roles of social workers in contributing to the basic needs of the learners, like the provision of food and school uniform and by counselling them.

Most participant principals seemed to struggle to perform their dual roles in management and governance despite acknowledging the importance of both roles. One principal said that his role as a governor was always "pushed to the back" as he concentrated more on his management role which was always under scrutiny by education officials. In a study conducted by Brijraj (2004) on the roles of principals as *ex-officio* member of SGBs versus their roles as heads and professional manager of schools some tensions and challenges facing school principals are unravelled. The study highlights that according to the PAM (Personnel Administrative Measures) principals are required to serve on the governing bodies of schools and render all necessary

assistance to those bodies in the performance of their functions which are set out in the SASA as well as cooperate with members of staff and SGBs in maintaining an efficient and smooth running school. The fact that both administrative and governing roles are important and need to be balanced cannot be disputed. Reality has proven though that the effective balancing of both roles is still far-fetched a dream. With such an overload of roles most principals in this study give priority to curriculum implementation and instructional leadership over school governance. The principals who participated in the study suggested that the main reason for being faced with such an enormous task in dealing with their two roles and not giving them equal attention is that they are understaffed in their schools. The lack of an adequate number of teachers in some schools is, therefore, one reason why some principals concentrated on teaching more than school management and governance responsibilities.

Understaffing affects both teachers and support or administrative personnel. All the schools that participated in this study do not have administrative clerks. Some principals complained of situations where teachers were either on sick leave or have retired and have still not been replaced. This study was conducted in poor schools which, according to Norms and Standards, are Quintile 1 and Quintile 2 'no fee paying' schools where the SGBs do not have the power and resources to employ teachers. The principals in this study seem to neglect certain roles allocated to them because they are fully occupied and there seems to be no forthcoming help from the education department or the community.

5.2.4 Management of identified challenges facing principals in performing their dual roles of management and governance

The findings of this study show that due to their heavy workloads in performing their management and governance roles, some principals focus more on teaching and learning as the core business of their schools and they allocate little time for their SGB responsibilities. Reitzug *et al.* (2008) identify instructional leadership as the core responsibility of principals, which is in line with the findings of this study. Elsewhere,

Bush (2007) asserts that the role of principals as learning leaders in terms of their management and governance roles is equally demanding although more focus is placed on the learner results than on anything else that is happening in the schools. The emphasis on learner performance will always make principals focus more on their teaching and learning responsibilities than their other roles. The importance of teaching and learning cannot be disputed and the activities of SGBs also support the teaching and learning that takes place in schools. Principals need to make sure that they do not overlook secondary factors that enhance teaching and learning because it may be detrimental to the very objectives they aspire to accomplish.

Some principals talked of collaborative planning and drawing up programmes for both roles; allocating time slots for management and governance responsibilities; performing both roles in different time slots; and performing both management and governance roles equally in an interlinked manner without prioritizing one over the other. Collaborative planning strategies seem to work well for the principals and they help them manage their two demanding roles. According to the Employment of Educators Act, No. 76 of 1996, the task and responsibilities of the principal - as stipulated in the act - make demands on principals' time management and leadership skills.

In a study conducted by Agasisti, Bonomi and Sibiano (2012) on the managerial characteristics of schools and how they influence performance the role of governance and managerial characteristics of schools is investigated as well as individual factors that are associated with higher schools' performance - as measured by student achievement. Principals are at the forefront in terms of leading both management and the governing bodies; they remain accountable as powers have been vested in them by the head of the Provincial Education Department to represent the department in schools.

Principals agree that planning is needed in order to accommodate both roles as managers and governors. Botha (2006) believes that in their performance of both roles,

there is an assumption that principals are inspirational enough and able to perform their management/professional as well as their governance tasks without failure. This would be an ideal situation but the reality of how principals perform their roles may be far from the ideal in terms of situation and expectations; it is not just planning that enables principals to execute the two roles well but much more. Managing time can be an effective way of ensuring that principals successfully perform their two tasks but because the available time is insufficient it may be difficult for principals to complete most tasks.

Another strategy that some principals use to perform their two roles is delegating some responsibilities to colleagues, such as the teachers. According to some of the principals, proper monitoring of teaching and learning is possible by delegating and showing appreciation for the work of staff members; principals, alone, cannot perform their dual roles. Delegation alleviates some of the backlog which may occur if principals have to perform on their own. There are many expectations from various stakeholders that principals need to meet when it comes to instructional leadership. The manner in which they deal with this has a way of influencing their environment both positively and negatively. A study that addresses the way in which teachers experience principals' leadership was conducted by Wahlstrom and Louis (2008). They explored various factors that are often present in principal-teacher interaction to see how identified factors impact teachers' classroom instructional practices.

It is true that principals on their own cannot manage the dual roles they face; they need to involve other stakeholders by delegating tasks. However, principals should not overlook the fact that they remain accountable for any action taken in their schools. Not everybody has the interest of the school at heart; some people may sabotage processes and it is, therefore, incumbent on the principal to delegate responsibilities to people he knows will not obstruct his progress. Delegation is good but people need constant monitoring and support as they might deviate from the mission of the school and the principal will be accountable. The principal should also know which roles s/he can

delegate which need her/his direct attention. This process calls for good principal-teacher interaction without compromising standards (Wahlstrom & Louis, 2008).

According to Biddle (1979:4) in Hunt and Stein (2012), role theory is the study of behaviour that is characteristic of persons within contexts and roles as “phenomenon patterned human behaviour.” In other words, behaviour and its context define roles and have a reciprocal relationship in which each affect the other. Biddle further suggests that roles are linked to societal functioning and to social position and status. He refers to the concept of social linkage by proposing that behaviour within roles is contextually bound and is, thus, embedded in social systems. Hunt and Stein (2012) believe that the roles we hold as members of society help us define how we are related to others while, at the same time, help society understand and shape its own hierarchical structure.

The findings of this study confirm, extend and contradict Role Theory. The participant principals told about how they deal with the various circumstances in which they find themselves and that their behaviour varies according to the situation. Because of the illiteracy levels of her SGB members one principal decided to by-pass them in taking major decisions which undermined their status as an important component of the school. It was not only context that determined certain behaviour patterns of the principals; their value systems and perceptions of life also determined their behaviour in various settings. Some principals, when faced with challenging circumstances, felt they needed to approach situations differently in terms of their personal backgrounds. One principal saw his illiterate SGB members as equals because of the value and the respect he puts on policy from higher authorities. Others believe that illiterate SGB members should be motivated and encouraged in order to obtain their total committed participation.

Hardy and Conway (1978) are of the opinion that an understanding of role play is helpful in appreciating the position of consultants as it comprises a collection of

concepts and a variety of hypothetical formulations that predict how actors will perform in a given role and under what circumstances certain types of behaviour can be expected. A contradiction in the above statement is that there was no prediction as to how the principals in this study behaved; all the participants performed differently in dealing with their roles due to their different school contexts and their relationships with other stakeholders. Their behaviour was a result of a number of factors that goes beyond the scope of this study and which require further research.

5.3 Recommendations

From the findings and the discussion, the following recommendations are made:

- As principals are faced with a heavy load of work in performing their roles as managers and *ex-officio* members of SGBs and, in most cases - if not all, they are not trained to be principals, the findings of this study suggest that principals should be trained to balance their roles of managing their schools and their governance responsibilities.
- Mentorship can be a strategy of enabling principals to balance their two roles. Experienced principals from schools with good reputations in school management and governance should act as mentors for novice principals.
- Principals should only be involved in a minimum of teaching to have sufficient time out of the classroom to monitor curriculum implementation and encourage teacher development in addition to school management and governance.
- SMT members should be empowered to help principals monitor curriculum implementation and teacher development to relieve the workloads of principals as instructional leaders.
- Collaboration between and among all stakeholders should be encouraged to enable principals to perform their roles in management and governance better. Working with teachers and parents who do not cooperate may be a source of stress and a burden to school principals in their roles as managers and *ex-officio* members of SGBs.

- Principals should take cognisance of the profiles of SGB members and strive to establish relationships in terms of shared power among the members.
- An effective training team from the Department of Education should be established whose responsibility should be to instruct all members of SGBs on their roles and responsibilities in order to relieve the principals of their roles of conducting training workshops for SGB members.
- The appointment criteria of SGB members should be reconsidered. In the school context where the majority of parents are illiterate basic adult education courses should be available to educate the parent component of SGBs prior to, and post, selection as SGB members.
- The education department should appoint a committee that deals with school governance to check the extent to which principals are coping with their dual roles and provide possible solutions to the challenges identified in specific schools.
- In Quintile 1 and Quintile 2 schools the Department of Education should work closely and in collaboration with the Department of Social Services to provide for the physiological and psychological needs of the learners. This should reduce the workload related to social responsibilities that the principals in this study mentioned.
- The Department of Education should ensure that an adequate number of teachers are appointed in Quintile 1 and Quintile 2 schools where the SGBs are not empowered to appoint teachers; where the schools are understaff; and the principals have full-time teaching responsibilities instead of being able to devote time and energy to their management and governance responsibilities.

5.4 Delimitations

This study was limited to the experiences of principals in performing their dual roles as school managers and *ex-officio* members of the SGBs in one circuit in the Capricorn

District of Limpopo Province. The study focused on six principals from the selected schools as it involved only school principals. Of the six principals three were from primary schools with good learner performance in the Annual National Assessment and three were from secondary schools with high performance results in the Matriculation Examination; other schools were not included in the study. The teachers and other members of SGBs were not involved although they may influence how principals perform their different roles. Data collection methods were limited to interviews and document analysis. The documents used were only available from a few of the schools as they could not be obtained from some schools due to lack of record keeping.

5.5 Limitations

The study used a qualitative approach only which did not create a platform to understand the wider world of principals as it limited the understanding of the phenomenon being studied to the participants' points of view (Leedy & Ormrod, 2005). The findings cannot be generalised to represent the world of principals as only 6 out of 27 principals in the circuit were involved in the study; the findings cannot be generalised beyond the context of the study because the small sample is not representative of the school principal population. However, the findings of this study give some insight information on the dual roles of principals which may lead to a more extensive study on the phenomenon. Challenges were experienced in terms of time management in making appointments with the principals for interviews and, at times, principals were required to attend urgent meetings which meant re-scheduling appoints. Data was collected in the schools within one circuit to reduce travelling costs and other expenses.

5.6 Significance of the study

The intention of this study was to explore the dual roles of school principals as managers and *ex-officio* members of SGBs. It aimed at identifying common problems experienced by school principals in performing their roles. The findings have provided

some insightful information that may be considered in designing training programmes for principals. The involvement of the Department of Education in supporting and ensuring that the principals perform their dual roles of management and school governance is suggested under recommendations. The findings of this study may also create an awareness and understanding of the complex roles of principals in school management and governance.

5.7 Future Research

Since this study was conducted using a qualitative approach, there is a need for the same or similar study to use a quantitative approach in order to cover a wider range of principals so that findings may be generalised. Further studies could also be undertaken on the impact of the community on the management roles of principals and the role that the education department plays in supporting principals in performing their duties in terms of school management and governance.

5.8 Conclusion

The roles of principals in schools are demanding and complicated. This study shows that the participant principals seem to be struggling to cope with their teaching, management and governance roles. Most principals who participated in the study admitted that there was a need to balance of their roles but that it was not an easy task because of other factors, like teaching, social responsibilities and a lack of time - among others. Working with illiterate SGB members was an extra burden for the principals as *ex-officio* members as they have to train them and, at times, perform the roles that are often the responsibility of other members of the SGBs. In performing their dual roles principals had various different personal experiences and used personal approaches which seem to work for them in their unique settings. Despite the different school contexts and experiences of the principals, it is evident that without collaboration with other relevant stakeholders, the work of the principals will remain a challenge.

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ANNEXURES

ANNEXTURE A: ETHICAL CLEARANCE CERTIFICATE

Researcher

Mr TJ Maponya
P O Box 31776
Superbia
0759
tjmaponya@gmail.com
0823065560

Supervisor

Dr TA Ogina
Department of Educational Leadership and Management
0721289958
taogina@up.ac.za/oginateresa8@gmail.com

Proposal: An exploration of the experiences of principals in performing their dual role as school; managers and ex officio members of school governing bodies in the Capricorn district in the Limpopo Province.

Qualification: M Ed Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

For full approval: *The application was reviewed in compliance with the Unisa Policy on Research Ethics by the CEDU ERC on 15 April 2015.*

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is*



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.

An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number [top right corner of this communiqué] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claessens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof VI McKay

ACTING EXECUTIVE DEAN: CEDU

ANNEXURE B: PERMISSION LETTERS TO AND FROM THE DEPARTMENT OF EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF **EDUCATION**

Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za

PO BOX
SUPERBIA
0759

MAPONYA TJ

RE: Request for permission to Conduct Research

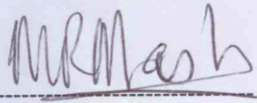
1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“AN EXPLORATION OF THE EXPERIANCES OF PRINCIPALS IN PERFORMING THEIR DUAL ROLES AS SCHOOL MANAGER AND EX OFFICIO MEMBER OF SCHOOL GOVERNING BODIES IN THE CAPRICON DISTRICT OF LIMPOPO PROVINCE ”**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

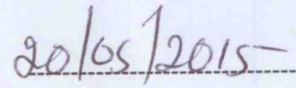
5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Handwritten signature in black ink, appearing to read 'Mashaba KM', written over a horizontal dashed line.

Mashaba KM

Acting Head of Department.

Handwritten date '20/05/2015' in black ink, written over a horizontal dashed line.

Date

PERMISSION FROM CIRCUIT OFFICE



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Private Bag X1118

SOVENGA

011/227

Tel: 015 267 5523

MAMABOLO CIRCUIT

Enq: Ratale S.M. Cell: 082 647 4322; E-mail: RataleSM@edu.limpopo.gov.za

To: Mr Maponya T.J

Date: 28/05/2015

Sir.

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MAMABOLO CIRCUIT

1. The above matter refers
2. This serves to acknowledge receipt of your letter dated 22/05/2015.
3. Permission is granted to conduct research in 6 of the schools in the circuit.
4. We hope that our schools will be able to provide you with all the information required in relation to the research.
5. We wish you all the best and hope that this will not only benefit the researcher but our schools would also benefit from this research.

My kindest regards

Duly signed

.....
.....

28/05/2015

Circuit Manager:(Mamabolo) Circu

Permission letter to and from the Limpopo Department of Education

Maponya TJ

P.O.BOX 31776

0759

15 January 2015

**THE HEAD OF DEPARTMENT
DEPARTMENT OF EDUCATION
LIMPOPO PROVINCE**

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN CAPRICORN DISTRICT.

My name is Tebogo John Maponya, a principal of Millennium Combined School. Currently, I am doing my Masters Degree in Education Management with The University of South Africa. I hereby request permission to conduct my research in schools in Mamabolo Circuit of the Capricorn District. The topic of my study is” **An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.**” The purpose of this study is to explore how school principals perform the dual role of school management and governance. Six principals from six schools (three primary and three secondary schools) in Mamabolo circuit will be involved in the study. The circuit office will be involved identifying the participants. Data collection will be done after school hours and will not interfere with the duties of the participants.

Data will be done through semi-structured interviews and document analysis. Participation in this study is voluntary and the participants have the right to withdraw

from the study at any time without any consequences. The participants will be interviewed at school or at an alternative venue suggested by them. The duration of the interviews will be approximately 45 minutes and the data will be collected over a period of two months. Further consent will be obtained to record the interviews. Confidentiality and anonymity regarding information shared will be guaranteed. The identity of the schools will be protected by using pseudonyms and codes instead of the real names of the circuit and the schools. There is no foreseeable risk or possible harm in involving the participants in this study. The benefits of participating in this study are that at the end of the study a report on the summary of the main findings and recommendations will be given to the principals. Through participating in this study, the principals will be contributing to the construction of knowledge on school management and governance. The interview process will also give the principals opportunity to do self-reflection on their own practice.

Once the study is concluded the results will be communicated to the circuit office and the Limpopo Department of Education.

Hope my request will receive your positive response.

Yours Faithfully

Researcher: Maponya T.J.(Personnel Number 80722211)

Email :tjmaponya@gmail.com

Contact Number: 082 3065 560/ 082 452 8712

Supervisor: Dr T. Ogina Email oginateresa8@gmail.com 0721289958

Permission letter to Mamabolo Circuit

Maponya TJ
P.O.BOX 31776
0759
20 January 2015

The Circuit Manager

Mamabolo circuit

Limpopo province.

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MAMABOLO CIRCUIT

My name is Tebogo John Maponya, a principal of Millennium Combined School. I hereby request permission to conduct research in the above-mentioned circuit. I am a Masters student at the University of South Africa (UNISA) specializing in Educational Management. My research title is *“An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.”* I am also requesting your consent to assist me in identifying principals whom I can involve in the study. I intend to do my research in 6 schools (three primary and three secondary schools) in the circuit. I will conduct interviews with 6 principals.

The aim of this study is to explore how school principals perform the dual role of school management and governance. Data will be collected through semi-structured interviews and document analysis. Participation in this study will be voluntary and the participants have the right to withdraw from the study at any time without any consequences. The participants will be interviewed at school or at an alternative venue

suggested by them. The interviews will be conducted after school hours so as to avoid interfering with teaching time. The duration of the interviews will be approximately 45 minutes and the data collection process will be for a period of two months. Further consent will be obtained to record the interviews. Confidentiality and anonymity regarding information shared will be guaranteed. The identity of the circuit and the schools will be protected by using pseudonyms and codes instead of the real names of the circuit and the schools. The benefits of participating in this study are that at the end of the study a report on the summary of the main findings and recommendations will be given to the principals and the circuit office. Through participating in this study, the teachers will be contributing to the construction of knowledge on school management and governance. The interview process will also give the principals an opportunity to do self-reflection on their own practice.

Hope my request will receive your positive response.

Yours Faithfully

Maponya T.J. (Personnel Number 80722211) **Email :tjmaponya@gmail.com**

Contact Number: 082 3065 560/ 082 452 8712

Supervisor: Dr T. Ogina Email oginateresa8@gmail.com 0721289958

ANNEXURE C: LETTERS OF INFORMED CONSENT



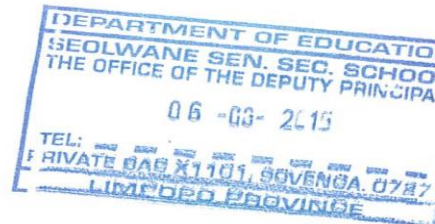
CONSENT FORM

Agree/disagree to participate in this research study

If agree please sign the section below

I have read the request letter I agree to participate in the study titled "**An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.**" I understand the nature of the research and give my consent to be interviewed. I further give the researcher permission to tape the interview. I also give the researcher the necessary documents relevant to the study where possible. I understand that my identity and that of my school will be kept anonymous and the information obtained from the interview and the documents will be confidential. I understand that my participation is voluntary and I have the right to withdraw from the study if I feel uncomfortable to continue or if there are other reasons. I am also not obliged to reveal information that I feel uncomfortable revealing. I am aware that at the end of the study I will be given a summary report on the main findings and recommendations from the study which may be useful in improving my management and governance responsibilities.

Participant's signature Musebe Date 06.06.2015
Researcher Signature [Signature] Date 06/06/2015
Supervisor Signature Date.....



CONSENT FORM

Agree/disagree to participate in this research study

If agree please sign the section below

I have read the request letter I agree to participate in the study titled ***“An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.”*** I understand the nature of the research and give my consent to be interviewed. I further give the researcher permission to tape the interview. I also give the researcher the necessary documents relevant to the study where possible. I understand that my identity and that of my school will be kept anonymous and the information obtained from the interview and the documents will be confidential. I understand that my participation is voluntary and I have the right to withdraw from the study if I feel uncomfortable to continue or if there are other reasons. I am also not obliged to reveal information that I feel uncomfortable revealing. I am aware that at the end of the study I will be given a summary report on the main findings and recommendations from the study which may be useful in improving my management and governance responsibilities.

Participant's signature M.S. Lekoto Date 01.06.2015
Researcher Signature [Signature] Date 01/06/2015
Supervisor Signature Date

CONSENT FORM

Agree/disagree to participate in this research study

If agree please sign the section below

I have read the request letter I agree to participate in the study titled ***“An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.”*** I understand the nature of the research and give my consent to be interviewed. I further give the researcher permission to tape the interview. I also give the researcher the necessary documents relevant to the study where possible. I understand that my identity and that of my school will be kept anonymous and the information obtained from the interview and the documents will be confidential. I understand that my participation is voluntary and I have the right to withdraw from the study if I feel uncomfortable to continue or if there are other reasons. I am also not obliged to reveal information that I feel uncomfortable revealing. I am aware that at the end of the study I will be given a summary report on the main findings and recommendations from the study which may be useful in improving my management and governance responsibilities.


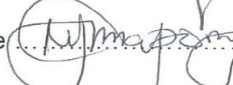
Participant's signature M.M. Malegoba Date 02/06/2015
 Researcher Signature [Signature] Date 02/06/2015
 Supervisor Signature Date

CONSENT FORM

Agree/disagree to participate in this research study

If agree please sign the section below

I have read the request letter I agree to participate in the study titled ***“An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.”*** I understand the nature of the research and give my consent to be interviewed. I further give the researcher permission to tape the interview. I also give the researcher the necessary documents relevant to the study where possible. I understand that my identity and that of my school will be kept anonymous and the information obtained from the interview and the documents will be confidential. I understand that my participation is voluntary and I have the right to withdraw from the study if I feel uncomfortable to continue or if there are other reasons. I am also not obliged to reveal information that I feel uncomfortable revealing. I am aware that at the end of the study I will be given a summary report on the main findings and recommendations from the study which may be useful in improving my management and governance responsibilities.


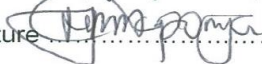
Participant's signature  Date 06/06/2015
Researcher Signature  Date 06/06/2015
Supervisor SignatureDate.....

CONSENT FORM

Agree/disagree to participate in this research study

If agree please sign the section below

I have read the request letter I agree to participate in the study titled "**An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.**" I understand the nature of the research and give my consent to be interviewed. I further give the researcher permission to tape the interview. I also give the researcher the necessary documents relevant to the study where possible. I understand that my identity and that of my school will be kept anonymous and the information obtained from the interview and the documents will be confidential. I understand that my participation is voluntary and I have the right to withdraw from the study if I feel uncomfortable to continue or if there are other reasons. I am also not obliged to reveal information that I feel uncomfortable revealing. I am aware that at the end of the study I will be given a summary report on the main findings and recommendations from the study which may be useful in improving my management and governance responsibilities.


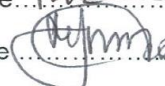
Participant's signature  Date 04/06/2015
Researcher Signature  Date 04/06/2015
Supervisor Signature Date.....

CONSENT FORM

Agree/disagree to participate in this research study

If agree please sign the section below

I have read the request letter I agree to participate in the study titled ***“An exploration of the experiences of principals in performing their dual roles as school managers and ex officio members of School Governing Bodies in the Capricorn District of Limpopo province.”*** I understand the nature of the research and give my consent to be interviewed. I further give the researcher permission to tape the interview. I also give the researcher the necessary documents relevant to the study where possible. I understand that my identity and that of my school will be kept anonymous and the information obtained from the interview and the documents will be confidential. I understand that my participation is voluntary and I have the right to withdraw from the study if I feel uncomfortable to continue or if there are other reasons. I am also not obliged to reveal information that I feel uncomfortable revealing. I am aware that at the end of the study I will be given a summary report on the main findings and recommendations from the study which may be useful in improving my management and governance responsibilities.

Participant's signature  Date 04/06/2015
Researcher Signature  Date 04/06/2015
Supervisor Signature Date.....

ANNEXURE D: INTERVIEW PROTOCOL

1. Please tell me about yourself. (How long have you been a principal, how long have you been in this school, what is unique about this school)?
2. What are some of the positive experiences of being a principal in this school?
3. Tell me about your role as a manager of this school?
4. What are some of the challenges experienced as a manager?
5. In your opinion, what can you say about your SGB?
6. Describe your role as a SGB member?
7. What is your opinion regarding performing the role of a manager and ex-officio member of SGB?
8. What have you identified as challenges in performing your responsibilities as an SGB member and a school manager?
9. What works well in performing both roles as a school manager and SGB member?
10. What are some of the strategies that you use in managing both roles?
11. Is there anything else that you would like to tell me about performing the two roles?

Thank you!

ANNEXURE E: INTERVIEW TRANSCRIPT SAMPLE

PRINCIPAL A 1 June 2015

1. Please tell me about yourself. (How long have you been a principal, how long have you been in this school, what is unique about this school)?

“Mh, I have been principal for a period of 13 years, and eh my experience as a principal started at the school, meaning, I have been at this school for thirteen years. Then eh what is unique about the school is that eh, the lower primary school, so for me to operate ah ah ah I must have a good link with the background, especially family background of my learners. So I’ve always, I’ve always(emphatically)involved parents in whatever I do with the learners, that’s the uniqueness that I have and we always strived for success with my little ones and it’s quite a challenge ,because we start by the foundation first.

2. What are some of the positive experiences of being a principal in this school?

“Eh, my positive experiences is that eh, ah ah I learned a lot. The positive part of it is that ah I started being a principal while I was never a HOD,I was never a deputy, that means as far as leadership and management is concerned I started to learn while I was in. I only have the theory through my qualifications. The theory of leadership. But, All the experiences I learned them while I made hands on so the positive part is that I explored, I initiated a lot, amongst others when I start here there was no electricity, but now there is electricity, when I start here there was no water ,I managed to get a borehole through eh water affairs, there was no garden, but now the garden is so flourishing to an extent that we even compete at National level and eh always when I have eh eh something that especially that sort of awards giving ceremonies or competitions that will develop me further I use to enter. And through them, I get a lot lot of challenge to develop me further and further, so ah ah I really explored with this.

3. Tell me about your role as a manager of this school?

The role that I play as a manager, ehm, is a little bit diversive, because I have to ensure that, learners are able to to to to gain especially,(interrupted by a phone call)(Me: okay you can proceed)"ok especially if you you check our vision statement, it says quality foundation is a key for better future ,meaning I must be involved in making, ensuring that the vision especially on the learners is living. And then, I also strive hard to ensure that our my educators they ,they strive hard because alone I won't be able to accomplish that mission. They strive hard to ensure that our learners they got that quality education and since well I said this is the foundation primary I also strive hard to ensure that I work together with the parents because learners are still fresh from home and I have to make a good friendship with their parents so that I must know their family backgrounds in order to help them. (Me: Can I just check with you speak about making sure that these learners get a solid foundation, you mean solid foundation in terms of what?)"In terms of especially what they acquired through curriculum delivery. I go to class on my own, do class visit to ensure their activeness in class, and I check their books on my own here at school no HOD, no deputy principal, no senior teacher. When we talk of monitoring and support I have to do it on my own. And for your information I know all my learners from Grade R up to Grade 4(Me: mhh)"yes"(Me :Okay since it's a small school can you tell me about the class visits and you being a teacher ,are you also teaching)"(Emphatic)full time educator.{Me: and now tell me about such an experience)"Eh, you know what let me tell the truth, I am more of a teacher than of a manager, really(emphatic).Why because since well I am a full time teacher I focus more on curriculum than on managing. Sometimes when it comes to managing I only dance to the tune of the demands from the circuit. What I do I am more in class teaching then the little time I get I ensure that ah,ah,ah I support my educators and monitor their work .They do submissions like moderating their Question papers because eh for your information small as we are, when we talk of ANA

the top school in the circuit especially in Grade 3. We've got these two trophies, the first one for Sepedi, last year Grade 3. Sepedi ANA, the other one for Dipalo ANA and top learner in Dipalo from Kotankwe. you can see that we really do hands on more on curriculum than on management."

4. What are some of the challenges experienced as a manager?

Eh, the main main challenge is that eh, I am overloaded, I am curriculum overloaded eh because as a full time educator in class, you can imagine when do I do my management work. Most of my work I do them after hours, after hours, then the only time I have for free I squeeze it to ensure that I monitor and support and then the main main challenge is that what I focus on is curriculum and really I am impressed. My educators as far as curriculum coverage, curriculum delivery I'm impressed with what they do, but the rest, I just put them aside and do them after hours. (Me: Okay maybe just just to be a little bit inquisitive when you say the rest can you just give me an example of the rest that you...((interjects)let's say the educators submit their Question papers for moderation, I have to remain at school so that I moderate them. Then eh eh let's say I have to check Schedules before we submit them, I have to remain at school, the worst part of it SAMS. Eh, for me to capture my learners, that is why I say I know the whole school. For me to capture my learners in SAMS I don't even do it here at school, I do it at home, you find that I take the school lap top take it home. The whole weekend capturing all the new learners so that when they talk of Snap Survey, when they talk of Annual Survey, when they talk of schedules based on SAMS I must submit with others, you can see that really it is an extra mile, extra time but eh I have to do it."

5. In your opinion, what can you say about your SGB?

Eh since I started working here, my SGB most of them they are illiterate. Most of them they are elderly people. Why because their parents some of them, they try to in layman's language we just say they market. They go to seek the job and they are not around and some of them they are migratory labourers they are

working around Gauteng then most of my learners they remain with their grandparents at home. So when we talk of SGB you you have to guide them really because of their level of literateness but this year with the elections of this year really I have youngsters, most of them they they passed Grade 11,three of them they've passed Grade 11.I am sure that this term I am going to work with the many people who can make a change because of their level of education at least in Grade 11 learners then even their contribution as young people I hope this time they will do the best but all in all I was striving hard to guide them"

6. Describe your role as a SGB member?

"eehm, my role as an SGB member as ex officio especially, is that eh for them to know content especially what they are in the SGB for, I have to run mini workshops, even before the circuit can do whatever, I have to guide them based on the documents that I have, from the SGB file from the Department it helps me a lot to at least orientate them on what is the role of the chairman, SGB chairperson, what is the role of the SGB Treasurer, what is the role of the SGB Secretary and their role at large. So by mere workshopping giving them that a mini workshop, at least they have a basic of what we are going to do throughout the three years in their office term. (Me: you spoke about the three years and the mini workshops that you are conducting and their roles, can I check do you only conduct it once just to tell them about their roles or is it maybe something that you do annually or you do it by a certain period of time? How do you do it?)Mmhm, I do it once unless there is a parent who is going to drop because his /her learner is no longer with us when if a new parent comes is then that I give him/her that briefing of induction or orientation. But normally I do it once at the beginning of their, beginning of their three years."

7. What is your opinion regarding performing the role of a manager and ex-officio member of SGB?

Eh ,you know what, it's strenuous, it's strenuous to an extent that eh being a manager on the other side, being an ex officio on the other side, sometimes ah I

loose direction, I mix them just for the sake of the success and the running of the school without even taking notice of which one is supposed to be in the management which one is supposed to be in the SGB part, for an example, you find that eh according to the rules, maybe the rules ,governance rules they say eh always when you have SGB meetings curriculum must be part of SGB meetings you must say something about curriculum, why I am managing curriculum? That means I am going to take whatever that I know through my curriculum management and put it back into the SGB. Somehow somewhere yes they link, when you combine them together without checking whatever yes you'll run the school and it will proceed and it will progress, but when it comes to demarcations I will just mix. (Me: Okay I am interested in the links, can you identify some of the roles that you feel that maybe they are actually a link eh both in the management and governance.)"Eh let's say I work with my educators, as I go to class check learner performance, check curriculum coverage, check the activeness especially the participation of their parents as eh link to what the educators do with their learners, then I am able to report during SGB meetings during parents meetings that as I do management especially curriculum management and eh I discovered this this that need your intervention to say okay SGB let's have a day on which we are going to spend at school with the learners and their parents so that they can do whatever activity, those learners they can do their activities showing their parents their performance in school. Are you aware that we took it from management, curriculum management and we bring it to SGB? Whatever that is parent related and through this then eh the parents are able to see what their learners are doing and they are able to encourage their learners to proceed with the good work. For an example during the last week of June this year we are going to have what we call fun day. This fun day is where parents must come, SGB must be there and their learners, their children they are going to perform whatever they are going to do they will be doing from term 1 up to the last term. For an example thing

that we do in Masifunde Sonke, whatever they are going to do for those activities they are still going to do for their parents. And it reflects their performance in class and it must go to their parents, then as a manager I am able to say okay I manage this like this and then I even took it to the parents.(Me: okay may you just clarify a bit on sometimes losing direction as to what you are supposed to be doing maybe in the SGB you are doing in management and what you are doing in management what you are supposed to be doing in the SGB, just a little bit on that one.)"Ehm (pause and trying to express it by using hands)what can I say, for me when I say I sometimes eh lose direction eh(pause a little puzzled)aright I take for example, I take my my daily teaching work as part of my management then eh I I I sometimes put the SGB involvement aside so as I say sometimes I lose direction, you find that when they as the especially the governance people they come and say on this day they say you must have eh a parents meeting, you find that they give us time to say eh this is the time for parents meeting and we will be at your school at this time then you find that to me(coughing)they interfere with whatever that I must do during working hours as my management work then eh you find that I fight with them to say no no no no this for me is my time for my learners, for me and my learners in class then what can I say(strongly so) ,I have to shift their time you find that they say maybe we'll be there at 12 O'clock and I shift them to 2 O'clock so that it must allow me to do my work with my learners during my own time not to interfere then you find that sometime they say you're wrong because this is part of the school running now I get confused. Who'll run while disturbing my learners, now I get confused. According to me everything that has to do with SGB must be after 2 O'clock when I'm through with my learners in class."

8. What have you identified as challenges in performing your responsibilities as an SGB member and a school manager?

"mhh, the challenges that I have is that both of them (pause)mhh they they demand, they demand my extra involvement to an extent that eh you find that

eh since well I said this is a small school neh I am more of a teacher that of a manager then we have year programmes sometimes for this governance issues so like last week ,last week we were supposed to attend finance meeting, governance finance meeting at circuit level and it was for the whole day while a week before we were supposed to attend governance SGB orientation then while next week we are supposed to attend governance em where they need the principal and the finance officer alone. So this week is meeting for finance officer and principal ,this week is meeting for eh the principal and finance committee, this week meeting for principal and all SGB members, that means I am always away from school, therefore my learners are suffering ,therefore curriculum coverage I won't make it as I have to go for extra time with my learners, that is why sometimes I just intent to come is either on a holiday or on a Saturday and write a test on a Saturday or holiday for my learners.so can you see that these challenges, the the demand by governance and the demand by my role as a manager and my focus on teaching ahhh, it's just chaos. that is why I even have to write tests sometimes on Saturday”(Me: And what about the utilization of resources, financial resources, physical resources and everything within the school linking it to what is happening in the SGB, the provisioning by the SGB?)”Mhh when it comes to the use of finances to tell the truth ah I never had any maladministration of finances school since I started working here .The only challenge that I have is that eh I work with most of the time eh illiterate parents. The challenge is when we have to do something and go for three quotations I have to do it on my own those three quotations. when you send them you find that they didn't do what you expected and you have to stand up on your own after hours and get those three quotations and, all in all, and another challenge is this issue of signing a blank cheque, you find that the governance people they say you mustn't sign a blank cheque. That means you go to town or maybe you phone to get a quotation and they sign a cheque or you sign a cheque and you go there and you buy only to find on arrival that the person who gave you the

quotation didn't quote well, you have to come back with that cheque but with that blank cheque then we are able to do the right thing without, misusing the governance funds. So when it comes to finance really the usage and the running of my finances I've got no problem with that, the only challenge is when I have to go an extra mile of getting the quotations and buying whereby they refuse us blank cheque, that's it" (Me: Maybe just to make the last follow-up on that one, what kind of support do think you would require along those challenges that you meet?) "Eh, in my view I think Clerks; eh administrative clerks will do us the best. Irrespective of the size of the school, why? Because I think as far as SAMS is concerned I will be relieved by the clerk.as far as finances are concerned the clerk will also to relief us, why because when we use the educator as a finance officer while we say we are understaffed, we are overloaded, now that person when she stops teaching and do this finance issues then learners are suffering, but if educators and principal can focus more on teaching management and the clerks do the computer work and the finance work, I think we will be relieved. (Me: And who do you think maybe should assist in that regard?) Em, our governance especially the deputy manager of governance at the circuit level. We've been complaining and I think he's the right person. we've been complaining but eh but we don't get any support and even if we write letters for example, after realizing that we are overloaded isn't it sometimes we even have to clean in the classes on our own, yes this is the foundation phase school because eh it's a lower primary, and they can't sweep, just imagine a Grade R learner sweeping what do we have to do, we sweep for them, sometimes the class are so dusty we have to scrub and polish the class on our own as educators.so based on that are you aware that the roles made by this governance sometimes they, they, they, they cause a burden to us. Why because they said to us through governance that no more workers in the school, especially workers who are supposed to be paid with those norms and standards funds. We need cleaners, we need cooks we need gardeners, we need night watches, those people they relieve us most but

without them we can't go well. But if this governance people they can indicate our burdens through can indicate our burdens to indicate to the government that please please give schools administrative clerks to relief the burdens on the principals, give schools cleaners, give schools night watches or security people then, give schools gardeners because in NSNP we are supposed to have gardeners and we are but we are lower primary our learners when they have to water, when they have to plant the seeds ah ,it's a heavy duty for them."

9. What works well in performing both roles as a school manager and SGB member?

"You know what; I am going to reveal something that we do here at school. It's reality of what is happening here but eh is not how it is supposed to be. For me to do everything I sit with my educators then we plan together, as we plan we don't plan for teaching purposes only, we even plan for governance, whatever before it can be taken to SGB it pass through, it goes through my agreement with my educators. So to really tell you the truth, educators at the school they know everything about governance. They know everything about finance management, they know everything about their duty for curriculum, then eh whatever we do since we are eh small school we do it together. So to us there is no demarcation between management and governance, it's just one thing ,we do it together all of us.(Me :And still on that one ,Where educators are planning also for governance issues does it not create a rift when you take the matters to the SGB members to say that the teachers have decided for us?)"No(very strongly so)we don't tell them that the teachers have decided, no, during our meetings, isn't it we have the teacher component, whatever issues we raise in our meetings in our SGB meetings those teacher component members they will raise issues that we agreed not mentioning the part this we have agreed but as part of same footing of their contribution, the educators contribution why because we have already agreed upon everything that is gonna be of the smooth running of SGB matters through those educators.(Me :So in my understanding mainly as the

principal doing that ,you are doing it so that there should be synergy between management and governance realizing the loophole that you have with your SGB members?)”Yes(interjecting)because eh amongst others being alone in the middle of this, being part of management ,being part of SGB, alone maybe I may make some blunders but with the help and the support of my educators to my SGB members really I realize that it works, it works it really works for me.”

10. What are some of the strategies that you use in managing both roles?

“Ehm for us to to to manage them, the first strategy is the one that I told you that eh we just work them as a combination. To me it works as a strategy. Then eh another strategy is that eh what we call our parent involvement, it’s eh, or I can say it is too high, if done frequently to an extent that eh this strategy of involving parents it eliminates eh ,the gap, the gap between the parents and the school and it reduces several reporting by parents to the SGB educators running of the school but through that parent involvement strategy that we use to make a better combination of running of management, running of SGB.

11. Is there anything else that you would like to tell me about performing the two roles?

“Em, I’m going to say it on a personal view, because to me it’s a challenge but eh it sharpens my mind because eh whatever I do I make sure that I balance what I do in governance with what I do in management. Where it comes to a push that I must say no to what governance wants to do especially our, our deputy governance manager at circuit level, sometimes they are just instructive ,they impose, sometimes I say no ,this one I won’t do it, for an example at one stage they were supposed to have a parents meeting during my working time ,I say said you know what, you give me this date and I have my own date, so by the time you give me your date my parents meeting or my SGB meeting was done already, so I won’t do it again. In the second term they communicate with me first, next time they communicated with me and said we will do it on this day and this time I said no, not at this time because I’ll be teaching, come after school,

then with that I'm able to to balance them. Even if when it comes to workload when I'm overloaded I'm overloaded I just relax and be ready to defend (aggressive) whatever I didn't do because of the pressure but I just don't defend, I tell them the reason I didn't do it because of the pressure. (Me: Do you think that you are at a point where you are able to equally balance your management and your governance role as a principal?) "Eh, I won't just say equally balance, no no no, I won't just say equally, but I am striving hard to ensure that whoever is my senior in the management role is satisfied with my work, whoever is my senior in the governance role is satisfied with my work. But in case I fail I am able to explain the reason for failing or I even in advance tell them know that please allow me to shift maybe submission date because of this. (Me: Okay now, maybe which as my last question which would you say is more important that the other, management or governance?) "Eh I won't say this is more, no you know what in most time when I talk of management I talk of curriculum so whoever is a teacher at school is hired for curriculum delivery so more of my work is on management then. I may value it more but without governance it may not work. For an example if I have to buy resources to apply in class without the money from the norms and standards, without the help of the parents, ae no, they they are not just equal management is more valuable than governance but without governance, management won't materialize effectively."

12. thank you very much madam, then after I am going to make a transcription of this recording and after transcription maybe if there might just be a need might arise that I need to make a telephonic follow-up I hope you wouldn't mind me calling you to make a follow-up on other things I might feel need to be filled. "You are ever welcomed"

And thank you very much "thank you" and God bless you

Thank you!

ANNEXURE F: OBSERVATION NOTES SAMPLE

Principal A

The principal played a vital role in ensuring that curriculum delivery was done to the letter. At the end of the term she analyzed Term 1's results with both the staff and SGB members. She also gave guidance on what should be done to improve the results from the many challenges that she outlined after monitoring and evaluating the results. There was a paper on the workshop organized by the principal and the involvement of outsourced psychologists who gave teachers advice on how to help their learners.

The minutes also show that the principal volunteered to help Grade 3 learners in Mathematics on Fridays. The minutes of the SGB showed that the principal is responsible for guiding and orientation SGB members on their roles and responsibilities. She also provides SGB members with all relevant documents needed to run the SGB.

Principal C.

From a perusal of documents, it could be seen that the principal was responsible for the following: curriculum, finances and the contracts of SGB employed staff. He made sure that the syllabi were covered. The principal also managed learner discipline to ensure school safety. There were documents on the school's management plan and, the year plan; academic performance improvement plans were also in place.

The minutes of meetings showed that the principal is responsible for leading the allocation of SGB duties, financial matters and the management of educational resources that are available in the school. In encouraging SGB members to attend meetings the principal initiated a scheme whereby each SGB member who attends the meetings receives R20.00.

ANNEXURE G: EXAMPLE OF ANALYSIS TABLE SAMPLE

<p>3. Tell me about your role as a manager of this school?</p>	<p>PRINCIPAL A. The role that I play as a manager, ehm, is a little bit diversive, because <i>I have to ensure that, learners are able to to to to gain especially,(interrupted by a phone call)(Me: okay you can proceed)"ok especially if you you check our vision statement, it says quality foundation is a key for better future ,meaning I must be involved in making, ensuring that the vision especially on the learners is living. And then, I also strive hard to ensure that our my educators they ,they strive hard because alone I won't be able to accomplish that mission. They strive hard to ensure that our learners they got that quality education and since well I said this is the foundation primary I also strive hard to ensure that I work together with the parents because learners are still fresh from home and I have to make a good friendship with their parents so that I must know their family backgrounds in order to help them. (Me: Can I</i></p>	<p>I have to ensure that, learners are able to to to to gain especially if you you check our vision statement, it says quality foundation is a key for better future ,meaning I must be involved in making, ensuring that the vision especially on the learners is living. They(educators) strive hard to ensure that our learners they got that quality education</p> <p>I have to make a good friendship with their parents so that I must know their family backgrounds in order to help them.</p>	<p>Curriculum delivery guided by the vision of the school</p> <p>Creation of a friendly working relation with parents in the endeavor to know each child's background.</p> <p>Managing curriculum though class visits, checking learners' books, monitoring the teachers' work and supporting them.</p>	<p>School mission and vision</p> <p>Relationship between the principal and the parents</p> <p>Personal involvement in curriculum implementation and monitoring.</p> <p>Teaching and management role</p>
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	<p>just check with you speak about making sure that these learners get a solid foundation, you mean solid foundation in terms of what?)<i>"In terms of especially what they acquired through curriculum delivery. I go to class on my own, do class visit to ensure their activeness in class, and I check their books on my own here at school no HOD, no deputy principal, no senior teacher. When we talk of monitoring and support I have to do it on my own. And for your information I know all my learners from Grade R up to Grade 4(Me: mhh)"yes"(Me :Okay since it's a small school can you tell me about the class visits and you being a teacher ,are you also teaching)"(Emphatic)full time educator.{Me: and now tell me about such an experience)"Eh, you know what let me tell the truth, I am more of a teacher than of a manager, really(emphatic).Why because since well I am a full time teacher I focus more on curriculum than on managing. Sometimes</i></p>	<p>In terms of especially what they acquired through curriculum delivery.</p> <p>I go to class on my own, do class visit to ensure their activeness in class, and I check their books on my own here at school no HOD, no deputy principal, no senior teacher.</p> <p>When we talk of monitoring and support I have to do it on my own. And for your information I know all my learners from Grade R up to Grade 4 Eh, you know what let me tell the truth, I am more of a teacher than of a manager, really(emphatic)</p>	<p>More passionate about teaching than performing management tasks. Management done as a mere compliance</p>	<p>Management as compliance. <i>"Sometimes when it comes to managing I only dance to the tune of the demands from the circuit."</i></p>
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	<p><i>when it comes to managing I only dance to the tune of the demands from the circuit. What I do I am more in class teaching than the little time I get I ensure that ah,ah,ah I support my educators and monitor their work .They do submissions like moderating their Question papers because eh for your information small as we are, when we talk of ANA the top school in the circuit especially in Grade 3.We've got these two trophies, the first one for Sepedi, last year Grade 3.Sepedi ANA, the other one for Dipalo ANA and top learner in Dipalo from Kotankwe.You can see that we really do hands on more on curriculum than on management."</i></p>	<p><i>Sometimes when it comes to managing I only dance to the tune of the demands from the circuit. What I do I am more in class teaching than the little time I get I ensure that ah,ah,ah I support my educators and monitor their work</i></p>		
	<p>PRINCIPAL B. <i>"Ya as a manager I have to know the eh, eh, eh the, the, the, all the policies and I stick to the policies. I do not diverge, eh because if I,I,I diverge from the policies, then sometimes if I take my own decision with outside the policy, then when things becomes</i></p>	<p><i>"Ya as a manager I have to know the all the policies and I stick to the policies.</i></p> <p><i>if teachers do not come to</i></p>	<p>Knowledge of all the policies and no deviation from them.</p> <p>Policy driven leadership style</p>	<p>The role of the principal is perceived as implementation of policies</p>

	<p>difficult I cannot tell them what is in the policy. When you come back to the policies then they will not take the action, then (cough)(Me : When you talk about these policies can you give an example of the policies you are talking about.)”ya say say perhaps the code of conduct of teachers, <i>eh if teachers do not come to school regularly or they come to school a little bit late and I just keep quiet as principal, then eh eh eh it will will make it difficult for me to run the school, which means if I say I I I make a copy of the policies for them everybody has got the policy, the copy of the policy. And they know that this and this we are not supposed to do and this and this are the right things which are to be done then that is why it is easy to run the school.</i></p>	<p>school regularly or they come to school a little bit late and I just keep quiet as principal, then it will will make it difficult for me to run the school, which means if I say I make a copy of the policies for them everybody has got the policy, the copy of the policy. And they know that this and this we are not supposed to do and this and this are the right things which are to be done then that is why it is easy to run the school.</p>	<p>Provisioning of policies and ensuring that personnel behavior is regulated fairly through proper implementation of policies.</p>	<p>Uses policies to regulation the behavior of teachers.</p>
	<p>PRINCIPAL C. “Eh, my role as a manager, first and foremost is to organize the school to see that the school is organized .Teachers are there, they are there knowing what they are there for .Learners are there, learners are</p>	<p>My role as a manager, first and foremost is to organize the school to see that the school is organized .Teachers are there, they are there knowing what they are</p>	<p>Organizing the school and managing the teachers and the learners and ensuring they each perform their function seriously.</p>	<p>Managing the school through order and providing direction to achieve set goals “Remember, this is a school, and that in itself tells</p>

	<p><i>disciplined and they are told what they must do and what is expected of them and then they must behave and they must take their work very seriously and I think basically being able to manage the staff and learners eh you have a combination of ingredients that are necessary at the school.”(Me: Why is it really necessary that you should manage, what is your aim of wanting to manage these educators and the learners?)”Remember, this is a school, and that in itself tells you that there must be order because the school is pursuing a certain goal, and that goal must be must attained .And you cannot attain it if there is no management if there is no order, there is no direction.</i></p>	<p>there for .Learners are there, learners are disciplined and they are told what they must do and what is expected of them and then they must behave and they must take their work very seriously and I think basically being able to manage the staff and learners eh you have a combination of ingredients that are necessary at the school.”</p>		<p><i>you that there must be order because the school is pursuing a certain goal, and that goal must be must attained .And you cannot attain it if there is no management if there is no order, there is no direction</i></p>
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DECLARATION OF LANGUAGE RE-EDITING

25 November 2015


TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the dissertation by Mr Tebogo John Maponya entitled:

**EXPLORING THE DUAL ROLES OF SCHOOL PRINCIPALS AS BOTH
MANAGERS AND *EX-OFFICIO* MEMBERS OF SCHOOL GOVERNING
BODIES: A CASE STUDY IN LIMPOPO PROVINCE**

After examination on 17 November 2015 the work was resubmitted for editing of changes made and content added.

The language editing/proof-reading and re-editing processes included the checking of spelling, punctuation, syntax and expression. An attempt was made to simplify complex sentences and, where necessary, combine short sentences to clarify meaning. Attention was given to the use of various language elements, such as prepositions, consistency in language usage and formatting as well as tenses and capital letters.



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