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Excellence in Public Administration & Community Service

**ANALYSING MANAGEMENT AND GOVERNANCE ISSUES  
IN THE KING WILLIAM'S TOWN EDUCATION DISTRICT  
IN THE EASTERN CAPE.**



**ZIMISELE RAYMOND TOMOSE**

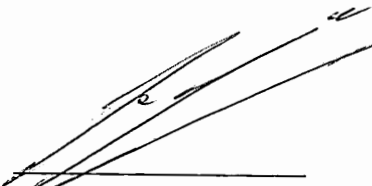
**A MINI-DESSERTATION SUBMITTED IN PARTIAL FULFILLMENT  
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OF MANAGEMENT AND COMMERCE**

**SUPERVISOR: PROF. EOC IJEOMA**

# DECLARATION

I, the undersigned, Zimisele Raymond Tomose, hereby declare that this dissertation is my original work and that it has not been submitted and will not be presented to any other university for a similar or any other degree award.



Signature



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## ACKNOWLEDGEMENTS:

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## DEDICATIONS

My God Jehovah, His Son Jesus and the Holy Ghost, You kept me going through trying and testing times. I bring you back the glory that belongs to you.

“LET US ALSO LAY ASIDE EVERY WEIGHT, AND SIN WHICH CLINGS SO CLOSELY; AND LET US RUN WITH ENDURANCE THE RACE THAT IS SET BEFORE US, LOOKING TO JESUS, THE FOUNDER AND PERFECTER OF OUR FAITH.....” HEBREWS 12:1-2

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These are the words which keep me going, waiting for the day, when the Lord God will say 'well done good and faithful Servants.....Come and share your Masters Joy" Mat 25:23

## ABSTRACT

The need to promote quality service delivery and ensure that schools are managed and governed in a democratic way has led the state in South Africa to enact the South African Schools Act (SASA) 84 of 1996. The SASA (No. 84 of 1996) envisions a participatory, inclusive, transparent, accountable and responsive education system, through creating the enabling structures of School Governing Bodies (SGBs) as vehicles or mechanisms to ensure the realization of these democratic ethos. It is within this vein that the current study sought to investigate the challenges facing the management and governance of schools within the King Williams Town Educational District. Deductive reasoning through the use of quantitative methodology which supported by extensive literature review was employed in conducting the study and the data was elicited through the use of Likert scale questionnaires. The study was anchored upon the decentralization and cooperative governance theories.

The findings of the study have indicated that participants have perceived that their participation in SGBs have enhanced their skills ranging from participation, decision making, financial and critical analysis or evaluation skills. However, the results of the study have also indicated that SGBs arenas are fraught with many challenges such as selective participation, illiteracy challenge, language challenge, and mistrust amongst member, differential capacitation, training challenge, marginalization, delegation and partisan politics. It is therefore argued in the study that there needs to be mechanisms in place to address these challenges and ensure that there is effective and effective governance of schools that is geared towards the realization of quality and responsive education systems in South Africa.

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# ABBREVIATIONS

**ANC** – African National Congress

**CES HRD&L** – Chief Educational Specialist Human Resource Development and Labour

**CES MANGO** – Chief Education Specialist Management and Governance

**DM** – District Manager

**DoE** – Department of Education

**EEA** – Educators Employment Act

**HKED** – Hong Kong Education Policy

**HoD** - Head of Department

**HRM** – Human Resource Management

**LRA**- Labour Relations Act

**LSC** – Local School Council

**NGOs** – Non- Governmental Organisations

**SASA** – South African Schools Act

**SBM** – School – based management

**SGBs** – School Governing Bodies

**SMI** – School Management Initiative



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# CHAPTER ONE

## BACKGROUND AND GENERAL ORIENTATION OF THE STUDY

### 1.1 Introduction

South Africa led by ANC in 1994 inherited racially divided and discriminatory education system which had policy frameworks that promoted unequal education opportunities. This has seen post-apartheid South Africa being predominated by policy reforms that are aimed at reducing inequalities, democratizing and making the education system more inclusive of all the inhabitants of the rainbow nation. There have been thus greater changes in the governance and management of schools than during the apartheid era, as the current epoch has brought about a lot of challenges to school principals and administrators. Previously much of the management and governance decision making at schools was done by the provincial and national department of education; however, in post-apartheid South Africa there has been decentralization which has seen much of the governance and administration being done in the school. According to Bush and Gamange (2001:39) in the decentralized school system there is devolvement of power to school-level governing bodies while operational management is orchestrated on the principal. Therefore the decentralized governance of the education schools promotes an inclusive all stakeholders approach to the management and governance of schools. The South African Schools Act (No. 84 of 1996) is primarily of importance as it promotes participatory or decentralized school governance which embodies an approach to school management that ensure that all stakeholders (teachers, unions, principals, department of education officials, parents, learners and community members) participate. The participation of all stakeholders is what is referred to as the 'democratization of education' (Department of Education, 1997: 6). In this vein, as argued by Bush and Gamange (2001:39)

the idea of promoting all stakeholder participation relates to the view that stakeholder participation holds more benefits for the school and its pupils, as well as the community it serves.

However, while the anticipated benefits or positive outcomes of the current democratic school system are generally appraised and asserted by scholars, there appears to be many challenges in the management and governance of schools in South Africa. As noted by Xitlhabana (2008) education as a whole is a dynamic field with changes always occurring when a new approach is adopted. The changes bring about various challenges to those involved, and in particular the school system in South Africa has suffered the same. The decentralization of school management and governance has thus initiated a new demand of specific management and governance skills that are crucial in managing change within the South African education system. In support of this the Education Department (1996:155) highlighted that the management and governance systems of schools have to keep track of and be able to accommodate new changes. Amongst the challenges being faced by the current education system include; the management of a diverse student body (able bodied and disabled), promotion of inclusive corporate governance and participatory management. Scholars have argued that despite various efforts aimed at training and capacity building of school governors, studies do indicate that challenges abound in the governance of schools in South Africa (Heystek, 2004; Dieltiens, 2005; Lewis and Naidoo, 2006; Brown and Duku, 2008; Xaba, 2011). It was the purpose of the current study to investigate the management and governance issues or challenges with the King William's Town Education District.

## **1.2 Statement of the Problem**

The Ministerial Review Committee in 2003 published a document that highlighted the challenges or difficulties that are forestalling school governance. In this report it was

suggested that the following were the major challenges hindering progress in effective school governance:

- “Levels of education in families. Large swathes of the parent population continue to be either functionally illiterate or have minimal levels of education.
- The deep and pervasive poverty of large numbers of parents, the majority in some provinces, who are unemployed.
- The challenge of a large community of rural families, who live far away from the centres of support of the government and the resources provided by business.
- The marginalisation of black parents on school governing bodies in racially mixed schools and the general lack of integration of such structure.
- The differential capacity of black and poor parents and largely white and wealthy parents to support their schools in terms of fundraising and other ways of support.” (South Africa, DoE, 2003: viii)

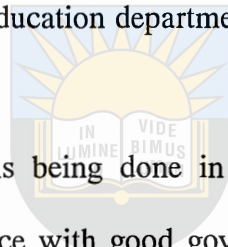
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This can be argued to be the reasons that have given impetus to the current study. Furthermore, studies do indicate that school governance in South Africa is the only important factor in education that seems to be experiencing apparently insurmountable challenges (Xaba, 2011:201). Scholarly evidence has also highlighted that training and capacity building of school governors, is a major challenge in the governance of schools in South Africa (Mabasa and Themane, 2002; Heystek, 2004; Dieltiens, 2005; Lewis and Naidoo, 2006; Brown and Duku, 2008; Tsotetsi et al., 2008; Xaba, 2011). It is these assertions that have contributed to the need of conducting the current study. Hence, the current study sought to analyse the management and governance issues in the King William’s Town Education District.

### **1.3 Research Questions**

The main aim of the study was to analyse the management and governance challenges within the King William's Town Education District. In order to achieve this, the study sought to answer the following questions:

- What is the status of management and governance in the Eastern Cape Department of Education, in general, and King William's Town, in particular?
- Is there a relationship between adherence to good governance practices and improvement in service delivery?
- What are the views of the education department on management and governance challenges?
- What, in practical terms, is being done in King William's Town Education District to ensure compliance with good governance practices proposed by the White Paper on Service Delivery, 1997?



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### **1.4 Goals and Objectives**

The current study thus aim to answer the questions, therefore, in order to achieve this, the following objectives were constructed:

- To identify the current management and governance practices and strategies being used in the King William's Town Education District.
- To establish if there is any relationship between good governance practices and improved service delivery.
- To ascertain the perceptions of the King William's Town Education District civil servants school management and governance challenges.

- To assess the level of compliance of the King William's Town District with regards to good governance practices proposed by the White Paper on Service Delivery, 1997.

## **1.5 RESEARCH METHODOLOGY AND DESIGN**

The aim of the study is to critically analyse the management and governance issues at the King William's Town Education District. Therefore the study will utilise a quantitative approach. This methodology was primarily operationalised through the use of a structured questionnaire, in this case Likert scale based questionnaire. Hence the study will employ the positivist methodology. The positivist methodology allows data to be gathered through quantitative surveys which are more objective. The study adopted the survey design as it presents the best possibility for acquiring the data suitable for the objectives of the study. The utilization of this approach in this study is posited to be the better methodological orientation to best give a clear picture for the study.

### **1.5.1 Population of the study**

In research, population refers to the entire group from which the sample is drawn. Hair, *et al.* (2008), defines population as the identifiable set of elements of interest and pertinent to the researcher and to the research problem. The current study's population comprised of all the education staff of the King William's Town Education District. The population was also inclusive of trade unions and some parents within the King William's Town Education District.

### **1.5.2 Sample and sampling procedure**

The method of sampling that was utilized for the selection of respondents to participate in the study was probability sampling in nature and in this regard systematic sampling was the

technique employed for the study. Systematic sampling involves the random selection of every  $k$ th respondents for inclusion into the sample. Systematic sampling will be used to select respondents for participating in the study (District Manager (DM)), Deputy Director (HRM), Deputy Director (Finance) and Chief Education Specialists (CES-MANGO, CES-Curriculum and CES-HRD&L). Furthermore the researcher utilised systematic sampling in selecting parents and other general workers to participate, as this study employs a quantitative approach.

### **1.5.3 Data Collection**

A structured survey questionnaire was used to gather data for this research. The questionnaire was self-administered to individuals working in the education department of the King William's Town District. The study was conducted in King William's Town with the view of understanding the issues affecting the management and governance of schools within the education district. In this respect since the study was quantitative in nature, the questionnaire was used to elicit responses from the respondents.

### **1.5.4 Data analysis**

Data analysis entails the process of bringing order, structure and meaning to the mass of collected data. The researcher analysed the data using the Statistical Package of Social Sciences (SPSS) version 21 and also through content analysis for generating common themes to better comprehend the findings. Data generated from the responses and analysed through the SPSS package was used to describe, categorize, correlate and summarize the characteristics of the results in relation to issues affecting management and governance at the King William's Town Education District.

## **1.6 Significance of the study**

The research is vital as it adds to knowledge generation within the management and governance of education institutions in South Africa and the world at large. The current study is an investigating into the issues or challenges of management and governance within the King William's Town Education District with a view to proposing strategies that will make for better governance of schools. This study is thus significant with regard to both theory and policy. Theoretically it is a valuable contribution to the scholarly work that has been done on the management and governance of schools in the era of democracy. Practically the current study helps in the generation of policies and mechanisms to promote equal participation and shared governance of schools. It also promotes the usage of more participatory management systems in education institutions.



## **1.7 Envisaged Ethical Issues**

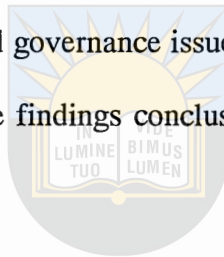
Ethical behaviour is of paramount importance in every research. The rights of respondents were respected, that is they were questioned only if they were willing. The results were not be falsified but analysed as objectively as possible. Confidentiality was affirmed to the extent that the information generated reflected anonymity. The study was able to abide by all the ethical requirements of the University of Fort Hare.

## **1.8 Delimitation and Limitations of the Study**

The purpose of demarcating a study is to make it more manageable and focused. Focus of this study was on two variables namely management and governance of education institutions in King William's Town District. Hence the study was limited to people working in the King William's Town Education department and furthermore, the study was also limited to the residents of King William's Town District

## 1.9 Organization of the Study

**Chapter 1** provides a general introduction to the study in terms of background and rationale of the study, problem statement, research questions and objectives, significance and delimitation of the study. **Chapter 2** is a scholarly review of literature on management and governance issues in education institution, the section also consider the legislation guiding management and governance in such institutions. Lastly the chapter looks at the theoretical framework of the study. **Chapter 3** outlines the research design and methodology. Scope of the study, consisting of the study area; target population and sampling techniques. **Chapter 4** gives out the findings, analysis and discussion of results of the study. It explains and interprets the empirical management and governance issues within the King William's Town Education District. **Chapter 5** gives the findings conclusively and recommendations of the study.



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## 1.10 Conclusion

This chapter has provided a general background and orientation to the current study and has offered a glimpse of scholarly debates on the issues affecting management and governance within the King William's Town Education District. It has offered the theoretical underpinnings of the study and has also explored the envisaged methodological and ethical aspects of the study. In addition the chapter has explained the significance of the study and highlighted the structure of the whole study. The following chapter will thus give a critical engagement of the scholarly debates on management and governance of education institutions. It will also align these debates with the theoretical aspect of the study. Furthermore, Chapter 2 will also offer the legislations in underpinning management and governance of education in South Africa.

The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays, positioned above an open book. The book has the Latin motto "IN VIDE" on its cover. The entire emblem is set against a light blue background with a subtle grid pattern.

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## CHAPTER TWO

### SCHOOL GOVERNANCE AND MANAGEMENT: A LITERATURE REVIEW

#### 2.1. Introduction

The South African education system has undergone profound changes, which are meant to make it more democratic and participatory. There has been a move towards decentralization of management and governance of the school system, which has mainly been prompted by the need to make the system and structures of education governance more inclusive and incorporative of the entire stakeholders. The South African Schools Act (SASA) (No. 84 of 1996) is primarily of importance as it promotes participatory or decentralized school governance which embodies an approach to school management that ensures that all stakeholders (teachers, unions, principals, department of education officials, parents, learners and community members) within the education system do participate in school management and governance

It can therefore be argued that the decentralisation of management and governance to school bodies is not a South African phenomenon only but is a global thing. Globally this is well known as the School-based management (SBM). School Based Management has thus become a mechanism to instill education transformation across the globe (Arnott and Raab, 2000; Gamage and Zadja, 2005; Gamage and Hansson, 2008). This mechanism as noted by Gamage and Hansson (2008) promotes the inclusion and participation of various stakeholders in the education system (parents, the community, NGOs). The central aim of SBM is mainly on participatory decision making at school site (David, 1990 cited in Abu Duhou 1999:33). In this case school management and governance is done through what are known as the School Governing Bodies (SGB).

However, SBM or school governance has been a thematic area fraught with challenges within the education system in South Africa (Xaba, 2011:202). Scholarly evidence has shown that despite the promulgation of the South African Schools Act nearly two decades ago, there seems to be a shortfall between the policy intent and the actual practice. A lot of challenges appear to be impacting the governance and management of schools in South Africa (Heystek, 2004; Dieltiens, 2005; Grant-Lewis and Naidoo, 2006; Brown and Duku, 2008; Xaba, 2011).

It is against this backdrop that this chapter aims to discuss the literature review in relation to the problem of management and governance of schools nationally and in particular in King William's Town. Leedy and Ormrod (2001:85) contend that a literature review should never be a chain of isolated summaries of the writings of others. In this respect the current review of literature shall offer a more discursive and argumentative approach to the problem of school governance. It shall highlight the challenges being incurred in the management and governance of schools. It shall also look at the legislature that has been put in place to ensure the devolvement of management and governance of schools in South and offer empirical review.

## **2.2 School Based Management and Governance**

Management and governance has always been a major issue in the progress and effectiveness of schools and education systems in Africa and the rest of the world. According to Pampallis (1993:84) school governance is of crucial importance because it provides the overall framework in which decisions are made that impact on other important areas of education, including curriculum and language policy, examinations, certification, support services, and other areas. McLennan (1997:37) characterized management in education in the 1990s as having been authoritarian, hierarchal, non-consultative and non-participative. It is surprising that with a shift from centralized to decentralized education systems, though a lot has changed, the scope of problems and challenges has moved from the ones noted by

McLennan. As argued earlier, scholars have indicated that the schools or education sector seems to be experiencing more challenges (Xaba, 2011:201), whilst other scholars have argued that training and capacity building of school governors, is a major challenge in the governance of schools in South Africa (Mabasa and Themane, 2002; Heystek, 2004; Dieltiens, 2005; Lewis and Nadoo, 2006; Brown and Duku, 2008; Tsotesti et al., 2008; Xaba, 2011).

According to Xaba (2011:201) chief amongst the problems of the modern day schools has been the capacity to govern. In support of this vein, Tsotetsi et al (2008), that despite enormous efforts by the provincial department of education to promote capacity building and skills development amongst the school governing bodies, the actual performance of these roles remains a challenge. The skills seems to have not been fully utilized by the school governing bodies (SGB) as much seems questionable as to whether the training or capacity building mechanism are effective or not as no changes are seen in the governance and management level. Reiterating this is Mabasa and Thermane (2002 cited in Xaba, 2011) who highlighted that the SGB are not trained before they start work and this is manifests in problems such as unfamiliarity with meetings procedures, problems with specialists languages used in meetings, not knowing how to make a contribution, not knowing legislation and feeling intimidated by others.

Other scholars like Mestry (2004) assert that school governing bodies lack the necessary knowledge and skills for financial management, also have a challenge in offering solutions to practical problems. Furthermore, Mestry (2006) indicates that there is lack of collaboration between SGBs members and the principals, as principals are unwilling to share delegate responsibility as they fear they may lose their power. According to Van Wyk (2004:51) another challenge in the governing and management of schools emanates from the educators in SGBs' perceptions that other SGB members lack confidence and are not sure of their incumbent roles. Van Wyk (2004) further attests that in most disadvantaged areas SGBs do

not have the required skills and training to ensure they carry out their roles effectively. Confirming this is Maile (2002) who argues that illiteracy amongst SGBs especially parent bodies, contributes to their own inefficiency as it hinders them from accessing relevant information. Hence the participatory school management and governance system in South Africa is rife with challenges.

Xaba (2004) argues that another major issue with management and governance of education institution is partisan politics. In this regard Xaba (2004) found out that educator member of SGBs see their role as that of 'watch-dogs' fighting for educator issues only. Their roles is made complex since they got their membership through constituencies and have to serve the interest of the constituency rather than that of the school. This is noted by Bush and Gamange (2001:42) who argue that the notion of all SGB members working as equals and for the same purpose is a major challenge world-wide. Another major impediment has been the idea that in most African nations there has never been a formal requirement that positions of headship or principal need people who are trained as managers (Bush and Oduro, 2006:362). Good teaching capabilities are not a necessarily an indication that the person will be a good and successful manager (Kitavi and Van der Westhuizen, 1997). There are thus many challenges, forestalling efficiency and service delivery in the education sector. It was the purpose of this study to analyse the issues affecting school management and governance in the King William's Town Education District.

The decentralization of school management and governance to the local level has resulted in the emergence as argued earlier of the concept of School Based Management (SBM). As a decentralized policy initiative SBM are of paramount importance as they promote efficiency and effectiveness. Decentralisation as a policy on its own is well known of its virtues that include broad participation of the public, and which ensures that policies are tailor made to the needs of the (Crook, 1994; Crook and Sverrisson, 2001; Azfar et al, 2004; Mehrotra, 2006). The participation of the parents and community in the SGBs promotes the removal of

elite thinking or capture of education management, which thus makes the governance spaces more inclusive, participatory, responsive and responsive to the community (Bardhan and Mookherjee, 2000). Hence, the decentralization of the management and governance of the education systems is of importance as it entails the creation of effective and efficient, quality systems and also improves learner performance (Zadja, 2006; Arenas, 2006). However, there are several studies that have been conducted on the management and governance of schools.

### **2.3 School Management and Governance in Other Countries**

In most countries there has been a move to decentralize school governance as way to promote inclusive, participatory, responsive, effective and efficient education institutions. In this vein, many countries have initiated SBM policy initiatives that are meant to promote the participation of the parents and the community in these education structures (Currie, 1967; Deem, 1993; Beck and Murphy, 1996; Gamage, 1994, 1998, 2005; Cheng and Chan, 2000; Brown and Duku, 2008 Xaba, 2011) This move however as shall be noted has been fraught with many challenges amidst its success.

In Mexico, Ornelas (2006) notes that federal republic reforms of the early 1990s have given importance to the decentralization of education management to promote efficiency. In Spain as noted by Hanson (1991) it was in 1985 when the SBM became operational, however, in this country it was called the Local School Council (LSC) and it was composed of various stakeholders namely school staff, students, parents the community and the state officials. The role of LSC was mainly to synergize and coordinate the partnership amongst the different stakeholders so as to make the management and governance effective and efficiency. In state like New Zealand, there was the enactment of the Education Act (1989) which gave rise to the introduction of SBM in New Zealand as a way to ensure accountability, stakeholder participation and efficiency (Murdock and Paton, 1993). However, as noted by Murdock and

Patton (1993) the major challenge to the implementation of cooperative governance was the unwelcome perceptions of some of the stakeholders.

Furthermore, in Asia, there has been implementation of the school management and governance in countries in Asia. According to Pang (2000) in Hong Kong the Hong Kong Education Department (HKED) in 1991 introduced the School Management Initiative (SMI) which sought to promote flexibility with the education system management, however, this was later developed further through the SBM. It is argued that this move had challenges as it occurred that in Hong Kong that the school principals started domineering. The HKED later had to reduce the powers that had been granted to school governing bodies. According to Gamage (2005) in Thailand there was the enactment of The National Education Act which gave provision for the introduction of SBM as a mechanism to instill efficiency within schools. And this was seen as an empowering tool as it gave voice to the once marginalized. However, as noted by Gamage and Sooksomchitra (1991) the SBM in Thailand have been suffered from lack of skills, capacity development and knowledge.

In the United States of America and in the United Kingdom governance and management of schools has been enhanced through the SBM stratagems. The SBM gave the parents and community decision making powers and more so this enabled them to be more influential in financial matters. Although this was a major success it can also be argued that at the same time these members of the LSC were had not training and capacitation when it comes to financial issues. Furthermore, Hanson (1991) posits that the school councils were also impacted by the lack of low involvement and commitment rate by parents. Also as noted in America and in most countries across the globe there is a challenge for school governing board as they are accountable to various actors in the education system (state, government, community, etc). According to Hill et al (2002:3) there is therefore what is termed mission confusion which results in the school governing bodies being well known to be disorganized. In this regard it can be argued that there have always been challenges in the management of

schools in different parts of the world. As shall be noted also South Africa suffers from many governance and management problems.

King and Ozler (1993) highlight that SGM has been the main educational reform transforming education in developing nations. They argue that SBM or what others call school autonomy reform or school improvement programmes has been important in promoting accountable education institutional systems that inclusive of all stakeholders (parents, students, communities, principals and education staff)

## **2.4 School Governance and Management in South Africa**

South Africa emerged from an apartheid entrenched system that promoted exclusive development and that marginalized the blacks. It can be argued that the system and institutions during the apartheid era benefited mostly the whites (Nattrass, 2005:55), in this regard scholars have often argued that South Africa is one of the most unequal societies (Marais, 2001:16). It is only through the Democratic South Africa that the natives started to be permitted to participate in the socio-economic and political policy praxis. This is also notable within the education system which has also seen changes since the coming up of the democratic majority rule in South Africa. Laws and legislations have been enacted to promote public participation within the management and governance of schools. This, as can be noted, has been largely influenced by democratic notions that have promoted the decentralization of management and governance to the lower sectors of the community. This is reiterated by Bush and Heystek (2003: 128) who highlight that the notion decentralised school governance has been welcomed in many countries as it promotes stakeholder participation in the determination of fees, budgets and of different school policies.

At the same time it can be argued that everything in the society is dynamic and there was need of a dispensation that addresses the need of everyone. Society is dynamic and schools as microcosm of the society are also dynamic, hence a democratic shift in the society entails

also the same to the school system. In support of this, the Department of Education (1997:2) indicates that, "Just like the country has a government, the school ... needs a "government" to serve the school and the community." Hence there was need to promote governance in the school with the emergence of majority rule in South Africa. Accordingly, Bush and Heystek (2003:127), opine that this devolution (decentralization) was a major shift as it promoted self-governance by schools. It is important to argue at this point that the promotion of the ideals of school governance was supported by legislation in South Africa.

## **2.5 South African Legislation and School Governance**

It was through the South African constitution through the passing of the White Paper on Education and White Paper on Organisation and School Funding that the South African School Act (SASA) 84 of 1996 was passed into legislation. It is the SASA which is of more importance as it governs the role and mandate of school governing bodies in South African education system. The following section will therefore look at the legislation that has been put in place to promote school governance and management.

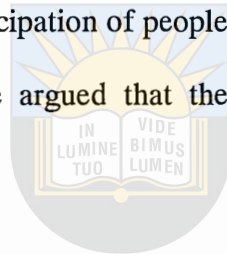
### **2.5.1 The Constitution**

According to Van Rooyen and Rossouw (2007) the South African Constitution, Act No. 108 of 1996, is the supreme law of the country, and ensures that all other forms of legislation are in line with it. The constitution in Section 1 promotes democratic governance and rule, this is notable when it highlights that:

‘The Republic of South Africa is one sovereign, democratic state founded on the values of universal adult suffrage, a national common voters' roll, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness’.

In this respect it can be argued that the South African Constitution promotes democratization and on its emphasis on citizen participation in all spheres of governance. It is in this respect

that even the education sector or system has adopted the notions of democratic governance. In light of this, the Constitution can be noted to be a vehicle for the promotion of public or community or citizen participation in all aspects of societal development. In this respect it can be noted that the Constitution therefore gives a framework or model of ideals to be followed in South Africa to ensure that democracy is achieved in all societal institutions. In line with this, Carim (2001:102) argues that the Constitution shows democracy at a national level and, in a way, assumes and promotes the same ideals to be operating across the nation. Furthermore, the Bill of Rights (RSA, 1996) advocates for the rights of all people in the country and confers the democratic values and notions of human dignity, equality and freedom. In so doing promotes the participation of people in decision-making on matters that affect their interests. Hence it can be argued that the constitution supports stakeholder participation in governance issues.



### **2.5.2 The National Education Policy Act**

The National Education Policy Act, No 27 of 1996 (RSA, 1996), provides for the formulation and development of education policies in South Africa. It is within this policy framework that school policies and acts are developed in relation to management and governance of education institutions. It is within Section 4 of the Act that a mandate is given to the Minister of Education to help in the devising of policies aimed at:

The advancement and protection of the fundamental rights of every person guaranteed in terms of Chapter 2 of the Constitution, and in particular the right of every person; enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes.

Achieving equitable education opportunities and the redress of past inequality in education provision, including the promotion of gender equality and the advancement of the status of women; endeavouring to ensure that no person is denied the opportunity to receive an education to the maximum of his or her ability as a result of physical disability; providing opportunities for and encouraging lifelong learning; achieving an integrated approach to education and training within a national qualifications framework.

Cultivating skills, disciplines and capacities necessary for reconstruction and development; recognising the aptitudes, abilities, interests, prior knowledge and experience of students; encouraging independent and critical thought; promoting a culture of respect for teaching and learning in education institutions. Promoting enquiry, research and the advancement of knowledge; enhancing the quality of education and educational innovation through systematic research on and development in education, monitoring and evaluating education provision and performance, and training educators and education managers, ensuring broad public participation in the development of education policy and the representation of stakeholders in the governance of all aspects of the education system.

Achieving the cost-effective use of education resources and sustainable implementation of education services; achieving close co-operation between the national and provincial governments on matters relating to education, including the development of capacity in the departments of education, and the effective management of the national education system (RSA, 1996).

In summary, this Act as can be seen augments for school governance and is a clear indication of the importance given to cooperation or partnership in the governance and management of schools in South Africa. It therefore advocates for broad inclusion and participation of all stakeholders in the management of schools in South Africa. It is through these visionary stipulations of this Act that the South African Schools Act is built.

### 2.5.3 South African Schools Act no. 84 of 1996

The South African Schools Act (SASA) No. 84 of 1996 is the cornerstone of the democratic management and governance of schools in South Africa. In support of this, Adams and Waghid (2005:25) therefore assert that the Act was enacted so promote democratic transformation of the South African society. Suggestively, Naidoo (2005:29) highlights that SASA borrows from the Constitution its democratic emphasis on governance, this is seen in that the Act advocates for school governance based on equity, equality, participation, inclusion, cooperation amongst all stakeholders within the school environment. This is reiterated further by Prinsloo (2002:356) who asserts that the Schools Act encourages the principle of partnership in and mutual responsibility for education. It therefore maintains the notion that parents are the most critical agents or stakeholders, in cooperation with teachers, administrators, management serve as partners in the governance of the school. This is argued to have given rise to the emergence of democratic governing structures in schools known as the school governing bodies (SGBs). However, the main objective or aim of SASA was to:

‘To provide for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith’ (SASA, 1996:1).

It is through this legislature that the education system in South has been a cooperative arena. This is due to the fact that the Act embodies the notions of participation of all stakeholders in the management and governance of the education institution (Grant-Lewis and Naidoo, 2004; Harber, 2001). Hence it promotes inclusive development. This is beneficial as the local have more knowledge as to the issues at stake within their local environment other than the central government department or officials. In light of this, Marishane (1999) highlights that schools benefitted more from decisions made by the local community members as compared to that

of the State, as the local people could identify with the problem areas and deal with them immediately. Hence, the decentralization of school governance promotes responsive informed decision making within schools. Commenting on this the Department of Education (2000) argues that the Act has therefore managed to redress the past imbalance as it has promoted inclusive participation and involvement of all stakeholders in the affairs and governance of schools. In this respect SASA argues for the creation of SGBs in all education institution, in so doing gives importance to the inclusion of parents, students and community members in the management and governance of schools (Marishane, 1999).

#### 2.5.4 School Governing Bodies (SGBs)

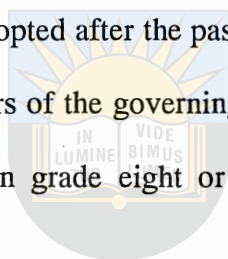
In promoting democratic governance of schools and education system the SASA act has given due importance to the formation of School Governing Bodies (SGBs). According to Grant-Lewis and Naidoo (2004:102) the provision by the Schools Act calls for the election of the SGB which is composed of learners, parents and staff. They allude further that this gives the schools and their communities, spaces in participating in decision making pertaining to education issues. In this regard, Serfontein (2010) argues that SGBs are powerful structures with the mandate to promote the improvement of the quality of South African education as well as to embrace the ideals of representation, accountability, liability and partnership. The following table illustrates the membership of the SGBs:

*Table 2:1 Stakeholders in the SGBs*

<b>Members</b>	<b>SASA provision</b>
Principal of the school	Section 23(1)(b)
Parents	Section 23(1)(b)
Educators or Teachers	Section 23(2)(b)
Members of school staff (Non-Educators)	Section 23(2)(c)

Learners (from Grade 8 and above)	Section 23(2)(d)
Co-opted owners of the school	Section 24(1)(e)

According to the Schools Act it is the mandate of the stakeholders to elect each other on equality basis to be included in the SGBs. This is argued for as the South African nation emerged from an unjust and unequal past hence it proposes and advocates for equal representation within the SGBs regardless of color, status, language, ethnicity or class. It also highlights that the election of members is done on a three years cycle and proposes that members are free to be re-elected or co-opted after the passage of each cycle. When it comes to the election of students to be members of the governing body, the Act in Section 2(1) (5) pinpoints that only students enrolled in grade eight or higher can be elected as learner governors.



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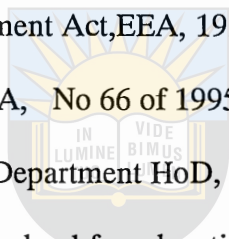
The School Governing Bodies serve trustees of the school and therefore are supposed to represent the interest of all stakeholders. It therefore has to represent and be informed all the time of the needs and interest of the community it is serving. In respect of this the following are the function of the School Governing Bodies.

### **2.5.5 Roles and Function of School Governing Bodies**

The South African Schools Act provides for the functions of the governing bodies with the education system. In Section 20, the South African Schools Act provides the following to be the functions of the School Governing Bodies:

- To promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- To develop the mission statement of the school;
- To adopt a code of conduct for learners at the school;

- To support the principal, educators and other staff of the school in the performance of their professional functions;
- To determine times of the school day consistent with any applicable conditions of employment of staff at the school;
- To administer and control the school's property, as well as buildings and grounds occupied by the school, including school hostels, if applicable;
- To encourage parents, learners, educators and other staff at the school to render voluntary services to the school;
- To recommend to the Head of Department the appointment of educators at the school, subject to the Educators Employment Act,EEA, 1994 (Proclamation No 138 of 1994), and the Labour Relations Act,LRA, No 66 of 1995;
- To at the request of the Head of Department HoD, allow the reasonable use under fair conditions of the facilities of the school for educational programmes not conducted by the school;
- To discharge all other functions imposed upon the governing body by or under this Act;
- To prepare a financial budget for each year showing the estimated income and expenditure for the following year. These budgets are mandatory and are subject to the approval of the parents;
- Keep records of all funds received and of all the assets, liabilities and financial transactions. In the same light, financial statements should be drawn up annually for presentation to the parent body as well as to the Head of Department for scrutiny;
- To communicate with various stakeholders in the community in conducting the annual parents meetings;
- To suspend learners from attending school as a correctional measure after a fair hearing but not exceeding one week;



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- To determine the extra-mural curriculum for the school;
- To pay for the municipal services to the school;
- To provide adult education and other training classes;
- To grant permission or authorization for the school to be used for community, social and school fund raising purposes (SASA, 1996).

This shows that the School Governing Bodies have a huge role to play in ensuring that the school are well managed and governed. However, according to the Department of Education (DoE) (1996) and SASA (1996) when the SGBs have failed to carry out their functions competitively, the Head of Department may intervene and suspend or withdraw them from their function and appoint other people or person to act in place of the SGB. It is supposed to adhere to the Constitution and all the legislation put to promote inclusive governance within the school. Hence it can be noted that's the SGBs are given a huge responsibility as they have to be accountable to the community and education department, in this respect they are supposed to commit themselves to their roles and functions. However as shall be noted in the section that follow they have been many challenges impacting the management and governance of schools in South Africa and elsewhere.

## **2.6 Challenges of Management and governance in Schools**

School management and governance in South Africa and elsewhere has faced many challenges and these have made it to be a difficulty in ensuring that there is effective and efficient, quality education. Scholars have often argued about the poor performances of SGBs in South Africa, ranging from lack of skills, conflictual roles, competence, poor quality of education (Ministerial Review, 2004; Bembe, 2004; Heystek, 2004; Mkhize, 2007; Waghid, 2005; Chaka and Dieltiens, 2005; Grant-Lewis and Naidoo, 2006; Brown and Duku, 2008; Mestry, 2004; van Wyk, 2004; Mnchunu, 2010; Xaba, 2004, 2011). The following section will therefore give a discussion of the challenges being encountered in the management and

governance of school, which has led Xaba (2011) to argue that school governance in South Africa is the single most important factor in education that is experiencing a lot of challenges.

### 2.6.1. Capacity to Govern

Studies have indicated that one major challenge that is hampering the success of democratic governance by SGBs in schools is the lack of capacity to govern. In this respect it can be argued that SGBs members are not equipped with the right skills and tools to competently function. This is noted when Mabasa and Themane (2002:112) and Naidoo (2003:4) highlighted that SGBs are not trained prior they commence or resume their duties and this has resulted in them being no cognizant of with technical language used in meeting, meeting procedures, record management, making contributions in decision making, inferiority and also they are not acquainted with the legislation that govern their roles and functions. Furthermore, Maile (2002 cited in Xaba, 2011) contends that illiteracy among SGB members, especially parent-governors, may contribute to their own inefficiency and argues that this is possible because illiteracy precludes parents from accessing relevant information. This is also supported by Van Wyk (2004:50) who highlights that many SGBs, especially those in disadvantaged areas have not the required skills and experience to carry out most of the functions of SGBs.

At the same time some scholars have often argued that the lack of capacity to perform by these SGBs has often resulted in them becoming crisis committees as they lack knowledge (Karlsson, et al, 2001: 169). This is further explained by Clase et al. (2007:255) who opine that lack of knowledge and uncertainty amongst the stakeholders has often contributed to mistrust, inadequate communication and misinterpretation. This shows that the equality in participation advocated for by the Act is made void and therefore results in the views of only a few being heard when making decisions. Hence scholars have argued that it is the way the policy was implemented that did not grant enough preparation to all stakeholders (Motala and

Mungadi, 1999). It is in this regard, that Squelch (2000:143) suggest that all stakeholders or role players should have a lot of skills if they are if they are to fulfil their tasks successfully.

### **2.6.2 Collaboration Challenges**

It can be argued that the SASA as an act promotes the collaborative decision making and partnership in the management and governance of schools in South Africa. This is noted in Section 20(e) of SASA which mandates cooperative governance by SGBs as all stakeholders are supposed to participate together equally in the governance of the school (DoE, 1997). However, as noted by Mestry (2006:133) there is lack of collaboration between the principal and other SGB members as the principal is unwilling to share responsibilities with other members.

Scholars like Heystek (2004:309) have done a series of studies on school governance and have argued that there is power play amongst the SGBs. This is a challenge for it is difficult to work cooperatively when one's perceived collaboration to be threatening his or her function in the organization. Further reiterating this is Brown and Duku (2008:436) who stipulate that even though the Schools Act has given provision on how functions and roles are supposed to be done and how participation is meant to be, in reality they argue that in SGBs it is the principal who now determines who should or should not participate. This stems from the fact that principals are used to having authority in relation to school finances, administration and governance (Heystek, 2004). Hence there is need to promote equality in participation with the SGBs.

### **2.6.3 Stakeholder Involvement**

Another challenge relates to ensuring that all stakeholders participate and this is particularly with parents. The Schools Act augments for the involvement of parents and other role players in the SGBs. This is provided within Section 20(1) (h) which stipulate that the SGB must encourage parents, learners, educators and other staff at the school to render voluntary

services to the school. However, as noted by various scholars the roles or functions given to incumbents in SGBs can be boring even for the elite. The roles therefore are a challenge especially to parental governors since they involve barriers such as language and illiteracy, cultural barriers, socio-economic barriers and parents' negative perceptions towards the school (Van der Westhuizen&Mosoge, 2001: 193; Singh, Mbokodi&Msila, 2004:303). Hence in most cases SGBs are not performing well due to the fact that not all stakeholders participate involve themselves in performing the duties rendered them through the provisions of the Act

#### **2.6.4 Member Appointment Challenge**

The election of members to participate in the governing bodies is supposed to be done in a transparent and democratic way. However, scholarly evidence has indicated that there are a lot of challenges in the appointment of staff or members into the SGBs (DoE, 2001; Mkhize, 2007). In SGBs as noted by Pillay (2005) there exist, nepotism, personal preferences which has made the appointment of individual to these bodies a challenge. In addition SGBs have been noted to be unable to appoint or recruit new staff as they are unable to carry out the interview process (Malangwane, 2007:42). Others scholars have lamented that the whole process of election and appointment of staff to these bodies is inefficient and inflexible (Mazibuko, 2004). In this case it appears that there is now bribery in the appointment of people within these structures. Also as shall be noted, people now elect themselves basing on political grounds not on equality, which has therefore made the SGBs to be dysfunctional. Commenting on this, Phahlane (1999) asserts that the SGBs still have to change their apartheid mentality if they are to accept and embrace democratization within these structures. Hence nepotism, bribery, favouritism and political preferences are impacting on SGBs.

## **2.6.5 Partisan Politics in SGBs**

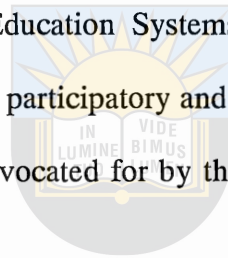
Another challenge impacting on school governance and management in South Africa is partisan politics. In this respect SGBs are seen to be faltering as they are not representing the needs of the schools and communities. It is argued that most of the people who become members of these bodies have vested interests and are supportive of group or party interests other than those of the community. This is confirmed by Xaba (2004 cited in Xaba, 2011:202) who found out that educator-members of SGBs see themselves as “watchdogs” whose role is that of “fighting” for educators’ issues. In this respect, Xaba indicates that most of these members would have got their membership in the SGBs through a constituency support base and is so doing have to represent the interest of their constituency which makes the SGBs to be of vested interest. Collaborating this is, Howell (2005 and Hill (2003) who indicate that instead of creating a forum that address the needs of the community and school at large, SGBs have therefore become an arena where interest groups lay claim to the educational agenda.

This section has tried to offer some of the challenges or issues impacting on school management and governance in South Africa. The following section will look at the theoretical framework that underlines the current study and will therefore try to discuss the importance of school governance utilizing the theoretical framework for the study.

## **2.7 Theoretical Framework**

The current study was anchored on the decentralization theory and cooperative governance. Since the major thrust of the study was to develop an understanding of the challenges or issues affecting governance in King William’s Town Education District, the research had to utilize the decentralization theory which was aided by the cooperative governance theoretical premises. Cooperative governance argues for the sharing of goals, information, resources, joint planning in budgeting and policy praxis, it also emphasises stakeholder involvement in

decision making relating to any socio-economic and political programme. In this respect the effectiveness and efficiency of SGBs can be augmented if all members are participating and working co-operatively. Hence there is need to promote co-operation amongst all the stakeholders of the school governing bodies. In this respect, Mahlangu (2009) opines that SGBs function within the internal co-operative governance that occurs amongst the different stakeholders. The Constitution and the SASA all promote partnership amongst the different stakeholders as of importance in ensuring that schools function in an efficient and responsive manner. This is notable when the Constitution (1996) in chapter 10 outlines the key public administration principles, which argue in favour of participatory, inclusive management and governance of the Education Systems. Furthermore, in line with this co-operative governance contends for more participatory and inclusive management practices or a shared responsibility which is also advocated for by the South African Schools Act 1996 (No.84 of 1996).



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Decentralisation theory argues for the democratisation of socio-economic and political policy praxis. It promotes the active participation of the public and in respect to SGBs it advocates for all stakeholder participation. However, there is no consensus on the meaning of this term as it varies from one discipline to the other, amongst nations and in different contexts (Bardhan, 2002:186). Decentralisation can be defined as the transfer of authority and power for planning, management and administration from central government to lower levels of government, or from national to sub-national levels (Blair, 2000; Ribot, 2001; Rondinelli, 2006). In education it can be argued the notion of decentralized education was promoted after the central government had failed to provide efficient service delivery. However, Levin (1998) argues that the main reason for promoting decentralization was the failure of the central government to manage and control schools which led to them ensuring that there are mechanisms that promotes shared responsibility or co-operation by all stakeholders. In this regard the government had to promote stakeholder participation as a way to promote

accountability, efficiency, participation, responsiveness, transparency and effective quality education delivery. However, other scholars opine that decentralisation in South Africa was promoted due to the need to reduce financial constraints and also to minimise public hostility towards the national government (Karlsson *et al.*, 2002; DoE, 2004). It can be argued that decentralization is seen as a vehicle to ensure that all stakeholder participate and that policies in the education sector are informed by the needs and preferences of the community.

A number of frameworks can be employed for this kind of study but the Cooperative Governance Theory and Decentralisation Theory will be utilised as the theoretical anchor for this study. In particular the study will use Cooperative Governance as the main core theoretical anchor for the study. According to Newman (2001) governance can be broadly defined as a wide variety of ways to solve common problems including organizational, social, national and international problems. Gill (2005) defines governance as “the exercise of authority, direction and control of an organization in order to ensure that its purpose is achieved. Conceptualized in this way, governance generally refers to questions about forms of power and authority, patterns of relationship and rights and obligations among the people facing common problems. Other scholars have often viewed governance as social coordination (Pierre, 2000).

Prominent amongst the core assumptions of the governance theory is the notion of democratization which is seen when citizens are given a voice or allowed to participate in public policy praxis. In this vein, governance theory supposes looking at how power is exercised, how citizens are given a voice, and how decisions are made on issues of public concern (Rosenau, 1992; Amin and Hausner, 1997; Pierre, 2000; Newman, 2000; Lynn *et al.*, 2001). This is identical to the notion of social coordination or participatory democracy. Lappe and Du Bois (1994) concur with this argument by indicating that governance means a redefinition of the role of the citizen, from passive consumer of government services to active participants in governance. Hence within the governance theory shared responsibility through

self-governing network is of importance in ensuring success of any community activity or institution

The current study utilizes the governance theory in order to explain and critically analyze the management and governance issues at the King William's Town Education District. The Constitution (1996) in chapter 10 outlines the key public administration principles, which argue in favour of participatory, inclusive management and governance of the Education Systems. Furthermore, in line with this the co-operative governance theory contends for more participatory and inclusive management practices or a shared responsibility which is also advocated for by the South African Schools Act 1996 (No.84 of 1996). It can therefore be argued that recent debates in organization theory have also been augmenting pro-participatory management. Hence the governance theory argues for more participatory management and governance and promotes high involvement of the public in running public institutions or activities. Hargreaves (1994: 48) shares the same sentiment and argues that the increasing emergence of participative management in schools reflects the widely shared belief that flattened management and decentralized authority structures carry the potential for achieving the outcomes unattainable by the traditional top-down bureaucratic structures of schools.

## 2.8 Conclusion

The current chapter has looked at the South African Schools Act No. 84 of 1996 which promotes the decentralization of education systems. The Act promotes that schools be managed in a co-operative and collaborative way by different stakeholders who are elected to be members of the SGBs. In so doing the chapter has highlighted that the Constitution of South Africa emphasis on the devolvement of powers to formulate and implement policies which depicts the democratic values that South Africa as a nation values. It has further highlighted the roles and functions of the governing bodies within schools.

It has also been indicated in this chapter that there are many challenges or issues that are hindering the effective governance and management of schools in South Africa. In this respect, it has been highlighted that nepotism, bribery, partisan politics, lack of collaboration, appointment of member, selective participation, lack of capacity, skills and experience have also been argued to be some of the challenges impacting on school governance and management. Furthermore, the chapter has indicated the theoretical premises on which the research is anchored and it has been argued that the research is anchored on decentralization theory and co-operative governance. The following chapter will therefore look at the methodological aspects of the study.

# CHAPTER THREE

## Research Methodology

### 3.1 Introduction

This study was devoted to the empirical investigation of the management and governance issues in the King William's Town Education District. The previous chapter has given the scholarly debates and the theoretical framework underpinning the current study. It offered the governance theory that is the main theoretical anchor for the current study. In line with this framework, the methodological aspects utilized for the study were thus aligned to it. This chapter contains information on the design of the study which was undertaken. This chapter discusses the methodology that was followed by the researcher in carrying out the study. It provides an in-depth explanation on the execution of the study. Since the objectives of the study were to provide a clear picture of the management and governance issues affecting the King William's Town Education District, the study utilised a methodology that would be able to present the phenomenon under study in the clearest possible way. The study therefore sought to assess the management and governance challenges within the King William's Town Education District. Against this background the study sought to achieve the following objectives:

- To identify the current management and governance practices and strategies being used in the King William's Town Education District.
- To establish if there is any relationship between good governance practices and improved service delivery.
- To ascertain the perceptions of the King William's Town Education District civil servants school management and governance challenges.

- To assess the level of compliance of the King William's Town District with regards to good governance practices proposed by the White Paper on Service Delivery, 1997.

To achieve these set objectives this chapter as mentioned earlier outlines the design of the present research, the population studied, the sample size and the sampling technique employed. The study has preliminarily indicated the research process and the kind of tools and procedures that were used. The specific tasks covered in this chapter include: research design, data collection methods, sampling techniques as well as the data analysis among others. The present study adopted the survey design as it presents the best possibility for acquiring the data suitable for the objectives of the study. The utilization of this approach in various previous studies has indicated that it is a worth methodological orientation to best give a clear picture for the study. Consequently, research instruments that necessarily accompany the survey were developed. It is therefore the purpose of the current chapter to discuss the way in which the survey design for the study was operationalized.

### **3.2 Research Design**

Research methodology has been conceptualised and perceived from different angles by different researchers and schools of thought. In this regard, Maxwell (1996: 4) asserts that research design is an underlying structure and interconnectedness of the components of the study. This is in harmony with, Strauss and Corbin, (2000) who highlights that research design provides the glue that holds the research project together. In support, Sumbulu (2005:17) views research Methodology simply as the way in which the research is going to be conducted. This gives the idea that research methodology involves planning for the study. Hence, Bless *et al* (1995) defines the research design as the planning of any scientific research starting from the first to the last step. Accordingly, Bless *et al* (1995) see the design as a programme to guide the researcher in collecting, analysis and interpreting and observing

facts. The design thus gives an overview on the structuring of the whole research it shows how the study was conceptualised, conducted and how the findings were analysed. It is thus a framework for the operationalisation of the research. It can also be viewed as a strategy for conducting the research. In this vein, Leedy and Ormrod, (2001:10) contend that research design is the complete strategy for attack on the central research problem. Other scholars have argued that the research design in mote about the philosophical orientations of a given study. This is noted when Barbie (1982:32) suggestively argues that the research methodology to is the philosophy of the research process which encompasses the assumptions, standards and values that serve as a criteria for interpreting data and reaching conclusions. Concurringly, Maree (2007) indicates that methodology refers to all the measuring instruments, techniques and procedures adopted in a research project in order to collect, analyze and interpret research data, whereby research findings can be deduced. It therefore provides a general structure and image of the whole study conceptualisation and operationalisation. Research design is a plan of how one intends to conduct the research. In order to fully comprehend the governance and management issues at King William's Town Education District the current study employed a quantitative research design.

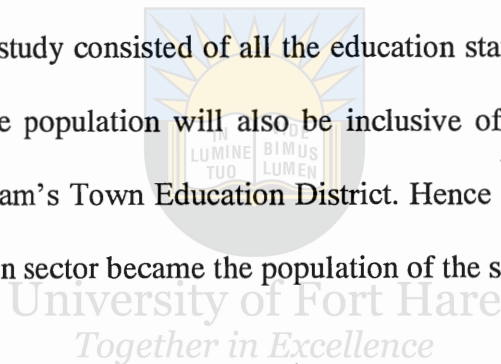
### **3.3 Quantitative research method**

Quantitative research in simple terms is the use of numbers not word. This is supported for by Struwing (2004:41) who highlights that in quantitative studies data collected is expressed in numbers. It therefore promotes the quantification of data. It utilizes exploratory, descriptive and experimental techniques in collecting data. The quantitative approach in most instances is deductive in nature, commencing with a hypothesis that it seeks to test or falsify. According to Geraldts et al (1975:24) the approach starts with an abstract idea and systematically proceeds to it concrete base, it initially identifies a general interest or problem then moves from abstract level to derive a set of increasingly more concrete propositions, culminating at least at a single testable hypothesis. It is a more objective way of conducting

research as it seeks to test or explain relationships or situations. The use of the quantitative technique promotes statistical analysis and in this case its utilisation promoted the use of SPSS.

### **3.4 Population**

According to Powers *et al.* (1985 cited in De Vos, 2005) a population is a set of entities where all the measurements of interest to the researcher are represented. This is supported and affirmed by Hair *et al.* (2008) who assert that a research population consists of the specification of the survey group which will be studied. Precisely, a population in research involves individuals with common characteristics that the researcher is interested in (Mouton, 2002). The population of the study consisted of all the education staff of the King William's Town Education District. The population will also be inclusive of trade unions and some parents within the King William's Town Education District. Hence for the current study the staff employed at the education sector became the population of the study.



### **3.5 Sampling**

According to Bailey (2001:84) sampling denotes the process of selecting a fraction of the population from which to obtain descriptive and analytical data about the population as a whole. However, it can be argued that the term sample according to Kerlinger (2005; 193) implies any portion of a population that is representative of that population. This is reiterated by De Vos (2005) who defines a sample as a small portion of the total set of objects, events or persons which together comprise the focus of the study. In this study probability sampling was used and the researcher utilised systematic sampling to select respondents for participation in the survey. Therefore for the purposes of this study the sample was composed of 50 respondents from the King William's Education District. However, the number of questionnaires used for the final analysis has been noted in the following chapter ended up being 28 as there was a 44% fault rate.

### 3.6 Data Collection and Instrumentation

Standardised survey questionnaires (Likert scale based questionnaires) were used to gather information. They are the best instrument that can provide a better understanding of the perceptions of the King William's Town Education District Education staff and public on school management and governance challenges. The tool used for data collection also promotes the collection of data on the level of compliance by the King William's Town Education District on the enhancement of good governance practices proposed by the White Paper on Service Delivery, 1997. The standardised questionnaire has Likert styled questionnaires, in which respondents were asked to express their level of agreement or disagreement. In this case the respondents (education officials, parents, trade union officials) were asked to express their agreement or disagreement on certain statements about abortion. For this study a 5 Likert scale based questionnaires was used as a data collection tool. A Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. It is considered symmetric or "balanced" because there are equal amounts of positive and negative positions (Kerlinger, 2005). The questionnaire had four sections, Section A dealt with the demographic aspects of the respondents (age, job tenure, type of school, occupation, etc.) whilst Section B sought information about the knowledge and level of participation of the respondents in school management and governance forums. Section C of the question looked at the training and skills development or capacity building being offered, Section D, being the last sought to decipher data on challenges and problems hindering good management and governance practices within the King Williams Education District.

Since the information or data was collected using a scientific manner that is based on probability and standardized question, it can be argued that the subjective influence of the

researcher was removed. Therefore objectivity was ensued in the study. This promotes generalization of the findings to other context and environments. This can be noted as the standardized instrument used in the study has the same questions and option of response being given to every responded which frees the study from individual biases. The major advantage of this is that it promotes replication and generalization of research.

### **3.7 Data Analysis**

The data for the current study was analysed using statistical procedures using the Statistical Package of the Social Sciences (SPSS 22). Once the data was gathered it was collected, raw figures were collated using the Microsoft Excel software and which was later put into the SPSS for statistical analysis. In this study much of the analysis was descriptive in nature. This implied the use of bar graphs, frequency tables, bar charts and pie charts as a way to better describe the relationships amongst variables being investigated. Hence, the following chapter will give a clear description of the findings of the study, which also will be given a discussion that is informed by the literature of the study.

### **3.8 Ethical issues**

Ethical issues and ethical considerations are of primary importance when one is conducting research. Ethics in researcher are defined as a set of moral principles which are suggested by an individual or group (Strydom, 2000:24). These arise out of our interaction with other people, other beings (such as animals), and the environment, especially where there is potential for or is a conflict of interest (Babbie and Mouton, 2001:520). The research had thus to abide by all the ethical requirements of the University of Fort Hare for research with human beings. Prior to collecting data, permission was sought from the District Manager of King William's Town Education District to collect the data. The researcher also has to seek consent from all the respondents of the study to ensure that they participated willingly and they were informed of their right not to participate in the study. Furthermore, the researcher

had to guarantee the participants their confidentiality and anonymity in the study as they were not asked to write down their names. Also the respondents were informed that no harm would incur to them for participating in the study. Therefore the study adhered to the ethical considerations of the University of Fort Hare.

### **3.9 Limitations of the study**

The study was limited due to the nature of the study, time constraints and language issues. Respondents were always occupied in their workplace and this made the study to have a small turnover in terms of the final completed questionnaires. In this case time was constraint in this regard. In addition, respondents felt more like they are being used by students to complete questionnaires as some of the research so far conducted by students in their workplace seldom help them in the future. Since, the questionnaires were self-administered there was a challenge on the side of the researcher as some of the respondents felt it of no importance to complete the questionnaires as they argued that it is all about school work and also some of the respondents had to select more than one response on questions that desired a single choice of response. Moreover some of the respondents chose to take the questionnaires home and this resulted in some of the questionnaires being spoilt therefore reducing the response rate.

### 3.10 Conclusion

This chapter has provided a general overview of the methodological orientation or technique that was employed in operationalizing the study. The study sought to investigate the challenges being faced within the management and governance of schools in South Africa with particular reference to the King Williams Town Educational District. A deductive approach was utilized as indicated in the chapter which was supported by literature review. This made the study to use quantitative survey and attitudinal survey questions in the collecting of data. The chapter has also shown and indicated the research design that was employed in the study, the rationale behind the study, the objectives, the population, sample and sampling procedure, the research strategy and arguments in favor of utilizing the quantitative approach in doing the current study.

The following chapter with therefore in relation to the data collected will present the findings and will also provide a discussion of the challenges impacting on the management and governance of schools in the King Williams Town Education District.

# CHAPTER FOUR

## Research Findings

### 4.1 Introduction

This study investigated the challenges facing the management and governance bodies of schools within the King William's Town Educational District. The core aim of the study was to investigate school governing bodies and their stakeholders so as to better understand the challenges confronting the management and governance of education in the King Williams Town Education District as a result of the South African schools act of 1996. The study aimed to achieve the following objectives;

- To identify the current management and governance practices and strategies being used in the King William's Town Education District
- to establish if there is any relationship between good governance practices and improved service delivery, to ascertain the perceptions of the King William's Town Education District civil servants school management and governance challenges
- to assess the level of compliance of the King William's Town District with regards to good governance practices proposed by the White Paper on Service Delivery, 1997

This chapter deals with the presentation and analysis of data that was collected from the field. This study's aim was information collection and analysis of data with regard to the management and governance issues in the King Williams Town Education District in the Eastern Cape. In this chapter data collected was about the management and governance issues in the King Williams Town Education District. Since this study was quantitative in nature, data collected was analysed using the SPSS. Hence, due to the size of the sample which is small, the analysis was limited to frequency distribution tables and cross tabulations among others.

## 4.2 Demographic Results

The current section will therefore look at the biographical components of the respondents of the study. The current section will therefore consider the demographic description of the respondents of the study and will also give an analysis of these findings in relation to the thesis of the study.

### 4.2.1 Gender composition of the respondents

The researcher distributed questionnaires to a sample of 50 respondents to the department of education workers and members of the governing body at the Eastern Cape Department of Education. However, some of the questionnaires were not fully completed or wrongly completed and this resulted in only 28 questionnaires being the ones that were used for the analysis as they were free of errors. The table below presents the gender of the respondents emanating from the data collected and findings of this study.

*Table 4:1 Age Distribution of Respondents*

	Frequency	Valid Percent	Cumulative Percent
Valid male	16	57.1	57.1
Valid female	12	42.9	100.0
Total	28	100.0	

From the table above it can be deciphered that 57.1% of the respondents were males and 42.9% were females. This indicates that the majority of the people who participated in the study were male. These findings do not posit that in South Africa man are more than women, however, they do indicate that for the this study they were more man who completed the questionnaire than women. In support of this the statistical findings from Statistics South Africa (2011:18) do indicate that in reality in South Africa the population consists of 48.2%

of the male population and 51.7% of the female population. The high prevalence of men in the study might also be due to fact that more men are employed than women in South Africa. This corroborates the findings by Statistics South Africa (2011) that nationally, the official unemployment rate amongst men (26.6%) is lower than of women (34.6%). However, it can also be argued that since much of the study was conducted within the education department that is the reason why there was a low rate of women respondents.

#### 4.2.2 Distribution of Respondents by Age

*Table 4:2 Age Distribution of Respondents*

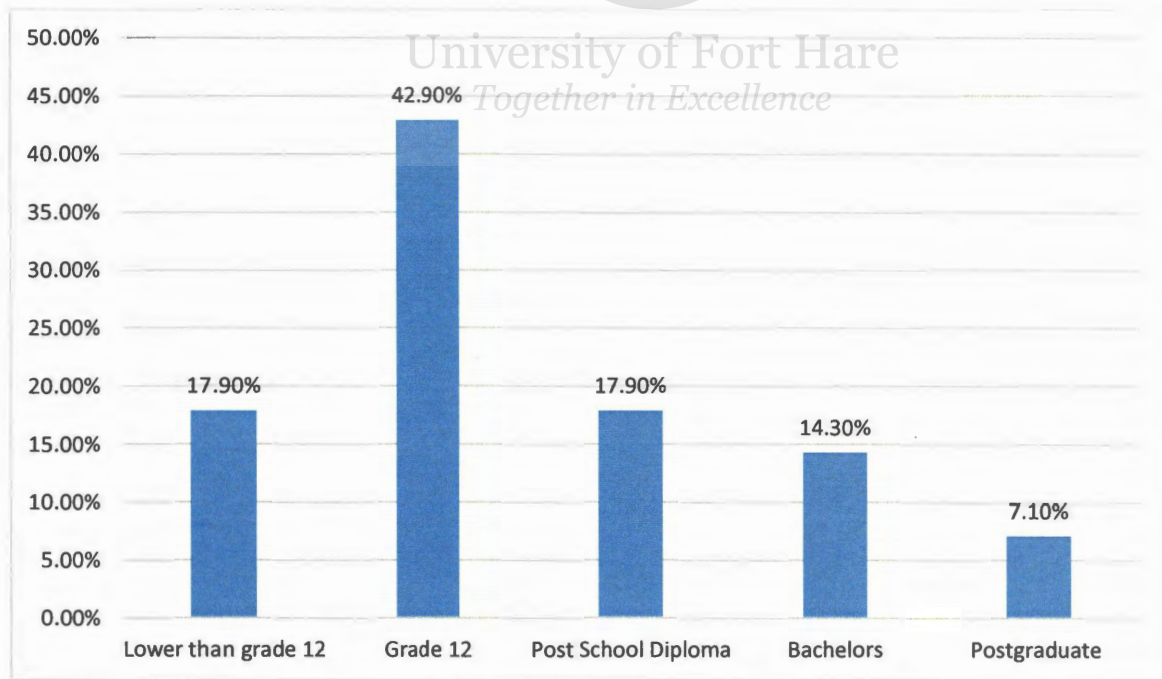
	Frequency	Valid Percent	Cumulative Percent
below 20	4	14.3	14.3
20-30	16	57.1	71.4
Valid 31-40	5	17.9	89.3
51-60	3	10.7	100.0
Total	28	100.0	

As presented in the above table 4.2 respondents were under the age of 20, 16 respondents were between 20 and 30, 5 respondents were between 31 and 40 and 3 respondents were between 41 and 50. This question was meant to investigate whether the organisation targets all age groups. The age groups of those who were interviewed in the survey were mixed; there were both youth and adults. However, it can be argued that the findings of the study indicated that most of the respondents within the survey were of a reasonable mature age. It can be argued that the South African School Act 84 of 1996 promotes the presence of parents to participate in SGBs and also it also advocates that learner from grade eight upwards should become learner governors and in this case it can be argued that the age groups were relevant with regards to the study.



### 4.2.3 Distribution of respondents by Education Qualification

Figure 4:1 Education qualifications

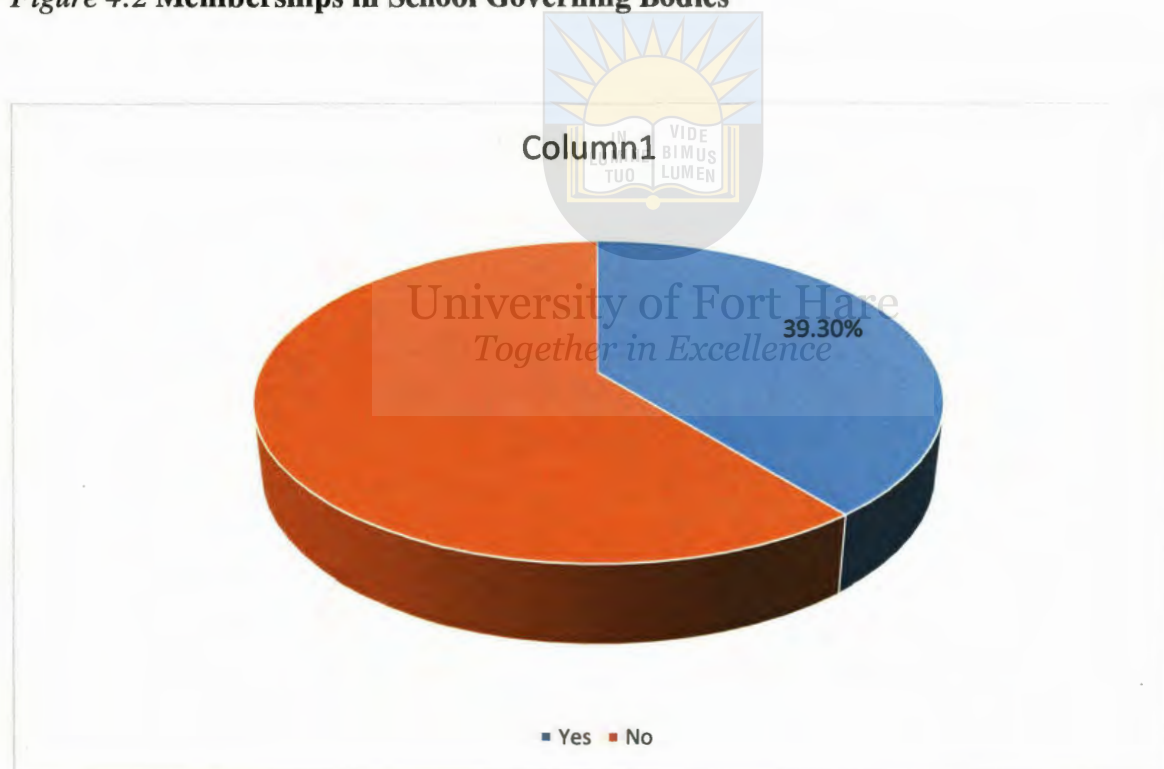


From Figure 4.1, it is apparent that the majority of respondents (42.9%) attended school up to the matric level. This might be as a result of lack of funds to continue their education or due

to other socio-economic factors. A small proportion of about 1.2% has attended but not reached Grade 12, which might be a reflection of their socio-economic or past imbalances which favored a minority to be educated. However, it can also be deciphered from the findings that 14.3% of the respondents have a degree whilst 7.1% of the sample had a postgraduate qualification. These findings are in harmony with Maile (2002:239) who also found out that SGBs are rife with illiteracy, which makes some members to be inefficiency in carrying out their duties.

#### 4.2.4 Membership in School Governing Bodies.

Figure 4:2 Memberships in School Governing Bodies



In Figure 4.2 above the majority of the respondents (60.7%) were not part of the governing body and 39.3% of the respondents were part of the governing body of either primary or secondary schools. South African Constitution in its Bill of Rights (RSA, 1996) promotes

inclusive school governance as it advocates for the rights of all people in the country and confers the democratic values and notions of human dignity, equality and freedom. Hence it can be inferred that the results to some extent do indicate inclusive governance in schools as some stakeholders are involved in SGBs. Accordingly, Carim (2001:102) posits that the Constitution envisions democracy at a national level and across the nation.

#### 4.2.5 Frequency of Participation in SGBs

*Table 4:3 Frequency of Participation in SGBs*

	Frequency	Valid Percent	Cumulative Percent
Valid Frequently	10	35.7	35.7
Sometimes	18	64.3	100.0
Total	28	100.0	

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The findings from Table 4.3 do indicate that of the respondents who participated in the study 35.7% frequently participated in the SGBs and 64.3% seldom or sometimes participated in the governance and management of schools. Hence it can be deduced from the findings that most of the respondents are well acquainted with their rights of participation in school governance and management through the spaces provided through the SGBs.

#### 4.2.6 Level of Participation in Management and Governance Issues

In order to get a clear view on whether the respondents were involved in the management and governance of schools with the King Williams Town Education District, the researcher had to ask them some questions that sought to decipher the frequency of participation in given SGBs roles. Most of the roles have been taken from the Section 20 of the South African Schools Act. The following table gives a clear illustration of the findings from the study.

**Table 4:4 Level of Participation in Management and Governance issues**

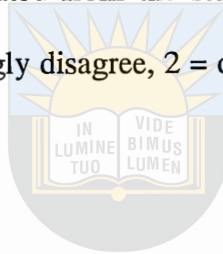
	Frequently	Often	Sometimes	Rarely	Never
Deciding on School Budget	21.4%	42.9%	14.3%	17.9%	3.6%
Day to day management of the school	10.7%	21.4%	14.3%	46.4%	7.1%
Governance ( Policy making)	3.6%	32.1%	7.1%	39.3%	17.9%
Organizing Sports	10.7%	32.1%	14.3%	35.7%	7.1%
Staffing	7.1%	21.4%	10.7%	57.1%	3.6%
Strategic Planning	3.6%	28.6%	14.3%	53.6%	
Staff development programmes	10.7%	21.4%	7.1%	50%	10.7%

It can therefore, be seen from the study that not many of the respondents participate in the school governance and management. This is noted as when it comes to policy making in schools 3.6% frequently participate, whilst 32.1% oftenly participate and 39.3% rarely participate with 17.9% of the respondents citing they never participate. This amongst other findings do indicate that most of the respondents rarely participate in the governance and management of schools. When it comes to staff redevelopment programmes it can be argued that the respondents have indicated that training and development is seldom done as 50% of the respondents have indicated that they rarely and 10.7% never get trained. This can also be noted to be caused by the fact that even school principals themselves are seldom trained or employed based on competencies which affect future training of other stakeholders. This is supported by Bush and Oduro (2006:362) who indicate that throughout Africa there is no formal requirement for principals to be trained as school managers, and they appointed on the basis of successful record as teachers. Concurringly, Mabasa and Themane (2002) indicate that SGBs are not trained before they commence their roles and functions within the schools.

However, this contrast with Xaba (2011) who argues that the DoE through functional units at head offices and district levels have conducted training of SGBs.

#### 4.2.7 Participation in School Governing Bodies

SGBs are democratic institutions that are meant to promote inclusive management and governance of schools and education institutions in South Africa. In this regard, they are elected to ensure that all stakeholders are involved in the policy praxis of education at institutional level in South Africa. To understand whether the spaces provided within SGBs are inclusive and democratic the researcher had to ask respondents various questions and the following tables give the results generated from the study. The choice of responses were based on a Likert scale where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.



**Table 4:5 Level of Participation**

		1	2	3	4	5
a)	In the meetings everyone is free to participate.	3.6%	21.4%	7.1%	50%	17.9%
b)	Principals and other stakeholders all participate.		39.3%	3.6%	35.7%	21.4%
c)	The school governance bodies are inclusive of both women and men, literate and illiterate.		25%		46.4%	28.6%
d)	All affected are deliberately sought and engaged in the governance and management of schools.	3.6%	14.3%		57.1%	25%
e)	Collaborative decision making is promoted as the effective means to govern and manage the school.		17.9%	3.6%	53.6%	25%
f)	The school governance meetings and management events are conducted in a language that is accommodative of the		22.2%	3.7%	66.7%	7.4%

	illiterate.					
g)	Participants are given feedback and consulted before decisions are made.		17.9%	10.7%	60.7%	10.7%
h)	The governing body is responsible for the formulation of the school's policies.		17.9%	25%	30%	7.1%
i)	Participatory decision-making is effective in terms of management.		17.9%	14.3%	57.1%	10.7%
j)	All stakeholders are involved and included when formulating school policies, goals and objectives.		14.3%	3.6%	71.4%	10.7%
k)	The Principal delegates work to the members of the governing bodies.		14.3%	7.1%	71.4%	7.1%
l)	At school, everyone is considered a decision maker within his or her area of performance.		17.9%	14.3%	50%	17.9%
m)	People work together productively and respectfully regardless of post levels.	3.6%	14.3%	3.6%	71.4%	7.1%
n)	The introduction of participatory decision-making has led to conflicts between school staff and the other members of the governing body.	3.6%	28.6%	25%	25%	17.9%

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From Table 4.5, it can be seen that most respondents agree that the SGBs as mechanism to instill inclusive and participatory management have managed to ensure that all stakeholders are sought and are given room to participate in the school governance issues. It can be argued from the findings that most of the respondents have highlighted that in the SGBs all participants are free to participate, this is seen when 50% agree and 17.9% strongly agree, at the same time 57.1% agree and 25% strongly agree that all affected are sought to participate in the management and governance of schools in the King Williams Town Education District. Respondents have indicated that collaborative decision making is promoted in SGBs meeting as 53.6% agree and 25% strongly agree. SASA in Section 20(e) promotes collaborative governance in SGBs (DoE, 1997). However, the findings contrast with those of Mestry (2006) who is highly questionable of the issue of collaboration in SGBs as it is argued that school principals are reluctant to work with others. Collaborating this, is Heystek (2004:309)

who argues that there is always power play amongst members of SGBs and this further reiterated by Brown and Duku (2008:436) who argue that school principals have concentrated all the authority and control functions to themselves to the extent of being the ones to determine who should or should not participate in SGBs. This has made scholars like Mabitsela (2004) to lament over the lack of democratic notions in school governance in South Africa.

#### 4.2.8 Capacity Building in SGBs

To function properly SGBs need to have proper capacity building mechanisms that are aimed at ensuring that all stakeholders or member are trained and equipped with skills to manage and govern schools. This will therefore promote quality education and effective service provision to all sectors and institutions. Hence the study also sought to investigate whether the King Williams Town Education District SGBs stakeholders are trained and unskilled to effectively function in the management and governance of schools. The response were sought from a Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. Table 4.6 below gives the results.

*Table 4:6 Training and Capacity building in SGBs*

		1	2	3	4	5
a)	There is adequate provision for capacity building of governing body members.		14.3%	17.9%	42.9%	25%
b)	In-service training on school financial management and performance evaluation should be provided to the all stakeholders on a continual basis.	3.6%	42.9%	3.6%	50%	
c)	There are workshops to train governing body		10.7%	7.1%	53.6%	28.6%

	members.					
d)	Stakeholders gain participation, decision making and critical evaluation skills by participating in the management and governance of schools.		14.3%	25%	57.1%	3.6%

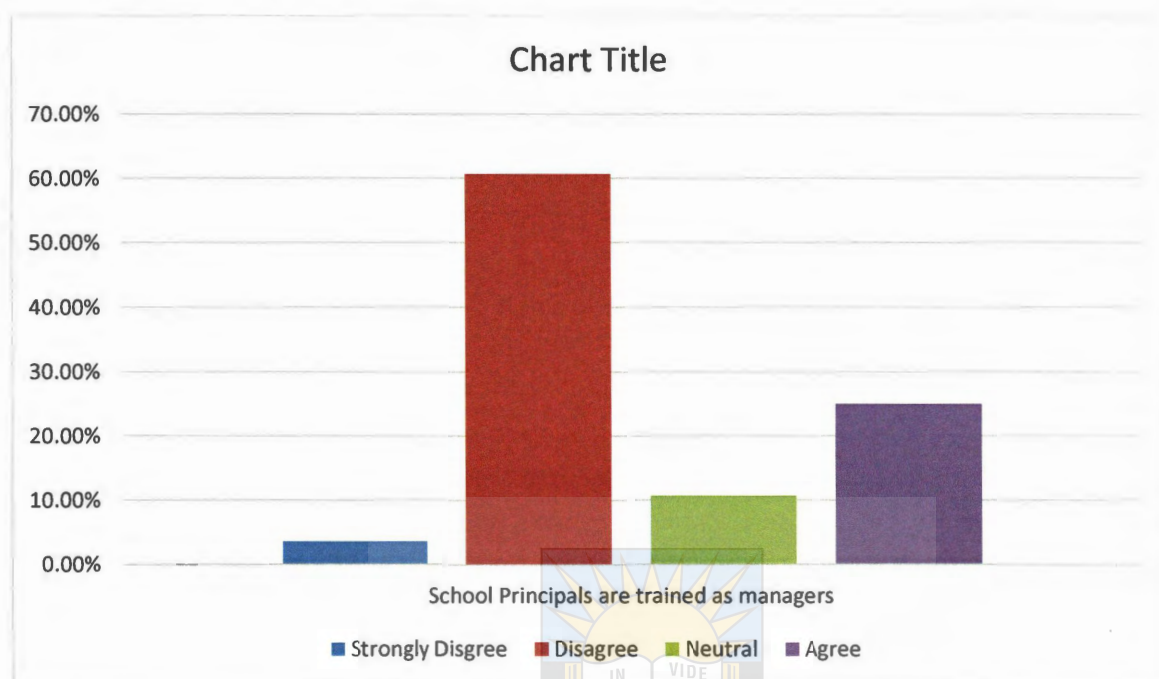
The table above does indicate that respondents agree that there are mechanisms provided to promote the capacity building of SGBs members, this is noted when 42.9% agree and 25% strongly agree that there is adequate capacity building provided. Even when it comes to financial training issues respondents half of the respondents (50%) have indicated that there is in-service training on school financial management on a continual basis. Respondent have also indicated workshops are provided as SGBs training forums, notably 53.6% agreed, 28.6% strongly agreed whilst 7.1% were neutral and 10.7% disagreed. SGBs have also indicated that the capacitation mechanisms do provide them with participation, decision making, and critical evaluation skills, this is noticeable from the findings as 57.1% agreed and 3.6% strongly agreed whilst 25% neutral and 14.3% disagreed. However, a look at these findings seem to contrast Mabasa and Themane (2002) who argue that SGBs are not trained prior to commencing their roles. The findings concur with Xaba (2011) who postulates that the DoE through its functional units has conducted training of SGBs in South Africa. When it comes to financial administrative training, the findings contrast with Mestry and Naidoo (2006), who indicate that inadequate training provided to SGBs in the area of financial management and school budgeting has contributed to a lot of financial challenge in schools. Moreover, Marishane and Botha (2004) argue that democratization in school governance has been challenged by the issue of the members of SGBs not having the expertise and knowledge to promote proper financial administration in schools. This has been argued to be

a major issue in the remote schools (Bembe, 2004; Mestry, 2004) and has resulted in the misappropriation of funds.



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**Figure 4:3 Training of School Principals**



It can be deduced from Figure 4.3 that most of the respondents are of the view that school principals are not trained to play the role of school managers, this is noted when 60.7% disagree and 3.6 strongly disagree that principals are trained. These findings are in harmony with Brown and Duku (2008:436) who highlight the lack of clarity in the principal's role as he or she instead of following the democratic notions enshrined in the SASA and Constitution now has to decide on who participates or not, which is a clear indication that principals are not trained or merely ignorant of their roles. Hence, there is need to ensure that principals are trained as this will make them to know how to perform or function well in their established roles.

#### **4.2.9 Challenges occurring in management and governance of schools.**

The management and governance of schools in South Africa is being faced with a number of challenges. It is in this vein that the researcher sought to understand the challenges or issues affecting the management and governance of schools in the King Williams Town Education District. Hence respondents were asked to rate on a scale the statement or issues they thought

are a challenge to the management and governance of schools. The scale ranged from 1 = strongly agree; 2 = agree; 3 =neutral; 4 = disagree; 5 = strongly disagree.

**Table 4:7 Challenges in the School management and governance.**

		1	2	3	4	5
a)	Mistrust amongst school governing body member and the education staff		46.4%	25%	28.6%	
b)	Differential capacity building amongst blacks and whites		50%	10.7%	32.1%	7.1%
c)	Marginalisation of other disadvantaged member		64.3%	3.6%	28.6%	3.6%
d)	Illiteracy	3.6%	53.6%	21.4%	21.4%	
e)	Unwillingness to delegate authority by other stakeholders		42.9%	21.4%	21.4%	
f)	Language usage		42.9%	21.4%	33.7%	
g)	Selective participation (only men's voices are heard and of the wealthy are heard)		53.6%	32.1%	14.3%	
h)	Paying attention to agendas of interest groups only		71.4%	17.9%	7.1%	3.6%
i)	School Governing bodies are not properly trained	7.1%	71.4%	14.3%	3.6%	3.6%

The above table does show some of the challenges highlighted by respondents to be a major drawback to effective governance and management of school in King Williams Town District Education. From the findings, it can be argued that most respondents have indicated that there is mistrust amongst members of SGBs (46.4%), marginalization of others (64.3%) training challenge (71% and 7.1%). In this vein Mestry (2006:133) highlights that there is mistrust between the other members and the principals as the principals feel that they may lose their power if they involve or delegate authority to other SGBs members. Furthermore the findings do indicate that language used in the SGBs is a barrier this noted as 42.9% agree and also there is partisan politics in agenda setting and adoption this noted when 71.4% agreed that this is a concern. SGBs are also argued to be fraught with challenges of selective participation

as indicated by the 53.6% that agreed. Delegation of authority seems to be another major challenge this is indicated by the 42.9% that has agreed and the 21.4% neutral. Hence it can be argued that there are many challenges that are affecting the proper management and governance of schools in King Williams District Education.

The results are in harmony with Xaba (2004 cited in Xaba 2011:202) who attest that partisan politics are a challenge to the governance and management of schools as educator-members of SGBs find themselves playing the role of watchdogs” whose role is that of “fighting” for educators’ issues. These members will therefore have to serve the interest of the constituency or community or group that selected them. This therefore as noted by Howell (2005) and Hill (2003) leads to a diversion of functions or mandate as the SGBs instead of being a forum that promotes addressing school challenges they end up being an arena where interest groups lay claim to the educational agenda.

As also indicated by the 3.6% and 53.6% who have strong agreed and agreed respectively that illiteracy is a challenge to SGBs. It can be argued that scholarly evidence supports these findings, as it is noted that parent governors failed to engage successfully in their roles due to barriers such as language and illiteracy, cultural barriers, socio-economic barriers and parents' negative perceptions towards the school (Van der Westhuizen&Mosoge, 2001: 193; Singh, Mbokodi&Msila, 2004:303). This is also reiterated by Maile (2002 cited in Xaba, 2011) who contends that illiteracy among SGB members, especially parent-governors, has often contributed to their own inefficiency as it precludes them from accessing all the relevant important information.

### 4.3 Conclusion.

The management and governance of schools is of importance in an era of democratization and in this vein, it is worth to ensure that all mechanisms are in place to promote school governance. It was the purpose of this chapter to look at the challenges and issues affecting schools governance in King Williams Town District Education. In this vein, the findings of the study have indicated that SGBs which have been institutionalized as vehicles or stratagems to promote inclusive democratic and participatory school management and governance have been more useful and effective in instilling these democratic notions. It can be argued that the findings have shown that the respondents perceive the SGBs forums to have promoted participation as individual have argued that all people are free to participate and that all affected are sought to participate in these participatory arenas. It can be argued that the SGBs have also promoted skills development as individuals have noted and highlighted the SGBs have resulted in them having a lot of skills ranging from participation, decision making, financial and crucial analysis or evaluation skills. Hence it can be argued that the SGBs have been of importance in promoting decentralized and democratic governance and management of schools in King Williams Town Education District.

However, it should be noted that the SGBs environment is still fraught with many challenges that needs to be addressed to ensure that there is effective and effective governance of schools that is geared towards the realization of quality and responsive education systems in South Africa. It was found out in the study that there is selective participation, illiteracy challenge, language challenge, mistrust amongst member, differential capacitation, training challenge, marginalization, delegation and partisan politics as issues affecting the governance and management of schools.

# CHAPTER FIVE

## Recommendations and Conclusion

### 5.1. Introduction

This study sought to investigate the challenges facing the management and governance of schools within the King Williams Town Educational District. The core aim of the study was to investigate school governing bodies and their stakeholders so as to better understand the challenges confronting the management and governance of education in the King Williams Town Education District as a result of the South African Schools Act of 1996. It was found out from the study that SGBs as mechanism that have been put in place to promote democratic management and governance in schools have been effective in promoting participation, however, it has been noted from the study that the current system is being hindered by issues relating to:

- selective participation;
- illiteracy challenge;
- language challenge;
- mistrust amongst members;
- differential capacitation
- training challenge;
- marginalization;
- delegation; and
- partisan politics

In order to fully understand the challenges and issues that are affecting the management and governance of schools in King Williams Town Education District, the following objectives were formulated:

- To identify the current management and governance practices and strategies being used in the King William's Town Education District
- to establish if there is any relationship between good governance practices and improved service delivery, to ascertain the perceptions of the King William's Town Education District civil servants school management and governance challenges
- to assess the level of compliance of the King William's Town District with regards to good governance practices proposed by the White Paper on Service Delivery, 1997

Hence the researcher had to carry out a deductive approach which was supported extensively by literature review. The empirical study was conducted through the use of a quantitative survey which was attitudinal in nature and therefore made use of Likert scale type of questionnaire for collecting data.

## **5.2. Summary of Findings**

The findings of the study as indicated earlier in the previous chapter have shown that the South African Schools Act (SASA) 84 of 1996 has been of great important in transforming the education system. It has been argued that this transformation has seen the education system becoming more participatory and inclusive which has seen the previously disadvantaged being able to participate in the management and governance structures of schools. Therefore it can be argued that the devolvement of school governance has resulted in more effective, efficient, participatory, accountable and responsive education system in South Africa.

The major findings emanating from the study also have highlighted that the participation in SGBs is still selective implying that it is still gendered or androcentric, this therefore marginalises women and promotes the articulation of selective gendered or masculine voices in decision making. It has also been established from the findings that SGBs in King Williams Town District Education are having the challenge of illiterate membership which makes them to be not functioning properly as not all members participate fully hence the needs of ensuring that there is training of all members. Principals have been noted in the study to be promoted a system that is not democratic as due to their fear of losing authority are now choosing and selecting participants rather than following the requirements of SASA (1996), furthermore it has been established in the study that there is a reluctance by the principals to delegate work to others. The findings have also indicated that within the arenas of governance the other challenge is of partisan politics as people are now choosing to represent the interests of the constituency that selected them more than those of the school and community. Hence there is a lot that needs to be done to ensure that these mechanisms or stratagems serve the functions they are meant for.

### **5.3. Recommendations**

This current section will offer recommendations and suggestions that are aimed at ensuring that the management and governance of schools in King Williams Town and South African education systems becomes a success. The recommendations therefore are aimed at addressing the challenges or obstacles hindering effective school governance and management in South Africa. This will ensure that the policy praxis of the SASA (1996) will become a reality and therefore eventually contribute to participatory, efficient, effective, accountable and responsive service delivery in schools:

Due to the fact that there is role conflict or ambiguity or delegation challenge between principals and other stakeholders. I recommend that the SGBs mandate and legislation should

clearly define the roles and functions of each member and should state the action to be taken if members feel or perceive that some members are not willing to share responsibilities. Also the SASA (1996) should ensure that there is clarity or distinction on the functionalities that are deemed management and as well as those that are known to be governance related to ensure that there is role distinction and clarity which will promote the efficiency of SGBs.

There is need to promote the training of members of SGBs as this is seen as a way to promote equal participation by all members. It has been stated from the findings that illiteracy and lack of skills are impacting negatively on the success of SGBs, hence by ensuring that there is continual training of members this challenge can be overcome. In relation to financial management there is need to ensure that SGBs coopt or enlist the help of people who are trained in this area.

There should mechanisms to ensure that when members are being selected there is gender equality and also that in decision making there is supposed to be some mechanisation that are there to ensure that the voices of women are heard and that decision reflect the choices of every member. This is due to the fact that respondents have sighted the issue of marginalisation and selective participation.

#### **5.4. Limitations of the study**

There was limited time frame to carry out the research project since it was a mini-dissertation, otherwise if there was more time the researcher could have employed a mixed method approach in gathering data so that the results of the study could be validated and become much more reliable. In this regard, the choice of research methodology can be argued to be a limitation. Nonetheless, the usage of a single quantitative approach was useful in promoting objectivity and generalizability of the study findings. Furthermore the use of a

single technique was useful since in this study time was a limitation, a mixed method approach would have called for more time.

Furthermore since the study was conducted within a given locality that is King Williams Town Education District. This can be argued to have been a limitation for the study. Moreover, the sample frame for the study was not large and this also is a limitation of the study and results in that the findings of the study cannot be generalised to other larger contexts and areas. Therefore it is worth to argue that the geographical settings of the study is on its own a limitation as the findings cannot be generalised to other areas in South Africa.



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## 5.5. Conclusion

The decentralisation of school management and governance in South Africa as entails and promoted through the South African Schools Act 84 of 1996 (SASA) has been fruitful in instilling and envisioning a society that is anchored on democratic values. The SASA (1996) has therefore promoted and ensured that school management and governance become more participatory and inclusive of all stakeholders in the society. However, it is argued from the findings that this is still a milestone for South Africa as a nation as the study has indicated that SGBs in King Williams Town District of Education are still fraught with many challenges ranging from selective participation, illiteracy challenge, language challenge, mistrust amongst member, differential capacitation, training challenge, marginalization, delegation and partisan politics. However, it can be argued that respondents and findings from the study have indicated that there is inclusion and involvement of all stakeholder in the policy practice of school management and governance which can also be argued to be success. It can therefore be argued that successful education systems should be built on more transparent, inclusive, effective and efficient, accountable, participatory and responsive SGBs as envisioned by the South African Schools Act 84 of 1996. There is therefore a need to ensure the realization of the democratic ethos envisioned and promoted through the Act if South African Education is to be a success.

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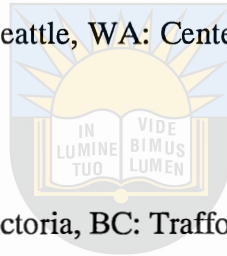
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## Appendix A. Questionnaire



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### School of Public Administration (SPA) Faculty of Management and Commerce

This questionnaire is meant for obtaining information on the **analysis of management and governance issues in the King William's Town Education District in the Eastern Cape province**. I seek to investigate the challenges facing the management and governance of schools within the district. The aim of this investigation, directed at School Governing Bodies and other education stakeholders, is to better understand the challenges confronting the governance and management of education in the King Williams Town Education District as a result of the implementation of the South African Schools Act of 1996. The study is part of the requirements for the Master of Public Administration qualification, I am undertaking at the University of Fort Hare. I therefore request your cooperation in completing the questionnaire. All information you provide will be utilized for academic purposes only. I assure you of the confidentiality of your responses and your anonymity as a respondent.

Thank You

#### Section A: Demographic Profile

Please indicate your response by circling the appropriate number where necessary.

1. Gender

Male	1
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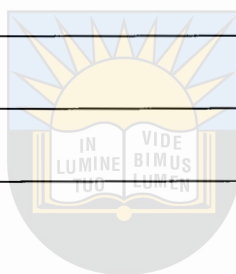
Female	2
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2. How old are you? (Please mark with an X your appropriate response)

20-and Below		21-30		31-40		41-50		51-60		61+	
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3. What is your highest education qualification?

Lower Than Grade 12	1
Grade 12	2
Post School Diploma	3
Bachelors	4
Post-Graduate Qualification	5



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4. How long have you worked for the department of education?

Less than 2 years	1
2-5 years	2
5-10 years	3
More than 10 years	4

5. Your School is a:

Primary School	1
Secondary School	2

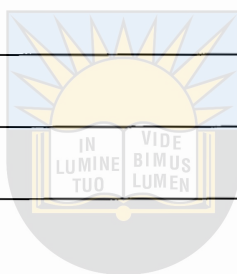
6. Are you a member of the School Governing Body (SGB)?

Yes	1
No	2

If your answer to this question is 'no' please move to question 8.

7. Please circle the appropriate group that best describes your role or involvement in the management and governance of the school?

Principal	1
Deputy Principal	2
Education Officials (District, Provincial or National)	3
Staff members of the school	4
Parent	5
Educator/ Teacher	6
Learners	7
Other (Please specify)	8



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**Section B: Knowledge and Participation in School Management and Governance meetings and events.**

8. How often have you participated in the school management and government meetings?

Frequently	Often	Sometimes	Rarely	Never
1	2	3	4	5

9. What is your level of participation in the following management and governance activities?  
 Use the following response categories:

1. Frequently    2. Often    3. Sometimes    4. Rarely    5. Never

Deciding on the School Budget	
-------------------------------	--

Deciding on School expenditure	
Day to day management of the school	
Governance ( Policy making)	
Organizing Sports	
Staffing	
Strategic Planning	
Staff development programmes	

9. The following statements attempt to measure the level of participation accorded within the governance and management of schools. They also seek to investigate the inclusiveness of these participatory decision making system of your school. Please rank these statements, to indicate your level of agreement or disagreement (where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Please mark with an X appropriate response.

		1	2	3	4	5
a)	In the meetings everyone is free to participate.					
b)	Principals and other stakeholders all participate.					
c)	The school governance bodies are inclusive of both women and men, literate and illiterate.					
d)	All affected are deliberately sought and engaged in the governance and management of schools.					
e)	Collaborative decision making is promoted as the effective means to govern and manage the school.					
f)	The school governance meetings and management events are conducted in a language that is accommodative of the illiterate.					

g)	Participants are given feedback and consulted before decisions are made.					
h)	The governing body is responsible for the formulation of the school's policies.					
i)	Participatory decision-making is effective in terms of management.					
j)	The school governing body is responsible for the formulation of the school's policies.					
k)	All stakeholders are involved and included when formulating school policies, goals and objectives.					
l)	The Principal delegates work to the members of the governing bodies.					
m)	At school, everyone is considered a decision maker within his or her area of performance.					
n)	People work together productively and respectfully regardless of post levels.					
o)	The introduction of participatory decision-making has led to conflicts between school staff and the other members of the governing body.					


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### Section C: Capacity building and Training

10. The following statements show attempt to gauge the level of training and capacity building being offered to members of the school governing body and to all school management stakeholders. Please indicate your degree of agreement or disagreement. (where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree)

		1	2	3	4	5
a)	There is adequate provision for capacity building of governing body members.					
b)	A course on school financial management should be compulsory in the educator training curriculum.					
c)	In-service training on school financial management and performance evaluation should be provided to the all					

	stakeholders on a continual basis.					
d)	There are workshops to train governing body members.					
e)	Stakeholders gain participation, decision making and critical evaluation skills by participating in the management and governance of schools.					
f)	Schools principals are trained to play the role of managers					
g)	The PIs are subject to regular performance audits.					
h)	The PIs are subject to regular reviews and updated when appropriate.					

  
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**Section D: Challenges and Problems forestalling efficiency in governance and management of schools.**

11. To what extent would you say that the following are the problems affecting the management and governance of your school? (Please mark with an (X) to indicate your degree of agreement or disagreement with these statements, where 1 = strongly agree; 2 = agree; 3 =neutral; 4 = disagree; 5 = strongly disagree.)

		1	2	3	4	5
a)	Mistrust amongst school governing body member and the education staff					
b)	Differential capacity building amongst blacks and whites					
c)	Marginalisation of other disadvantaged member					
d)	Illiteracy					

e)	Unwillingness to delegate authority by other stakeholders					
f)	Language usage					
g)	Selective participation (only men's voices are heard and of the wealthy are heard)					
h)	Paying attention to agendas of interest groups only					
i)	School Governing bodies are not properly trained					



University of Fort Hare  
*Together in Excellence*

## Appendix B: Permission Letter

P.O. Box 4888

King William's Town

5600

30 August 2013

The District Manager

Mr. F.C Sokutu

King William's Town Education District

5 Eales Street

King William's Town

5600



Dear Sir

University of Fort Hare  
*Together in Excellence*

Permission to interact with your employees and use questionnaire for academic purposes.

I am a registered Master of Public Administration degree student at the University of Fort Hare. The programme, comprises a research project. The title of my research project is "Analysing management and governance issues in King William's Town Education District in the Eastern Cape"

To succeed in this project, I shall need to interact with various employees and identified as follow:

1. Deputy Director- HRM
2. Deputy Director Finance
3. CES- HRD&L

4. CES- MANGO
5. CES- Curriculum
6. Principals
7. General Workers not excluding Trade Unions

If it is not too much to ask to ask District Manager, I'd really appreciate it if you could also be one of my respondents.

I will appreciate your prompt response DM.

Yours faithfully

Z.R. Tomose



University of Fort Hare  
*Together in Excellence*



Province of the  
**EASTERN CAPE**  
EDUCATION

45 Eales Street, King William's Town, 5600, Private Bag X74445, KWT, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

Email: [nomvume.plaatjie@edu.ecprov.gov.za](mailto:nomvume.plaatjie@edu.ecprov.gov.za)

**13<sup>th</sup> September 2013**

Mr Z.R Tomose  
P.O Box 4888  
KING WILLIAM'S TOWN  
5600

Dear Sir,

**PERMISSION TO INTERACT WITH YOUR EMPLOYEES AND USE  
QUESTIONNAIRE FOR ACADEMIC PURPOSES**

This serves to acknowledge the receipt of your request letter that seeks permission to interact with employees for academic purposes. It is with great pleasure to inform you that your request is accepted, knowing very well that the findings will be a big plus to the Department of Education in general and KWT District in particular.

Wishing you all the best in your academic progress

Yours Sincerely,

  
FC Sokutu  
DISTRICT DIRECTOR  
KING WILLIAM'S TOWN

