



University of Fort Hare
Together in Excellence

**“AN ANALYSIS OF LEADERSHIP & MANAGEMENT CHALLENGES FACING SCHOOL
PRINCIPALS**

**IN CIRCUIT NO.12 OF THE KING WILLIAM’S TOWN DISTRICT OF THE EASTERN CAPE
PROVINCE”**

BY

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Declaration

I, Ngangelizwe Nomakaya Orrienda, hereby declare that the dissertation entitled “An analysis of leadership and management challenges facing school principals in Circuit No. 12 of the King William’s Town District of the Eastern Cape Province” is the results of my own investigation and research and that it has not been submitted either in part or full for any other degree to any other university.

.....

.....

Signature

Date

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Dedication

On my personal note, I dedicate this project to my late parents, Mangalela and Nomust Ngangelizwe. You were there for me all the way.

Abstract

Within the South African context, because of political and social changes and the influence caused by these changes on educational structures, the new and high demands are required from school principals. Principals now find it necessary to make choices and take decisions. Unfortunately they are not equipped sufficiently to make careful decisions in meeting constitutional demands (Niehaus & Myburgh, 1999).

According to Evans (1997:20) (as cited by Schoeman, 2006) the establishment of suitable institutions is sufficient in keeping a free and democratic society, world events (fascism in Japan, Italy, Germany, 1920s-1930s; cold war in Europe, 1940s-1980s) are there to remind us that even the best –designed institutions are not sufficient. A free and democratic society is dependent on knowledge, skills and virtues of its citizens (IDASA 1999:2).

Brown and Duku, 2008 contend that when SASA was introduced, it was of the idea that it would create a new school governance landscape (Naidoo, 2005). Criticisms are blaming the SASA for the tensions that exist in school governance. SASA is viewed as steeply middle-class in identity and is accused of normalising parental participation in school governance in middle-class terms.

Another criticism is on the assumption that parents should have the resources and time to spend on school activities (Dyer & Rose, 2005; Fakir, 2003; Sayed & Soudien, 2005). When criticisms against this Act were taken stock of in the context of socio-economic realities of many communities in rural locations in SA, it is difficult to disagree. The report of the Ministerial Review Committee cited socio-economic related difficulties as paralysing how parents participate in school governance in rural communities (Ministerial Review Study, 2004).

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Acronyms

ACE	Advanced Certificate in Education
BEA	Basic Education Act
BELAA	Basic Education Law Amendment Act
CHESP	Community Higher Education Service Partnership
C12	Circuit No. 12
EAA	Education Authority Act
EC	Eastern Cape
EDO	Education Department Official
FS	Free State
GPPSTE	Green Paper on Public Service Training and Education
HOD	Head of Department
NECC	National Education Council of Churches
NEPA	National Education Policy Act
NEPAA	National Education Policy Authority Act
NGO	Non-governmental Organization
NQF	National Qualification Framework
NW	North West
PAIA	Promotion of Access to Information Act
PE	Physical Education
PFMA	Public Finance Management Act

PSA Public Service Act

PTA Parent Teacher Association

PTSA Parent Teacher Student Association

RSA Republic of South Africa

SA South Africa

SACCA South African Coordinating Committee Authority

SASA South African Schools Act

SAQAA South African Qualification Authority Act

SGB School Governing Body

SMT School Management Team

SRC School Representative Council

WPTPS White Paper on Transformation of Public Service

WC Western Cape

