
CHAPTER 1: GENERAL ORIENTATION TO RESEARCH

1.1 BACKGROUND

There is a great concern about leadership problems affecting the school Governing Bodies (SGBs) of various rural primary schools in the Republic of South Africa. Before the introduction of the South African Schools Act, Act 84 of 1996 (SASA), the South African education system was characterized by racial discrimination of unparallel proportions. Historically, the system had racially based legislation such as the Bantu Education Act no 47 of 1953, (Shaba, 2003: 23). This was also reflected in the types of schools and South Africa had, *inter alia*; model C schools, community schools, state aided schools and farm schools. In most instances, undemocratic school committee members were responsible for school governance. This was due to the fact that, in some schools, principals were appointing members to serve in these committees, sometimes, members to be elected would be known even before the elections were conducted.

There were numerous problems with regard to school governance and school management. School governance means determining the policy and rules by which a school is organized and controlled (Joubert and Prinsloo, 2001:141). School committees failed to execute tasks in relation to school governance. Furthermore, the schools experienced inequalities, racism, poor management and ineffective teaching and learning. This was compounded by the fact that parents had little or no say in the school governance, and this impacted negatively on school development.

The dawn of democracy in South Africa with the democratic constitution (the Constitution of RSA Act 108 of 1996), which is the supreme law of the country, paved way for the South African Schools Act, Act 84 of 1996.

The Act confirmed one education system and it replaced all discriminatory laws that affected development in schools. The democratically elected School Governing Bodies replaces the school committees. An SGB comprises representatives of parents, educators, learners (in the case of secondary schools) and non-teaching staff. This was done to strengthen the infant democracy and to empower parents to participate fully on issues pertaining to their schools. In terms of the Act, SGBs are allocated functions to ensure good governance in public schools. The functions of the school governance are in two folds, Section 20 functions and Section 21 functions. Section 20 functions are given to all public schools and they are often referred to as the basic functions. These functions are about developing the vision and the mission statement of the school; adopting Code of Conduct for learners at school; supporting the principal and staff in the performance of their professional functions; administering and controlling the schools budget, buildings and grounds, and recommending appointments of educators and non-teaching staff (South African Schools Act, Act 84 of 1996)

Section 21 functions are extra functions that are allocated to the SGBs on the basis of their capacity to handle them. Functions such as maintaining and improving school properties and buildings; determining extra-mural activities; purchasing school equipments; and paying for the services of the school (Mahlangu, 2002:183). These are not simple tasks given the fact that these are technical functions and the majority of the SGBs in the areas seem are technical functions and the majority of the SGBs in the rural areas seem not to have the necessary skills to deal with them. This is evident in the sense that the principals and School Management Team (SMT) perform almost all functions. Their roles are not clear, such that lay man in the street could not differentiate between professional management and school governance. They tend to take a back seat and let principals perform their leading roles. In some cases, they seem to succumb to that because they could not interpret some of the policies meant to them. The observation is that, some end up not attending meetings because of

the frustrations they encounter during the meetings because principals and educators monopolize these meetings.

1.2 STATEMENT OF THE PROBLEM

Though the South African Schools Act, Act 84 of 1996 has given the stakeholders an opportunity to participate and decide on issues pertaining to their schools, the problem is that SGBs in the rural areas seem to be failing to carry their mandate as required by the Act and other educational regulations. They have been workshopped and trained, but leadership problems continue. By virtue of their powers, they were supposed to take a leading role, guide and organize, but the powers are being transferred to the principals and the educator component that end up playing their roles. Although the Department of Education (DoE) in the Limpopo Province has provide guidelines on how the different policies should be made , the SGBs continue to struggle to master these complex processes (Khosa, 2002:102). It is, therefore, necessary to enquire into the link between leadership competence and the performance of SGBs.

1.3 MOTIVATION OF THE RESEARCH

The research has been encouraged by the researcher's experience as a school committee member then, and an SGB member now, and these indicate that there is a lot to be realized in respect of school governance. To be a member of the SGB, it means that one is a governor of the school. Therefore, SGBs are required by the South African Schools Act, Act 84 of 1996 to give direction, organize and control in terms of developing vision and policies of the school, but the researcher's observation is that their leading role is minimal, hence the need for research. The researcher is also concerned that, since 1994, little has been done to ensure that these members act with courage in their responsibilities precisely in the rural areas.

The SGBs are also required by SASA, Act 84 of 19996 to be responsible for the recruitment of educators, and this need a skill in order to be handled successfully. Furthermore, of the 17 primary schools in the area of research, three schools are allocated the Section 21 functions. This therefore, calls for a research to investigate why this other schools have not been allocated the Section 21 functions. Other issues may be that the SGBs are not properly trained in executing those leadership roles or it may be because of their level of education. This calls for an in-depth investigation of the problems they experience in execution of their duties

1.4 AIM OF THE RESEARCH

The general aim of this research is to investigate the leadership problems of the SGBs with regard to their leadership roles in their rural primary schools of the Ximhungwe Circuit. This research, therefore, limits the relevance of its investigation to the SGB leadership problems affecting the rural primary schools of the Ximhungwe Circuit.

1.5 OBJECTIVES OF THE RESEARCH

The objectives to be achieved in this research are stipulated as follows:

- 1.5.1 To investigate whether or not the SGBs of the rural primary schools of the Ximhungwe Circuit are able to cope with their responsibilities.
- 1.5.2 To identify problems and challenges facing the SGBs in the governance of the rural primary schools of the Ximhungwe Circuit.
- 1.5.3 To suggest possible strategies for resolving the research problems indicated in the research.

1.6 RESEARCH QUESTIONS

1.6.1 To what extent does the educational level of SGB members in the rural schools of Ximhungwe Circuit impact on their SGB responsibilities?

1.6.2 What challenges are faced by the SGBs in the governance of the rural primary schools of Ximhungwe Circuit?

1.6.3 What are the possible solutions to the SGB leadership problems?

1.7 SIGNIFICANCE OF THE RESEARCH

Since the success of the research is based on the leadership problems of the SGBs in the rural primary schools, the research should contribute and assist parent attention to make meaningful contributions to schools activities. SGBs would realize their leading roles and they would then be able to produce their potentials to their optimum best. SGB members are also members of the community; therefore, their involvement would benefit the community at large on matters of development. The research would lay a foundation for further research and assist stakeholders to familiarize themselves with policies on the school governance. Therefore, the research would inform the circuits, districts and trainers to realign themselves or fine-tune the programmes in relation to the real areas of development.

1.8 DEFINATIONS OF CONCEPTS

Leadership: Briefly defined, leadership is influenced nothing more, nothing less (Maxwell, 1998: 17). According to Bush (2003:3), a central element in leadership is that there is a process of influence. Yuki (2003: 5) as cited by Bush (2003:5), maintains that most definitions of leadership reflect the assumption that it involves a social influence process whereby, international influence is exerted by

one person [or groups] to structure the activities and relationships in groups or organizations.

School Governing Body (SGB): The School Governing Body means a governing body of public school as contemplated in Section 16(1) of the South African Schools Act, 1996 (National Association of School Governing Bodies' constitution as adopted in September, 2001: 3). The SGB is the body that is elected democratically and it comprises the educator component, parent component, principal as ex-officio member, and learner component in the case of secondary schools. A parent is only elected in the particular school if and only if that parent is a biological parent of the learner in that school or the guardian of the learner in that school.

A Section 20 school, according to Nyambi (2004: 17), is a school wherein the School Governing Body has not been granted Section 21 powers or functions. The school procures goods according to existing departmental arrangements because the money is not deposited into the schools account.

A Section 21 school, according to Nyambi (2004: 17), refers to a school wherein the School Governing Body has been allocated extra functions such as controlling its own finances, maintaining and improving their school properties and buildings as well as paying service rendered to the school. The school, therefore, has powers to procure its own goods because the money is deposited into the school's account. These functions are only allocated to SGBs on the basis that they have the capacity to handle them and they have to apply from the department in order to be allocated these functions.

School Governance: School Governance has to do with determining the policy and rules by which a school is organized and controlled (Joubert and Prinsloo,

2001:41). Section 16 (1) subject to the Act, the governance of every public school is vested in its governing body (SASA, Act 84 of 1996). Therefore, SGBs are required to draw policies that would then implemented by the principal and the SMT.

Professional Management: Joubert and Prinsloo (2001: 41) maintain that professional management has to deal with the day-to-day administration and organization of teaching-learning at the school and the performance of the departmental responsibilities that are prescribed by the law. SMT, with the inclusion of the principal is required by law to be responsible for the management of school, monitoring and controlling policies drawn by the SGBs.

Mandate: In politics, mandate is often referred to as the authority granted by the electorate to act as representative. Elections are often said to give the newly appointed government or elected officials a mandate to implement certain policies. Fhatuwani (2006: 4) maintains that, through the South African Schools Act, the government has mandated School Governing Body (SGB) at every public school to govern the school. The rationale for establishing the SGB is to enable the participation of people, particularly parents, in the school based decision-making on school governance. SGBs are, therefore, required by the Act to draw up school policies and facilitate development on issues pertaining to schools.

Capacity: capacity is referred to as the ability to perform or produce and that capacity building is a wide concept that deals with the overall capacity of an organization to provide its respective services (Maditsi, 2001: 11). He further cited cook (1997: 275) who also maintains that capacity and performance are explicit concepts of sustainable development. Capacity defines the potential for development while performance represents the degree to which that potential is realized in actual achievement. In terms of the capacity, the research would

investigate whether there is a link between leadership competence and performance of the SGBs.

Monitoring : According to the *Concise English Dictionary* (1991: 953), monitor refers to a person or a piece of equipment that warns, checks, controls or keeps a continuous record of something. National policy on Whole School Evaluation (WSE) indicates that monitoring is a systematic observation and recording of one or several aspects of school activities (Republic of South Africa, 2001:24). These include activities like the basic functionality of the school; leadership; management and communication; governance and relationship; school safety and security; discipline and school infrastructure. Monitoring according to the policy is a process that involves school-based self evaluation, external evaluation, and district support and published reports on the performance of individual schools.

1.9 LIMITATIONS OF THE RESEARCH

The findings cannot be generalized due to the fact that only certain cases will be involved in the research and there will be a possibility that cases with relevant information be left out. Some respondents, e.g., principals, chairpersons, parent component may not attend the meetings; this may have negative effects to the research. The uniqueness of the school culture may limit the findings in the sense that in some schools, only a spokesperson, e.g., principal is allowed to discuss issues pertaining to the school with outsiders e.g., media. Language as an important tool in the interviews, may pose a serious challenge to the research. This is due to the fact that most chairperson and parents component of the schools where the research is conducted cannot express themselves in English since the predominant spoken language is Xitsonga. There is also a possibility that some respondents give irrelevant answers to the structured questions for interviews, given the level of their education in the research area.

1.10 STRUCTURE OF THE RESEARCH

Chapter 1

This is an orientation chapter in which introduction, problem statement, and motivation of the study is spelt out. The chapter also outlines the aims and objectives of the research; the clarifications of concepts and the significance of the research.

Chapter 2

In this chapter, the research focuses on the literature review, where various books, journals, articles, government legislations are perused. The chapter also gives an understanding of the concepts leadership and governance of the SGBs, which are the core business of the research.

Chapter 3

This chapter presents the research methodology, in which the research design, methods of data collection and analysis are outlined. The chapter also highlights the target population, sampling methods, data collection procedures and techniques.

Chapter 4

In this chapter, data collected from the interviews are presented, analyzed and interpreted.

Chapter 5

This is a final chapter of the research. It, therefore, focuses on the recommendations based on the findings, analysis, and interpretation outlined in chapter four. The conclusion is also presented in this chapter.

1.11 CONCLUSION

This chapter outlined the problems to be investigated, and also presented the motivation of the research as well as aims of the research to be achieved. It dealt with the objectives, research questions, and the significance of the study. Lastly, the limitations of the study, definition of concepts as well as chapter outline are clearly explained in this chapter

In chapter two, the research focuses on literature review, in which various books, journals, articles and government legislation are perused. The chapter then gives an in-depth understanding of the concepts leadership and governance as a core business in the area of research.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents information gathered from different researchers and sources viz, books journal, articles and other government legislation on leadership and governance. The information highlights the views of researchers on the above mentioned issues and how other leaders employ Strategic Management in order to develop their institutions or organizations. The information also reveals the difference between school management and school governance. Above all, the chapter indicates the influence and the impact of global leadership in schools.

2.2 HISTORICAL OVERVIEW

In 1994 the democratic election gave birth to the non-racial education system which is always informed by the laws of this country (South Africa). This can be confirmed by the fact that School Governing Bodies (SGBs) are elected democratically to ensure that school are run effectively. The rights of the School governing Bodies were acknowledged in Chapter two , Section 16(1) and (2) of the South African Schools Act, Act 84 of 1996 (Republic of South Africa:1996). SGBs are given functions to perform and they have been mandated to take the leading role hence the failure or success of the school rest on their shoulders. They are also charged with the accountability of promoting the interests of the school development and administration of some non-curricular activities and resource of the school.

The majority of the SGBs, according to Khosa (2001:102), does not have experience and skills to handle these technical functions. They are required by

the Act to take a leading role to develop the vision, mission, language policy, admission policy, dress code and to determine school time during the day.

One other role that they should take the lead is that of recommendation of the appointment of educators to the Head of Department (HoD), which is technical in nature (SASA, Act 84 of 1996). These, therefore, need people who are skillful and experienced since they will be dealing with critical steps in policy formulation and also to ensure that these policies comply with the constitution of the country. Though Nanus (1992:10) maintains that leadership can be developed or at least improved, attempts have been made but SGB of the rural primary schools seemed not to play their part in terms of leading the organizations.

Financial management is another area that needs serious attention by SGBs. This is a complex area that deals with the income and expenditure part of the school. A number of training were conducted but did not yield any fruit, and the Independent Project Trust (IPT) in Kwazulu-Natal (2006: 3) confirms this by indicating that the principals and members of the SGBs will be offered training on understanding the legal and financial implications of the new Act. In addition to this, in the present research area, three out of seventeen schools are in Section 21 functions, which are allocated to the SGBs who have the capacity to handle their finances effectively. The question now will be, are these SGB of the fourteen schools failing to take the leading role in the management of their finances, if not, and why are they not in Section 21 functions?

2.3 SCHOOL GOVERNANCE AND PROFESSIONAL MANAGEMENT

Khosa (2002: 104) indicates that there is no clear line between the governance and management functions. SASA does not give a clear distinction between school governance and school management and this created a serious problem since 1994. SGB members have been blamed by the management members of going beyond their governance terrain and on the other hand, SGB members, especially the parent component, have complained of unsupportive principals and staff dominating SGB meeting (Khosa, 2001:104). The former Minister of

education, Asmal (2000: 2), in his speech, maintained that, in many cases school principals still held considerable influence over who is to be elected into the SGBs. The Deputy Minister of National Education Mosibudu Mangena (2002: 1) indicated in his speech that, as a department, they expect a School Governing Body to play a governance role and the principal, together with the School Management Team (SMT), a management role. Though, pronounced, the two parties strive to reach agreement on governance of schools, but the problems continue. This could be the fact that SGB members need recognition in their leading role and they want to be seen to be working or maybe the level of their education makes them fail to understand their roles. Mathosi (2001: 4), in his speech about transforming governance and management of education, has indicated that the fact that the majority of our parents did not receive any formal education does not suggest that they can not think logically, conceptually and contextually. But the question remains unanswered as to why the SGBs in the rural primary schools do not take a leading role in the school governance.

The report of the Ministerial Review Committee on School Governance (Republic of South Africa. 2004:84-85) tries to highlight difficulties experienced by SGBs with regard to SMTs and *visa versa* , *inter alia*: lack of communication, lack of implementation of decision taken at SGB meetings , conflict over spending priorities, unavailability of management members or SGB members and blurring the distinction between SGB and SMT. Some SGBs according to the report on Ministerial Review Committee on School Governance (Republic of South Africa. 2004: 84-85), indicate that the SGBs are not provided enough training , which results in a limited understanding of school policies. Puth (2002: 32) also indicates that communication must be seen as a key resource of leadership. In line with the findings by the Ministerial Review Committee on School Governance, leadership problems have never been given attention as such. It is therefore, significant to determine how lack of SGBs capacity in rural schools impact on their poor governance responsibilities.

The minister of National Education in South Africa, Naledi Pandor (2006: 20), indicated that there must be equitable distribution of power between principals and their SGBs when she was addressing the seventh conference of the International Confederation of principals held at Cape Town in July 2006. She noted that since 1994, policies and strategies in education received much attention under democratic dispensation but were lacking in the implementation. This, according to her was partly due to the fact that the focus has not been on the SGBs; it has been on the school leadership. When the department developed new education legislation in the post-election period in 1996, it gave a great deal of attention to democratization and very little attention to policies and practices that are related to the development's biggest challenges; the promotion of quality learning and teaching. The state policy focus was on the need to promote inclusion and participatory democracy in the schooling system. Principals are not given a platform to perform their roles and also the support they deserve in executing their strategic leadership and development role. There is a lot of confusion with regard to management and governance. Lewis and Naidoo (2004:11) confirm in their research on governance and management that all stakeholders emphasized the importance of parental participation in school governance, but stakeholders such as principals and educators do not necessarily value participation in itself or for advancing democratic decision-making in school. In their practices, such participation and consultation promoted by principals and educators often assist them to make their work easier. This creates a scenario wherein all stakeholders fail to understand the leadership role they should play in the true sense of the word.

2.4 SCHOOLGOVERNANCE IN NEW ZEALAND, CANADA AND LAO PEOPLE'S DEMOCRATIC REPUBLIC (LPDR)

In most countries, socio-political aspects usually influence the education system and governance of schools. The choice of New Zealand and Canada is encouraged by the fact that Mafuwane (2005: 42), in this dissertation, discussed the two countries and they are closely linked to the school governance as it maintains in South Africa. He indicated that these two countries have federal system government that is close to the South African type of government. A federal government has several states that form unity but remain independent in the internal affairs, like province in the case of South Africa, though South Africa is a unitary state with federal characteristics, where all the affairs of its provinces are informed by those of the national government. He further mentioned that schools in New Zealand are governed by boards or trustees (Site councils), which consist of three to five parents representatives, principal, staff representatives, and in the secondary school, a student representatives. He cited Cal Well and Spink (1988: 30), who indicated that New Zealand is encouraging school's self-management and the decision-making approach that allows governors, parents, pupils, teachers and interested parties for actively participation.

With Canada, powers and authority are devolved or decentralized to the local level. Viewing the two countries, it is with no doubt that their approach on school governance is similar to that of South Africa, whereby powers and authority have been decentralized to local level through SASA. SGBs in South Africa have been mandated to take a lead on school governance wherein learners, teachers, principals, parents are involved.

Sisavanh (2001:261-263) maintains that education of the government political platform of LPDR is a vehicle to fulfill the national goals for human resource development. He says that education is closely linked to implementation, social and cultural development programmes of that country. He further indicates that the role of education is to serve the national course and, as such, the school curricular integrates the national identity and reflects the national interests. SASA for example, has values that are enshrined in the constitution, which include, *inter alia*, democracy, transparency, trust, human dignity, equality, non-racism, respect and so on. It is said that LPDR has ethnic groups, speaks different languages and dialects, and enjoys various traditions and customs, but its approach in education is such that unity is strengthened; there is solidarity and co-operation of all people without discrimination on the basis of social class, ethnic group, religion, gender and age. The education sector creates the necessary prerequisites for participation in political and social activities, as well as in community administration and self-management (Sisavanh, 2001:263).

It can, therefore, be argued that LPDR allows its people to exercise their freedom and democracy on school governance, which is similar to the South African government. Decentralizing the governance system in a spirit of participatory democracy, according to Sirleaf (2006: 53), is to ensure that every segment of the society will become an effective stakeholder, rather than that of a disinterested bystander, in running of the country. Those are the words of the Liberian President that confirm that democracy needs a collective effort and collective leadership to take an organization forward. This indicates that Canada, New Zealand and LPDR have similar approach to that of South Africa because they encourage stakeholders to actively participate in governance of schools.

2.5 CAPACITY-BUILDING CHALLENGE

The training and workshops of SGBs seemed not to be adequate realizing the status quo. The underpinning philosophy of SAS is that schools are encouraged to be self-managed and self-reliant. Given the fact that the notions of leadership and management have been redefined, the principal is no longer expected to carry the burden of running the school a lone, he/ she is expected in terms of the Act, to be responsible for the day-to day running of the schools and for the implementation of school policies .It is the SGB that determines these policies (Mathonsi, 2001:1). According to SASA, Act 84 of 84 1996, SGBs should be at the centre of an organization giving direction. Leadership, according to Nanus (1992: 4) and Puth (2002:70), can be developed or improved, and it implies responsibility and influence. Seemingly, SGBs are failing to take advantage of these powers given to them.

Asmal (2002: 2) indicated that training programmes were designed, in most cases without understanding the proper needs analysis of the SGBs. As a result, many of the training programmes were irrelevant and ineffective. The training of SGBs was done in vacuum, without linking it to the department Strategic Plans. Hence, they were not sustainable by the district and circuit managers. The National Education Minister Naledi Pandor (2006: 8), tabled the Education Amendment Act, which virtually stripped SGBs off the right to appoint teachers. The question today is to determine whether or not the department is doing enough to capacitate SGBs as leaders of the schools , and what could be the reason for the minister of Education withdrawing some of the functions of the SGBs. Nkosi (2006: 32), on the need for effective empowerment skills and adequate training and mentorship , argued that leadership skills , management skills and the ability to understand behavioral skills , all play an imperative role in the overall success of an organization.

If employees feel confident in management's abilities and experience well outlaid levels of assistance, they strive harder. This therefore will mean that increased training and skills development on the part of leadership should always receive high priority, and people who have interest in the quality education of the school would always rally behind good leadership, which would lead to good governance. SGBs as our core business seemed to be lacking in most of the skills highlighted by Nkosi. The observation is that there is no indication from the department of education to have correct measures which are in place to implement mentorship programmes. Since 1994, there is little or no yield of results in terms of governance in schools of the study area, terms for the members of the SGBs came and went since they are supposed to serve for only three years, without proper training. While observing challenges ahead of the SGBs, there is an area where the South African provinces should have received a pat on their shoulders i.e., formulating policies and strategies to ensure that people participate in the decision making in their various organizations. The big challenge is that, although they are elected members of the SGBs, they need skills to execute their tasks.

It is significant that researchers determine the delay or failure to skill or train the SGBs in that regard. It is evident that the country has capacity building shortage of SGBs in most rural areas of South Africa. This is confirmed by Albert's (2006: 14) in his article entitled *Skills for growth and service delivery*, wherein he indicates that South Africa imports skills from abroad. This became a trend in the government circles such as the Department of Transport; Public Works, Health and Welfare, Local government and Housing, Education in the sense that engineers, doctors; educationists have been imported to ensure that there is service delivery. This is also evident in the Limpopo Province whereby the Fhatuwani project has been imported from Ireland to facilitate SGBs training programs to limited schools. The Public works and Administration Minister in South Africa, Geraldine Fraser-Moleketi was quoted by Alberts (2006: 14) as

having announced that the government is to go head-hunting in India for experts to help bridge the skills gaps in public service. She announced that the focus should be on mentoring programmes, training programmes, short-term exchange programmes and “secondment of experience Indian civic servants to build management capacity and transfer skills”.

Alberts (2006: 13) in *Skills for growth and service delivery* indicates that the importation of skills remains an important and critical element of a holistic strategy. There are welcome signs in some government circles that, in global economy, critical skills are increasingly becoming like any other tradable commodity-follow the market and flow to where they can be exchanged for best value. This is an indication that leadership problems would stay for years if not tackled with an immediate effect in South Africa, let alone the provinces. To perform each an every task in any organization; people need training and skills to ensure that there is service delivery.

Professor S. M. Mayatula as chairperson of Education Portfolio Committee pointed out challenges faced by the Department and was among others, capacity problem (Republic of South Africa, 2002: 2). He indicated that the department was in a dire need of people who have project management skills. He also pointed out that Higher Education institutions, in particular were facing leadership crisis. To this end, he made an example of the University of Transkei (UNITRA) where the post of the vice-chancellor was contested by only three candidates who were all foreigners. Nkosi; Alberts; Lewis and Naidoo's articles on governance confirm that there is a dire need for training and skills development. The indication is that the country lacks human resource to deal with the problem of capacity within the short space of time, but people are elected to take leadership position and be expected to produce the desired results and also to meet the demands of the global world without support (i.e., training, mentorship, monitoring), of which it becomes mars in the sky. The view is that since the

country has entered in to global world, it has no option but to ensure that leadership meet the global demands. This was confirmed by President Thabo Mbeki in the State of the Nation Address when he said: “*We cannot and will not walk away from our internationalist responsibility to add our voice to global effort to create a better world of peace, democracy, a just world order and prosperity for all nations*” (Vuk’ uzenzele, 2006: 12).

2.6 CONTEXT OF LEADERSHIP

Leadership, according to Nieman and Bennet (2002: 113), is the process of influencing employees in order to get them to perform in such a way that the organization objectives are achieved. There are secondary management tasks such as communication and motivation that influence followers to perform certain tasks. They further maintain that effective leaders should have the following characteristics:

- Motivation (a strong desire to influence others with a focus on the set objectives);
- Intelligence (ability to handle complicated information);
- Integrity (honesty and truthfulness with followers and others);
- Self-confidence (being decisive and assertive without being arrogant)
- Knowledge (a solid understanding of the job, organization and industry) and
- Drive (willingness to take initiative, with a need for achievement).

Leadership according to Johnson and Scholes (2002: 549) is the process of influencing an organization in its efforts towards achieving an aim or goal. Because leadership plays a pivotal role in the nurturing of any kind of the change, the SGBs as leaders in schools should be able to plan, motivate, and direct people (communities) towards transformation and school development.

Asmal (2002: 2), Scottish School Board Association (ndp: 4) and Ministerial Review Committee on School Governance (Republic of South Africa, 2003: 83) have a view that principal are driving the agenda of the SGBs and determine how the chairpersons should carry their tasks. It is always significant to determine what could be the driving force behind this fact that eventually makes the SGBs to take a back seat. Leaders according to Nieman and Bennet (2002: 113), are individuals who utilize their power to influence people's behavior. Leaders do all these due to the fact that they want to achieve certain objectives. With the SGBs, leadership should work in such a way that they influence communities to actively participate in school governance in order to achieve these vision and mission statement and objectives of the schools. It is argued that if leadership in the governance has no power, it cannot move the school forward. This is supported by Nieman and Bennet (2002: 113), who maintain that leadership power includes legitimate, coercive, reward, referent, expert and information power.

SGBs in rural schools seem to delegate the powers entrusted to them to principals and the educator component. As such principals are often reluctant to relinquish or share their power and authority (Scottish School Board Association, , ndp: 4). Nieman and Bennet (2002: 113) clearly indicate that using the type of power will lead into any of the three behaviors: commitment, compliance or resistance. The fact that DoE according to Prew (2006: 6) wants to determine who serves in SGBs and monitoring their performance means that they have identified certain kind of behavior. Leaders according to Nanus (1992: 4-10),

have agendas, are pioneers, take charges, make things happen, dream dreams and then translate into reality. Leaders are known for being masters in designing and building institutions; they are the architects of the organizations' future. He further indicates that a leader is a direction setter, change agents, spokesperson, and the coach. These roles according to him define a visionary leader. Leaders, who have a vision therefore, attracts commitment and energizes people, establishes a standard of excellence and bridges the present and future. He further outlined the characteristics of true leader, as being innovative; inspires trust; has long range perspective; originates; challenges and is his own person (Nanus, 1992: 11-15).

Leadership in Africa as a whole receives higher priority. Much has been said about leadership or the ineffective and inefficiency of it in Africa. This fact has far reaching effect in most of the organizations or institutions in the world. Havenga (2006:5) further says that if you get the leadership right, you get the entire organization right, as the maxim goes. This is evident in most of the schools around the province (Limpopo); once the leadership does not play its role, the school is likely to get stuck or stroll instead of moving forward. The way leadership is perceived in the African countries, depict the type of leadership behavior in its organizations or institutions.

Havenga (2006:5) also maintains that an increase in productivity will not only enhance competitiveness or individual economies but will also contribute to the growth of overall world economy, thus ensuring that there is prosperity across the board. Therefore infrastructure, governance structures and other issues need stability. In order to bring about stability, there must be improvement in the quality of sophisticated management or leadership. Tom Peters was quoted by Havenga (2006: 5) in the article, *African Leadership: a prerequisite for success*, as saying that leadership should work in such a way that each of the member acts as CEO of an organization. This is an indication that the driving force behind the success of organization is the leadership that is distinct, not extinct,

such type of leadership would always move its followers and in turn the followers would not doubt or question its intention of motives.

Rev. Jesse Jackson (2006:6), an American civil rights religious and political leader in his article maintains that leadership is a call for substance, vision and character. He commenced by saying that South Africa, today is a metaphor for hope, transformation and the possibility against all odds all around the world. Jackson observed something special on leadership i.e., firstly that there are special qualities in leadership, secondly, there are special gift of leadership, thirdly, there are special circumstances of leadership, fourthly, there are special needs of leadership, fifthly, there are general principles of leadership and lastly there is the factor of vision. These are the things that characterize leadership, and to Jackson, character of an individual or organization determines the effective or ineffective nature of leadership. Robert Mugabe, Zwelinzima Vavi, Tony Blair and others are typical examples of these leaders where people could observe the character of an individual. The character of these leaders earns them either good or bad consequences. It is also happening in organization where people follow this organization for the good cause. For example, during floor-crossing period in South Africa, people are seen moving from one organization to the other, and really the motive behind the movement is “character” of these organizations.

Jackson (2006: 6) also observed that there is leadership with resources and leadership with scarcity. Leadership with resources offers one set of challenges and leadership with scarcity offers a different set of circumstances. This is evident in the rural schools of Ximhungwe Circuit whereby some schools are in Section 21 and others in Section 20 circumstances. The observable character or circumstances are also in the urban and semi-urban schools. Leadership in the mentioned areas has different challenges. This also is observed from local, provincial and national levels of government. A typical example is one of the municipalities of Gauteng whereby the residents marched for the municipality

leadership, demanding speed delivery of services while in the Vhembe District, the leadership has got a challenge whereby killing for muti purposes become part of the provincial agenda. The premier of Gauteng Mbazima Shilowa promised them what they demanded and indeed it happened. With Vhembe, the people do not have hope that the province will be able to deal with the problem. In view of the cases of Gauteng and the Vhembe District (Limpopo), people could really understand that leadership with resources and scarcity faced different challenges, which are then dealt with differently due to the presence or otherwise of resources. Jackson (2006: 6) then came up with the following as attributes for leadership: Leadership must be credible, believable and efficient. Leadership must be transparent in financial matters; leadership must be inclusive to all the market. Ultimately, the leadership must show evidence that their ideas lead to growth and victory, and that leadership is defined by the magnitude of issues they grapple with and the risk in the quest of higher good, not just a bottom line.

Puth (2002); Jackson, (2006) are of the idea that great leaders take risks because victory is never certain, and leaders are those who encourage followers to take risk and controversy. Carly Fiorina, CEO of Hewlett Packard was quoted by Jackson (2006: 8) as saying that leadership is about skills and capacity; about character and quality of one's collaboration; about choice. According to her, a choice to lead is a personal choice. Leadership is the choice to create something new, and, for that, it requires risk-taking and courage. It requires seeing possibilities others do not see, which is the top most job of a leader. People should then realize that choosing to be leader is not an easy exercise, and leaders are those who are able to see the bigger picture of an environment. Leaders will always be resisted due to the fact that they usually take unpopular informed decisions. A typical examples is the decision taken by the former president Nelson Mandela to sack his former wife, Winnie Madikizela Mandela; President Thabo Mbeki to sack Deputy President Jacob Zuma; the South African

Football Association (SAFA) leadership to hire Carlos Perreira from Brazil as a coach of South African national soccer team (Bafana Bafana) and to give him a monthly salary of R1, 8 million, to mention but a few. This really is not as easy as people may think; it requires leadership that can take risk for the good cause of an organization or country.

This is supported by Jackson (2006: 8) in his article when he indicated that leadership is defined by the size of the cause, not by the size of the crowds. Leaders will always be resisted because change will always be resisted, and therefore good leaders do not force people to change but they inspire people to want top change. That is why many authors indicate that leaders always create resistance (Puth, 2002 and Jackson, 2006). Any successful change has several characteristic according to Jackson (2006: 8) i.e., strategy, structure and process, cultural values and behavior. Leaders are expected to inspire people to want to achieve realistic goals. Leadership has to set-up structures and processes which will then assist an organization to achieve its intended goals. To ensure that this happen, new capabilities should be catered for and work shopping or training leadership should receive higher priority. Therefore corporate culture should always receive thumbs up other than social service culture.

Leadership according to Kalungu-Banda (2006: 18), calls for courage. Courage, according to him demands that people must strive to stand by what they believe to be true without being influenced by the names and numbers, on either side of the argument. In most of the people it is very easier to speak in favour of the acceptable position even when in their hearts they would disagree. Kalungu-Banda cited an incident wherein Mr. Nelson Mandela stood by his word against the invasion of Iraq by U.S.A, under the leadership of George W. Bush. He indicated that Mandela spoke loudly when interviewed that U.S.A, is threatening

world peace, and he also blamed Bush's advisers and deputy president of U. S.A, Dick Cheney that they don't want Bush to belong to the modern age. Kalungu-Banda's assessment was that Mr. Mandela spoke at a time where every country was quite or speaking softly on the matter in fear of attack by powerful U.S.A.

Most leaders then would love not to be seen talking against the "giant" and would always speak in favour of acceptable positions while they disagree inwardly. This, therefore, indicates that to be a leader, one must have courage to speak out his/her mind irrespective of whether what he/she is saying is unpopular. This confirms what Jackson (2006: 8) indicated that leadership is defined by the size of the course, not by the size of the crowd. Such courage could be seen in the sacking of the former Deputy President, Jacob Zuma by the President of South Africa, Thabo Mbeki. Any progressive leader, therefore, should be able to speak out his/her mind for the truth he/she believes in. If this aspect could be achieved, people would then say that they have true leader in the true sense of the word.

One other attribute of leadership is to understand development of a management strategy based on humanness or Ubuntu. This is from an article extracted from the book of Ubuntu Management Philosophy by Dr Johann Broodryk. He encouraged leaders to consider the Obstacles, Negatives, Positives and opportunities (ONPO) analysis when dealing with strategic management as alternative to the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis (2006: 20). According to Broodryk (2006: 20), ONPO is introduced as a tool to develop a strategy that would allow more room for debate and open discussion which is in contrast with the SWOT that would always make a distinction between the external and internal environment. ONPO model allows for free and open brainstorming possibilities at both internal and

external level, and therefore inclusive in nature. In order to ensure that this philosophy succeeds, discipline and commitment play an indispensable role because the model is geared on the Ubuntu Management.

Broodryk (2006: 20-21) refers to leaders spearheading this model as shepherd leaders and these leaders are hands-on type of leaders, and, together with their followers, they form working team. He summarized Ubuntu Management style or shepherd leadership style in the following manner:

- L- Love and loyalty,
- E- Empathy, embracing, equality,
- A- Adaptable and adjustment,
- D- Decision-making and democracy,
- E- Energetic and eagerness,
- R- Responsibility and respect,
- S- Self-discipline and family discipline,
- H- Humbleness and humanness,
- I- Inspiration, initiative, uninhibited,
- P- Praise, Positive, People conscious.

These are attributes of a leader who always allow free movement of employees, irrespective of the ranks they occupied. These openness and freedom according to him should be coupled with responsibility. This is always confirmed by many leaders and even the constitution of South Africa is clear on the issue, thus freedom without responsibility is doomed. Ubuntu Management or leadership maintains that transparency and participation are the core goals and their managers integrate these into larger organizational goals. This style is

associated with democracy or bottom-up approach, and can only be a success if employees understand the strategy of the business, customer needs and their own role in the larger scheme of things. Broodryk (2006: 20) further indicated that this Ubuntu leadership or management is welcomed by most countries as the world today is preaching democracy.

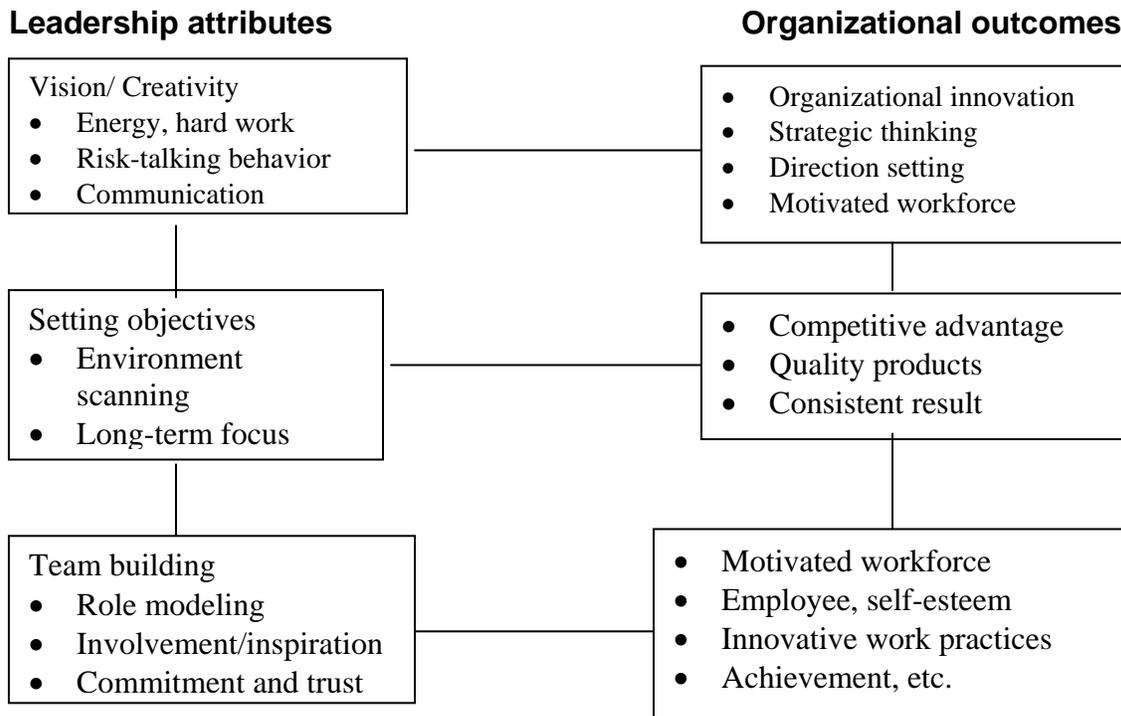
This Ubuntu leadership can be seen in the number of instances, for example, Indaba, (an open discussion by the group of people who share the same interest); Lekgotla (a meeting lasting hours which takes place at a scheduled venue); an Imbizo (which is broader and on a national level, and takes the form of a mass congregation or public meeting) (Broodryk 2006: 21). It, therefore, means that leadership in South Africa has adopted this style of leadership, because leaders from national, provincial and local government usually meet people on the ground to give them ear on matters affecting their lives in the form of Imbizos. The matter is always taken seriously in the sense that leaders go back and begin strategizing, based on facts collected from these Imbizos.

Leadership according to Charles Vall-vincencio, an Executive Director of the Institute of Justice and Reconciliation, needs encounter, talking, listening and settlement. He also quoted Rolf Meyer, chief negotiator of the government for the new dispensation when he said that one thing he learned was engage one another (extract from Jackson's article, 2006:10). Engagement on realistic issues according to Rolf Meyer is the beginning of trust building. Trust building can not happen if people talk without listening and therefore people are reminded to listen. This also confirms Ubuntu leadership and, as indicated, it becomes a tool in the government circles of South Africa. This type of leadership style gives hope to people due to the fact that they participate in an open system of government and leadership is always ready to listen. It is deduced that on assessment of ONPO model against SWOT analysis, they are both open and

employees participate freely on whatever issues affecting their lives or development in general. It is further deduced that most organizations or institutions in South Africa are democratic and models outlined are utilized for the good cause. And, therefore, depending on the circumstances, both models (ONPO analysis and SWOT analysis) are open and effective.

Gerber, Nel, Van Dyk (1998: 278) have got a view that leadership attributes can best be realized on the performance of an organization. This is true because the effectiveness and the efficiency of leadership could only be judged by the outcome of the organization. A simple example could be a soccer team, which has got players, coach, technical staff, administrative staff, public relation officer and manager. The vision of the team is always simple, to be a winning team. Should a team win games, credit is given to the leadership of that team and this applies to a losing team where all eyes are on leadership. This, therefore, means performance in an organization plays a vital role because it forms a benchmark for leadership.

Gerber *et al.*, (1998: 279) pointed out the relationship between leadership attributes and organizational outcomes; *inter alia*:



Extracted from Gerber *et al.*, (1998:279)

This means that if people want to judge leadership, they look at organizational outcomes. This is also evident in the school organization whereby leadership shows some symptoms of moving or strolling. Issues to be considered in a school would be the basic functionality of the school such as cleanness, late coming; leadership, communication, decision making, infrastructure, safety and security, quality of teaching and learning and so on. These would become indicators which would really define whether the school is stuck or moving. Should people realize that the school moves then they will have a view that leadership is effective and efficient. Therefore, the SGBs and SMTs would be commended for that development. It would mean that they have vision; they set

clear objectives; they are confident in the decision making, teams are built hence quality products, motivated workforce, corporate culture, achievements of long term survival on the side of organization. It can be argued that most primary schools of the Ximhungwe Circuit are over-managed and underled. Therefore, it becomes significant to probe in to this leadership crisis in the circuit, so as to determine whether or not responsible stakeholders neglect their leadership role.

One other factor in leadership is that of strategic thinking or management. Leadership should always involve itself on strategic thinking or management, and this is due to the fact that environment are ever changing. What a person has planned a decade ago may irrelevant to the present set-up. A simple example is on the curriculum of the Department of Education in South Africa. From 1996, Outcome-Based Education (OBE) as methodology came into being with its Curriculum 2005. Due to the number of challenges, the department revised the curriculum and today educators are trained and workshopped on Revised National Curriculum Statement (RNCS). The different is due to the fact that they revised the curriculum before its intended year or before all phases were completed. This, therefore, will mean that leadership is a change or the creation of resistance (Jackson, 2006: 8). Due to ever changing environment, strategic management should play a role that would see leadership change the complexion of the organization.

To really understand why leadership should engage on strategic management or planning, is to begin comprehend what the concept itself entails. Msomi D. and Giletti (2006: 2), under the role of consultants in strategic planning, outlined strategy as long term plan of action designed to achieve a particular goal. It is concerned with the analysis, modeling and decisions that shape the future of any organization. The future of any organization is shaped around developing a sustainable competitive advantage. Organizations, therefore, need to have the

capability to identify major changes in the external environment and to quickly commit resources to new courses of action in response to the changes. In view of Msomi and Giletti's argument (2006: 2), it can be argued that strategic management has to do with the organizational activities or functions that focus on what organizations should do to improve their performance. It concerns the actual doing of an organization and not what it claims to be doing. This seems to be culture to most of the organizations (schools); leadership wants to be seen to be doing something and think that it is working while it is actually doing nothing. This can be evident where employees work without clear direction and people see them as working employees.

Goodstein, Nolan and Pfeiffer (1993: 3-8) maintain that strategic planning or management is the process by which the guiding members of the organization envision its future and develop the necessary procedures and operations to achieve that future. Goodstein et al., (1993: 6) also cited the reasons for leadership's engagement on strategic planning or management, which include the following among others:

- Providing a framework for action that is embedded in the mind-sets of the organizations and its employees;
- Provision for framework for managers and others in the organization to assess strategic situations similarly, discuss the alternatives in the common language, and decides on actions (based on the shared set values of understandings) that need to be taken in reasonable period of time;
- Building strategic management capacity of the organization;

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- Increasing the capacity of the organization to implement the strategic plan completely on timely basis; and
 - Helping the organization develop, organize, and utilize a better understanding of the environment in which it operates and of its own capabilities.

The explanation on strategic planning or management by Msomi and Giletti (2006: 2) and Goodstein et al (1993: 3-6) indicates that leaders in the organizations should engage themselves on three levels, i.e., strategy analysis, strategy development and strategy implementation in order for an organization to perform effectively. Strategy analysis according to Banett and Wilsted (1989: 61), is the first step of the three steps of a strategic manager must complete in preparation for the strategy implementation. It involves defining the vision, analyzing the organizational strengths and weaknesses in order to determine its distinctive competence; and identifying opportunities and threats in the external environment. Organizational strengths and weaknesses are observed that will eventually define whether or not an organizational culture is that of corporate culture or social service culture. Leadership therefore, defines the reality of an organization because, in the true sense, it is about the analysis of the real world.

After a vivid analysis, different strategies are developed. Strategy development involves the deployment and mobilization of resources. This is done by creating new structures (Organizations) and the elimination of the non-value adding activities. This is confirmed by Thompson and Strickland (1995: 20) who define Strategy Development as full range of managerial activities associated with putting the chosen strategy in to place, supervising its pursuit, and achieving the targeted results. Capable people and equipment are organized to provide a variety of services or products. In the strategy implementation, tools and

measurement are introduced to control and evaluate the systems. Ultimately, strategic management always starts in the real world where problems are analyzed and investigated (analysis). Analysis is followed by thinking about the solution and then goes to the real life and implement or take action. Williams (2007: 14) argued that strategy implementation requires bold leadership because it often requires bold decisions and courageous action. These decisions and actions are often unpopular, controversial, or even risky. It frequently requires significant change in an organization. He further said that actions that are taken today only bear fruits in the future.

Therefore, for an organization to move from one step to another leadership should engage on strategic thinking. This does not mean that an organization will succeed in all strategies but it will be able to reflect or define the organization's failures or successes. Msomi and Giletti (2006:2), further indicate that most strategies do not fail because they are wrong, but not enough attention is given to the implementation issues. Ford Chief executive (CEO), mulally, was quote by Msomi and Giletti (2006: 2), confirming that constant strategies debate leads to better profits. He indicated that strategic planning is not for the top management only, but for the entire organization, hence everybody should be included in planning. He also indicated that in an organization, he would require the head of every business unit once a year to compile a strategic report that would include three-to-five year financial forecasts. This will mean everybody will be brought on board and this would lead to corporate governance.

Corporate governance seems to be challenging in most of the organizations leadership. At times it will need leadership to be hands on of the activities of the organization. This is echoed by Mohamed, (2006: 23), in his article as saying that Ruel. J. Khosa was a serving leader hence he came up with the type of

leadership called 'servant leadership' which proved to be effective in corporative governance.

Msomi and Giletti (2006: 2) have got view that Strategic Management is the cornerstone of effective leadership. Leadership that is failing to engage itself on strategic thinking is likely to fail. This is evident in most of the government structures and organizations that always engage themselves on the latter. A simple example is a local municipality where Integrated Development Planning (IDP) plays a role. IDP involves all stakeholders which are brought on board with regard to planning. Situational analysis is the first step which is followed by strategy development. The strategy implementation forms the last step in the process of planning. This is an indication that leadership has to create change since leaders are agents of change, pace setters and change can only be created if leadership is engaged on strategic thinking.

Appreciative Inquiry (AI) is also one of the strategies; leadership can utilize to put its organization in a map. This strategy was created in 1986 by David .L. Cooperider in his thesis: Appreciative inquiry. Together with his colleague, they developed a methodology that is being used in most of the institutions today. The concept itself is the cooperative search for the best in people, their organizations, and the world around them. It is a theory of management and management thinking. The theory is more about appreciating the organization's achievement and celebrates them in style. It is about overcoming the limits people impose on their capabilities. Once an organization spends much its time on the negatives, it is limiting its capability and the results therefore will be negative.

The theory is built on 4Ds; which are discovering, dreaming, designing and delivering. Egan and Feyerherm (2005: 1-3), indicate that AI offers a model for

harnessing the imagination and passion of each individual's dream organization in a process that can be applied to a total or a unit within organization. This process outlines the following:-

- Carry the best of the past into the future;
- Harness the power of imagination and dreaming,
- Create a blueprint for change that integrates the past and the future; and
- Begin the remodeling or new construction by matching resources with interests and abilities.

In a nutshell, leaders should allow their subordinates to talk to each other about the positives of the organization. For example, they talk about their achievements or the pick moments of an organization .This will make them discover their capabilities or life-giving forces, and eventually lead into creation of shared positive images (dreaming). They will also identify the themes that will appear in their discussion or talking. Thereafter their shared images are carried forward to their preferred future or they start building their plans on their positive discussion (designing). As a way of delivering, everyone will be committed to ensure that their dreams come true.

It can be deduce that models and strategies outlined, such as ONPO analysis, SWOT analysis and Appreciative Inquiry technology, play a pivotal role in many organizations or institution that are geared to put themselves in the map of the world. It is therefore, necessary to investigate whether or not the SGBs of the rural primary school of the research area are able to take engage themselves on the latter.

2.7 THE IMPACT OF SOUTH AFRICAN LEADERSHIP CRISIS IN SCHOOLS

Leadership is the cornerstone of every country, organizations and institutions world wide. Since the dawn of democracy in South Africa, leadership became a thorny issue and this has been debated vividly in all government circles, organizations and institutions, but yielded little consequences. The challenges, among others, are namely, capacity building, mismatch of people in their leadership positions, tribalism, electing members without leadership attributes, and so on. The view on skills development is obvious in the sense that people such as Alberts (2006), Nkosi (2006) confirm that South Africa is not ready to meet the demands of the global world hence the move of importing expertise to augment the capacity or skills in place.

The issue of mismatch and tribalism are some of the things that all circles of government and organizations are striving to uproot but seem to be problematic. The issue of elections and succession in the country is confusing and challenging at the same time. A clear example is of who should succeed the President; Jacob Zuma or others. In the case of Congress of South Africa Trade Union (COSATU), recently war of words have been flying and falling like rain over who should lead the federation. The South African Football Association (SAFA) still grabbles around with the issue of leadership on the number of issues, e.g., coaching department, Local Organization Committee (LOC) for the 2010 world cup and many more. Good leaders are back bitten; black painted, defamed and have all bad things associated with them, all for a simple reason; not to take leadership positions which will be hazardous to the country at large.

The tendency seemed to have trickled down to the local level and it becomes culture of the day. The observation is that SGB leadership may be influenced by this kind of leadership. The research would then determine whether this could be the reason for leadership failures in the rural primary schools of the study area because the politics of the country has serious influence on the education of the

country. SGBs are members of the community who, on daily basis are engaged on the number of activities of the communities and the country at large.

2.8 CONCLUSION

Since 1994 SGBs have been given legal powers in the decision-making of their organizations through the SASA (Act 84 of 1996). It was a way of strengthening democracy that the country gained since 1994. Democracy, as cited by Mafuwane (2005: 49) in his dissertation, is the basis for how we govern ourselves, the concept by which we measure the wisdom and worth of social policies and shifts, the ethical anchor we seek when our political ship seems to drift. And it is the standard we use to measure the political progress of the other countries as we trade their status with our own.

This is an indication that governance and leadership of the country influence all the sectors of government and organization, be it a school, church and so on. SGBs that are at the school level should always play governance and leading role to ensure that schools are effective and efficient. Therefore, SASA paved way for the community, educators, leaders and parents to participate fully on matters of developing their schools and this will inquire maximum co-operation between themselves.

In chapter three, the research focuses on how the investigation is going to be conducted. Research design, area of study, population, sampling method, methods of data collection, data collection procedures and methods of data analysis are thoroughly explained.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Introduction

This chapter confines the research to the collection of data since the research problem, aims and objectives of the research have been outlined in chapter one. The respondents were identified; this includes cases such as principal or deputy principal, chairperson or deputy chairperson of SGB, parent component and educator component. An in-depth analysis of the results of interviews with the above components will be presented and therefore, findings from the interviews would assist in understanding the level of SGB leadership and governance. The views and opinions of the respondents would also forge the way forward on the improvement and crafting the future leaders and governors of schools.

3.2 RESEARCH DESIGN

For the purpose of the proposed research, qualitative research method was used. Qualitative study research is an inquiry in which researchers collect data in fact-to-face situations by interacting with selected persons in their settings (McMillan and Schumacher, 2001: 395). The research was conducted by collecting data from the SGBs of the seventeen rural primary schools of Ximhungwe Circuit. Respondents were chosen on the basis that they are knowledgeable about their roles in the SGBs and their expertise is as similar as possible.

Research design is a plan or blueprint of how you intend conducting the research (Babbie & Mouton, 2001: 74). For this research, the design type was exploratory and descriptive and the purpose being the exploration. Babbie and Mouton (2001: 109) indicate that exploratory approach is typical when a researcher examines a new interest when the subject of study itself is relatively new. de Vos (2004: 109) indicates that exploratory research is conducted to gain insight into a situation, phenomenon, community or individual. The need for such

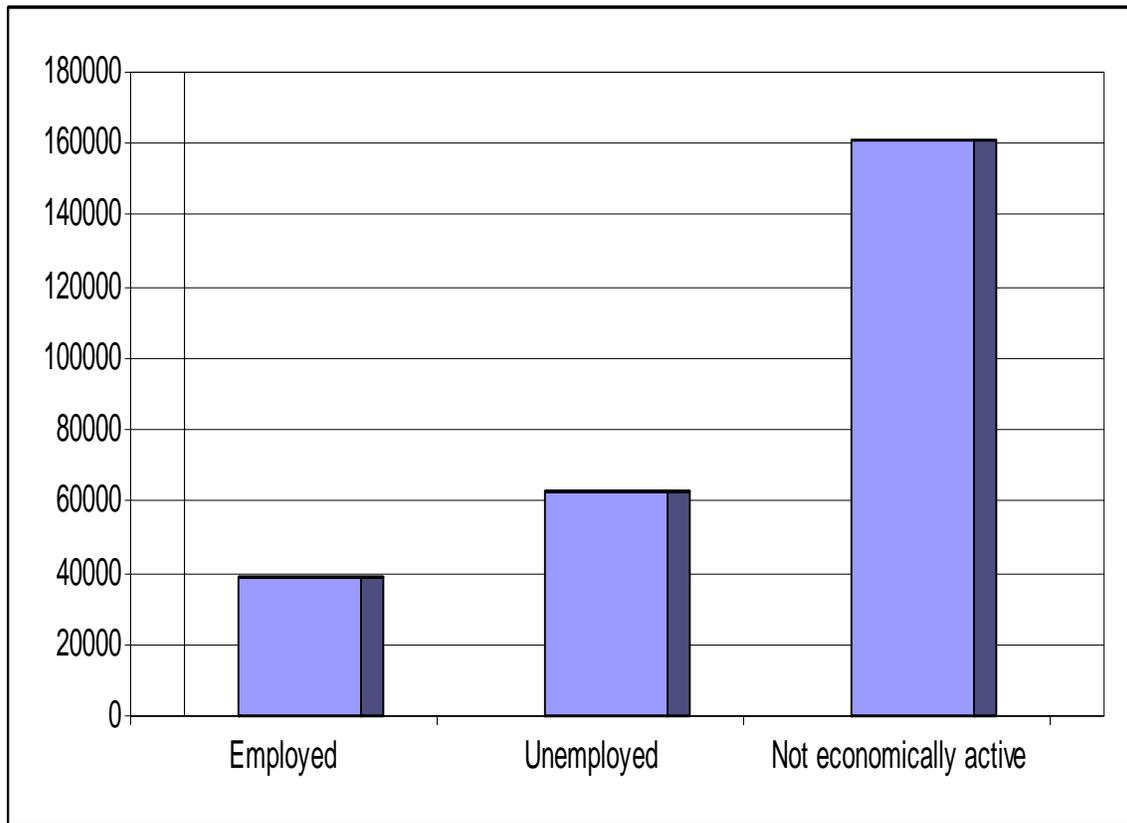
a research could arise out of lack of basis information on a new area of interest, or in order to become acquainted with a situation so as to formulate a problem or develop a hypothesis. de Vos (2004: 109) further maintains that exploratory and descriptive researches have some similarities, but differ in many respects. Although they might blend in practice, descriptive research presents a picture of the specific details of a situation, social setting or relationship, and focuses on “how” and “why” questions, while exploratory focuses on the “what” questions.

Individual SGB members are typical unit of analysis. Bless and Higson-Smith (2000: 64) maintain that the unit of analysis is the person or object from which the social researcher collects data and it refers to the WHAT of one’s study: what object, phenomenon, entity, process, or event one is interested in investigation (Babbie and Mouton, 2001: 84). Variables and measures should be among other things, education, which focuses on the higher level of education in years, experience on the number of years in the leadership positions before being an SGB member and perception, which should focus on ranking-order common problems and score them for each member.

3.3 AREA OF STUDY

The research was based on the rural primary schools of Bushbuckridge area with reference to the Ximhungwe Circuit which is situated in the Eastern rural part of Bushbuckridge along the borders of Kruger National Park. As of the time of the research the circuit consisted of 17 primary schools and 10 secondary schools. Most of the schools did not have electricity or phones except cell phones. Nearly all the villages have primary schools of which is a walking distance. Almost all the roads leading to these schools are gravel roads. The dominant language is Xitsonga.

Figure 3.1 status of employment in Bushbuckridge local municipality



(From IDP, Bushbuckridge local municipality 2007/08 11 of 50)

Most of the people are unemployed and some are working at the nearby Game Lodges and Kruger national Park. A limited number of respondents are working far from home. According to Figure 3.1 above, less than 15% of the total population of Bushbuckridge is employed and it includes all townships and the rural areas.

3.4 POPULATION

The target population of the research was seventeen (17) rural primary schools of the Ximhungwe Circuit. The number of SGB members of each school was eight (8), comprising five (5) parents, two (2) educators and principal as an ex-officio member. This means that the total number of the SGBs in the whole circuit

was 136; (see the distribution of circuits, schools and staff in table 1 below). Therefore, the target population was hundred and thirty six (136). Babbie and Mouton (2001: 100) maintain that the population for a study is that group (usually of people) about whom we want to draw conclusions.

Table 3.1 Distribution of circuits, schools and staff

| Name of circuit | Number of primary schools | Number of high schools | Number of staff members |
|------------------|---------------------------|------------------------|-------------------------|
| Agincourt | 14 | 08 | 384 |
| Arthurseat | 15 | 07 | 394 |
| Casteel | 13 | 09 | 400 |
| Cottondale | 17 | 09 | 505 |
| Greenvally | 14 | 06 | 378 |
| Dwarsloop | 17 | 09 | 515 |
| Lekhukwe | 17 | 08 | 352 |
| Manyeleti | 19 | 09 | 467 |
| Marite | 15 | 10 | 404 |
| Maviljan | 07 | 04 | 157 |
| Mkhuhlu | 17 | 09 | 618 |
| Shatale | 14 | 07 | 383 |
| Thulamahashe | 17 | 11 | 524 |
| Ximhungwe | 17 | 10 | 484 |

(From: The Department of Education, Bushbuckridge Region 2006)

3.5 SAMPLING METHODS

A purposive sampling method was used for the research. This sampling method, according to Bless and Higson-Smith (2000: 92) is based on the judgment of a researcher regarding the characteristics of the representative sample. A sample is chosen on the basis of what the researcher considers to be typical units. de Vos (2004: 207) indicate that this type of sample is based entirely on the judgment of researcher, in that a sample is composed of elements that contain the most characteristics, representative or typical attributes of the population. Denscombe (2005: 15) further maintains that purposive sampling is applied to those situations where the researcher already knows something about the specific people or events and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data. Therefore, a sample of four SGB members per primary school in the Ximhungwe Circuit was selected for interviewing.

The composition of the sample comprises principal or deputy principal, chairperson, educator and an ordinary member of the SGB. It would mean, therefore, that the sample size would be 68. A purposive sampling is selected because the researcher, believe, that the sample is representative.

3.6 METHODS OF DATA COLLECTIONS

Data were collected from the four members of the SGBs of the seventeen primary schools through interviews. The instrument used was one-to-one semi-structured interviews due to its reliability. Mouton (2001: 197) maintains that interviews emphasize the relativism of the interviewer and the importance of giving the interviewee a voice. Denscombe (2005:15-16) further maintains that purposive sampling is applied to those situations where the researcher already knows something about the specific people or events and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data.

The semi-structured interviews that were used to gather information appear in Appendices A, B, C and D. Appendix A was meant for the principal, Appendix B for the chairperson, Appendix C for the educator component and Appendix D for the parent component. This type of interview was used to gather more qualitative data that really explained the competence of the SGB members in their roles and responsibilities in the rural areas of the Ximhungwe Circuit. It was chosen because it has several advantages outlined by de Vos (2004: 302). de Vos (2004: 302) argued that with semi-structured interviews, the researcher will have a set of predetermined questions on an interview schedule. The participant shares more closely in the direction the interview takes and he can introduce an issue the researcher had not thought of.

Furthermore, the relationship that is cultivated in the process is that the participant can be perceived as the expert on the subject and should, therefore, be allowed maximum opportunity to tell the story. The strength of the one-to-one interviews is that they are a useful way of getting large amounts of data quickly and are an especially effective way of obtaining depth in data.

3.7 DATA COLLECTION PROCEDURES

Permission was secured from the department of Education (Limpopo), sample schools and the selective sample members of Ximhungwe circuit. The one-to-one semi structure interviews were conducted to the 68 SGB members. The circuit manager acknowledged and gave permission in that regard. All the seventeen (17) schools were visited to discuss with the principals, the nature and purpose of the research, and also to seek permission. In all cases permission to administer interviews was secured. Permission to meet other respondents, i.e., chairperson, parent component and educator component was granted. During the process, the researcher observed ethical standards involved in research. Respondents were informed of their rights in the research process; among others

include anonymity and confidentiality which were assured. Data collected were analyzed according to the method outlined by Neumann (1997: 426-427).

3.9 METHODS OF DATA ANALYSIS

Neumann (1997: 426-427) defines data analysis as a search for patterns in data. It involves examining; sorting; categorized; comparing, synthesizing; and contemplating the coded data as well as reviewing the raw and recorded data. In brief, data was experienced, recorded, selected or processed to appear in the final report.

The methods of analysis will depend on the type of data to be collected. For the qualitative statistics applicable and measures, the results will be subjected to sample descriptive statistics applicable to grouped data to derive percentages, frequencies and measures of central tendency. Descriptive statistics according to Huysamen (1998: 410), is concerned with the description and /or summarization of the data obtained for a group of individuals. Measures of central tendency (Huysamen,1998: 410) is a single score value which is taken to represent the values of all the scores in a distribution and such a score may also be regarded as a score which represents the location of distribution on the underlying scale of score value.

3.9 CONCLUSION

The focus in this chapter was on the research methodology and research design that were followed in gathering data for the research .This chapter also outlined the nature of the research area and the target population. The research was conducted to seventeen primary schools of the Ximhungwe Circuit. A purposive sampling method was used, as a researcher believe it to be representative. Four SGB member of each school from the seventeen primary schools are interviewed to elicit information and to get their view points. Methods of data collections, procedures and methods of data analysis are explicitly outlined.

In Chapter four, the research focuses on research findings, analysis and interpretation. One-to-one semi-structured interviews will be conducted from the selected respondents in the rural primary schools of the Ximhungwe Circuit.

CHAPTER 4: RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this chapter is to present data collected by means of interviews. The research results are presented and data are analysed and interpreted. A one-to-one semi-structured questionnaire was used to collect data. The questionnaire used is divided into three sections, viz., A, B, and C. Section A entails gender, marital status, number of dependants and educational qualifications of the respondents. Section B focuses on the leadership background of the respondents. Section C seeks to determine the involvement of the respondents in the SGB matters.

4.2 RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION

Interviews were conducted in the 17 primary schools of the Ximhungwe Circuit. Out of the sixty eight (68) targeted respondents; only fifty seven (57) respondents were interviewed, inclusive of principals or deputy principals, chairpersons or deputy chairpersons of the SGBs, educator's component and parent's component. The results are, therefore, presented as follows:

4.2.1 GENDER OF THE RESPONDENTS

The reason for probing in this regard was to determine whether both males and females are equally represented in the SGBs of the rural primary schools of Ximhungwe Circuit (see the Table 4.1 below).

Table 4.1 Gender of the respondents

| Gender | Male | Female | Total |
|--------------------|-------------|---------------|--------------|
| Principal | 7 | 7 | 14 |
| Chairperson | 6 | 7 | 13 |
| Educator | 8 | 9 | 17 |
| Parent | 2 | 11 | 13 |
| Total | 23 | 34 | 57 |

The findings as indicated in the table show an equal number of female and male principals in the primary schools of the Ximhungwe Circuit. In all cases, the number of women respondents category, outnumbers those of male respondents. The reason for active participation of the female respondents could be that men are usually working far from home and it can be that women are more interested in the education of their children. Another reason might be that males are not readily available to attend to their children's matters.

4.2.2 Marital status of the respondents

The results of the marital status of the respondents were presented as follows:

Table 4.2 Marital status of the respondents

| | Married | Unmarried | Widow | Widower | Divorced | Total |
|--------------------|----------------|------------------|--------------|----------------|-----------------|--------------|
| Principal | 14 | 0 | 0 | 0 | 0 | 14 |
| Chairperson | 11 | 1 | 1 | 0 | 0 | 13 |
| Educators | 14 | 1 | 0 | 0 | 2 | 17 |
| Parents | 12 | 0 | 1 | 0 | 0 | 13 |
| Total | 51 | 02 | 02 | 00 | 02 | 57 |

The table shows that the majority of the respondents are married, i.e., fourteen (14) principals, eleven (11) chairpersons, fourteen (14) educators and twelve (12) parents. Out of the fifty seven (57) respondents, two respondents are unmarried two are widows and two are divorcees. It can be argued, therefore, that people who are married tend to be responsible people than the unmarried ones. One is then tempted to say that SGBs in Ximhungwe Circuit are actually governed and managed by responsible managers and leaders. There is also a proof that these respondents have children in the schools they serve as SGB members. In terms of South African Schools Act, Act 84 of 1996, a parent can only be elected to serve in the SGB when he or she has the child in that particular school. The findings with regard to the respondents are that the members of the School Governing Bodies have children in their respective schools they are serving.

4.2.3 Respondents highest qualifications

One of the research questions Chapter one was to determine whether the educational qualifications have an impact in the research area. The results were presented as follows:

Table 4.3 Respondents highest qualifications

| | No formal education | Primary level | Secondary level | Passed std 10 | Tertiary level | Total |
|-------------|---------------------|---------------|-----------------|---------------|----------------|-------|
| Principals | - | - | - | - | 14 | 14 |
| Chairperson | - | 2 | 6 | 2 | 4 | 13 |
| Educators | - | - | - | - | 17 | 17 |
| Parents | - | 7 | 5 | 1 | 0 | 13 |
| Total | 0 | 9 | 10 | 3 | 35 | 57 |

Respondents were classified in five categories, i.e., those who did not go to school at all, those who received primary education, those who received secondary education but did not pass standard 10, those who passed standard 10, and those who have undergone tertiary level. The table indicates that all principals and all educators have diplomas and degrees. It also indicates that the majority of parents did not pass standard 10. This is supported by the fact that out of twenty six (26) parents, only three passed standard 10 and four are qualified as educators. It, can, therefore, be argued that the educational qualifications of respondents have negative effect on the roles and responsibilities and also on school development of the SGBs of the Ximhungwe Circuit. The reason being that the very SGBs are required by SASA, Act 84 of 1996, to take a leading role on governance matters, such as developing school policies and recommending the appointment of educators and non-teaching staff. The above tasks need people who are educated, who can interpret acts, policies regulations and even departmental circulars, of which some are technical in nature. The finding in a research area was that most SGB members of schools are failing to cope with the roles they should play in the SGBs.

4.2.4 Leadership background of chairpersons and parents components

Most chairpersons in the Ximhungwe Circuit say they are serving members in the community structures such as churches and Community Development Forums (CDFs). One of them was identified as the pastor and owner of the church in the research area. Only one parent was said to be involved in many leadership activities, such as treasurer of CDF, SGB and circuit SGB committee; secretary of induna, community development and training; and was once a shop steward. Respondents from parent component are serving in their different churches and very few are not serving in any structures of the community. From the chairperson's desk, only two were employed as educators, the rest were unemployed. All respondents from parents' component were unemployed during

the time of the interviews. The purpose of probing in this regard was encourage by writers like Nanus (1992: 10) who has indicated that leadership can be developed or at least improved. The argument now is that the leadership background of the School Governing Bodies in the Ximhungwe Circuit seems to have little impact on governance and management of schools, and this could be the reason for poor participation on governance matters.

4.2.5 The roles of parents, chairpersons, educators and principals in the SGBs

Only a handful of parents knows its roles and responsibilities, probably these are elite' parents in the SGB who can read and write, but one could observe that they were struggling to relate their duties during interviews. The majority of them can not make a distinction between roles and portfolios or positions. Instead of roles, they stated their portfolios. Worse of them all, one respondent has indicated that her role is to attend meetings and nothing else.

Only three respondents out of thirteen (13) on the side of chairpersons seem to know their roles and responsibilities. The majority of them could not budge except maybe giving their positions and talking about general things that any non-SGB member can do. The evidence is that one respondent cited that she looks after the learners during feeding and gardening. Some stated that problems are solved and corrected in schools because they are working hand in glove with the principals. The interviews have shed light that chairpersons and parents do not have knowledge on their roles and responsibilities because they were supposed to relate their tasks with ease.

The observation was that most educators were either secretaries or finance officers. Out of all the respondents, only one educator knew that he represents educators. The majority of them would only state their portfolios and very few would explain their roles, especially that of secretariat. One is tempted to say

that the majority of educators' component in the SGB does not know its roles and responsibilities. Out of all the respondents, only one educator knows that he represents the aspiration of his fellow educators in the SGB. If they are not aware that they represent educators, obviously they will carry no mandate and submissions to the SGB from the entire teaching staff. It can, therefore, be argued that most principals in the Ximhungwe Circuit are taking advantage and manipulate members of the SGBs due to the fact that members of the SGB do not know their roles. During interviews, it was discovered that the majority of principals seems to know its roles and responsibilities in the SGB. The most common roles and responsibilities that they have mentioned are the following:

- Ex-officio members of the SGB;
- Leadership and management;
- General school administration;
- Policy implementation;
- Curriculum management;
- Giving guidance and instruction of time-tabling; admission and placement of learners;
- Regular inspection of school premises and school properties; and so on.

As much as these principals seem to know their roles, the answers given by the other respondents, i.e., parents, chairpersons and educators prove that the very principals fail to do their roles as stated above. When coming to the actual situation, principals seem not to know their roles and responsibilities. They usually manipulate the situation, suppress the chairpersons, and ultimately influence the whole SGB decisions. This is evident wherein some few

respondents argued that principals and SMTs do not involved them in most of the activities. They say principals are just using them as rubber stamps and they usually do not follow procedures that need to be followed in procurement. Therefore, the continuous conflicts that occur between principals and chairpersons of the SGBs emanate from principals acting beyond the limits of their roles and responsibilities. It is very much surprising, and hurting at the same time, that some principals are still not clear about their roles in governance and management, i.e., a situation where principals state the following as their roles and responsibilities:

- “I am an accounting officer”.
- “I am a petty cash officer”.

The above mentioned statements clearly indicate that some principals still control the finances of the schools. This shows that something is wrong with regard to management of schools finances. The researcher’s point of view is that an SGB’s responsibility is to establish finance committee, with finance officer, petty cash officer whereby a principal’s role then would be to act as an overseer instead of controlling the finances.

4.2.6 Policies in schools

In terms of the policies being drawn, respondents from educator component agreed that schools have policies. Most have cited policies that they have in their schools. Few respondents clearly stated that their policies are copied from other schools by their principals. Most have cited school policy and when further asked about this school policy, they seemed to have no clue of what this policy is about. Some could not make a distinction between school policy, the learner’s code of conduct and the constitution. Some respondents have indicated that policies have been drawn but not yet approved.

The issue of policy formulation seems to be a triggering factor on the part of educators. The facts that some educators say that their policies are copied from other schools by principals; and the majority of educators have cited school policy as one of the policies being drawn, leaves much to be desired. This is due to the fact that the educators component, as educated people in the SGB, was supposed to take a lead in assisting parents interpret policies properly. It can therefore be deduced that the failure of these educators to understand policies has a serious impact on school governance.

The majority of these educators fails to make a distinction between a school policy and other policies that they have in their schools. They could not understand those policies drawn in a school, such as constitution, vision and mission statement of the school and code of conduct for learners, and other related policies that fall within the parameters of school policies. Furthermore, for the fact that some school can not draw their own policies, gives a clear indication that they lack capacity. The researcher, view point is that, as elite people, they were supposed to take a leading role in developing and guiding parents from those rural areas, taking into consideration their educational background, but this seems to be a grey area.

4.2.7 Schools governance and management

This question about governance and management were directed to the principals and the chairpersons of the SGBs. The reason for directing this question to principals and chairperson is that the head of governance is the chairperson whilst management is the principal. It is believed that the two are supposed to be conversant with or comprehend the two concepts because they play indispensable role in their daily activities. The majority of the respondents from

the side of the principals seem to have good understanding of the two concepts i.e. governance and management. Very few respondents struggled to elucidate the two concepts and some thought they are discussing management whilst talking about governance. In a nutshell, they were somehow failing to differentiate the two concepts, hence little understanding was displayed.

Furthermore, they argued that the way SMTs and SGBs operate is reflected on their daily activities, which means that SGBs are governing and SMTs are managing. In the same breath, very few principals who indicated that some SGBs work beyond their territory .One respondents has clearly stated that some members of the SMTs and educators do not regard SGBs as people who come to assist in the school hence they are not taken into cognisance.

With regard to chairpersons, very few have little understanding of the two concepts, i.e., management and governance. There is a general lack of understanding and knowledge of what the two concepts entail. Some would not differentiate the two except talking about their roles, thus triggering unnecessary conflicts. Furthermore, some of them seem to be oppressed by the principals and are just told what to do and when to do it. The evidence is that there are still principals who always chair SGB meetings and invite parent on matters of governance, which are purely duties of the chairpersons and secretary. Many of them feel inferior to perform their roles as they feel that it can trigger conflicts with their elite principals and educator's componet. These, obviously, create a platform where the school begins to have two centres of powers and the possibility of one party stepping on other's toes is very high.

4.2.8 Devolution of powers

Some principals of the Ximhungwe Circuit agreed that powers have been devolved to the SGBs but the SGBs seem not to use the powers given to them. A practical example was that some principals still chair the meetings, and themselves invite parents on matters of governance. Some principal respondents are not clear about the devolution of powers, and this is evident in their response when they attached partially yes, to the question. They do not believe that SGBs have legitimate powers enshrined in the South African Schools Act, Act 84 of 1996, which could be reason that makes them not to involve them on matters of governance.

4.2.9 The application of South African schools Act and the achievements of SGBs

The following questions were directed to the educators, chairpersons and parents of SGBs:

- Do you think the SGB are achieving what is intended to achieve?
Why?
- Do you think SGB is working in accordance with SASA? Explain.

The two questions have a link in the sense that if the SGB is achieving what it is to be achieved by them; it then means that they work in accordance with SASA. It will mean therefore, that the SGBs know their roles because they are within the ambit of the Act. During the interviews, the majority of the respondents had one voice to say that SGBs are achieving things intended to be achieved by them. Very few from the respondents have indicated that parents component are not performing their tasks adequately, and they do not commit themselves in

executing their tasks. SASA is governing the SGBs of schools in the whole of South Africa, irrespective of whether the school is in the rural or urban areas. The very same Act, gives powers to the SGBs of schools to develop their own policies which will guide them in the process of development and improvement of their schools. When developing policies, they need to consider other acts, national and provincial policies, of which these need people, have skills and knowledge to interpret and draw their own policies.

During interviews, it was discovered that the majority of the respondents in the Ximhungwe Circuit have serious problems with their roles in the SGB, such as policy formulation. Given the fact that most respondents do not know their roles, it can be argued that the SGBs are not working in accordance with SASA. Respondents need to be capacitated in order to be effective in their roles in the SGBs. It can also be deduced that their incompetence is caused by their level of education and the command of the English language that makes them struggle to master or interpret the outlined legislations as they are written in legal language.

4.2.10 Capacity building

From the interviews, an indication is that SGBs have been trained or work shopped for the period between one and three days. Those who are fortunate seem to be those who have retained their positions or those who have been elected for the second time to serve in the School Governing Body. Mathematically speaking, the re-elected members of the SGBs (for the second time) seem to have received training between the period of three and six days, since the SGB term of office is three years. Most respondents interviewed have got a view that the trainings they have are not adequate, they would love that these trainings or workshops should be continuous throughout their term of office in the SGBs. One can deduce that the government is having a big challenge to address backlogs with regard to effective training of SGB members throughout

their term of office. The government seems to be training SGB members only when they are elected into offices and make no follow up on the progress made.

4.2.11 Financial matters

The question about finances was to simply determine whether the SGBs know the financial status of their schools with special reference to Section 20 functions and Section 21 functions. The question was directed to the chairpersons due to the fact that it is believed that they are the ones to be in alignment with the finances of the schools. They are directly dealing with day-to-day income and expenditure of the schools. And as such, they are obliged to be in compliance with functions and allocated functions which are enshrined in the Section 20 functions and Section 21 functions of the South African schools Act, Act 84 of 1996. From the interview, only one respondent out of thirteen (13) respondents has shown understanding of the financial status of his school. Very few of them confused Section 21 functions with the quintiles (which have just been introduced in the financial year 2006/7). The majority of respondents have clearly stated that they have no idea of these sections.

The researcher's point of view with regard to financial matters is that SGBs are facing a mountain to climb especially that this section deals with policies and Acts such as the Public Finance Management Act (PFMA) and they are obliged to grapple with them. The fact that 12 out of 13 respondents do not know the status of their schools indicates that there is a problem in that area. As indicated, most respondents were citing quintiles while thinking that they are explaining Section 21 functions.

Quintiles are introduced to look at the poverty level of the public schools. Schools are classified according to quintile one, two, three and four. Those schools falling under quintile one are those that are very poor, usually in the rural areas; quintile

two, are schools that are also poor but not the same as the schools in quintile one. Those schools under three and four are better off as compared to those one and two. The allocation of funds to each learner by the government, therefore, is totally different because learners from schools in quintiles one and two receive more money than those learners in quintile three and four schools. Section 21 functions are allocated to the SGBs of schools on the basis of their capacity to can handle them, and these has been explicitly outlined in Chapter one.

4.3 PROBLEMS AND CHALLENGES FACING THE SGBS OF THE XIMHUNGWE CIRCUIT

The purpose of the research was to explore the problems and challenges facing the SGBs of the Ximhungwe Circuit with regard to the leadership and the governance of schools. The targeted respondents in this section were the rural primary schools of the Ximhungwe Circuit, which comprised the principals or deputy principals, chairpersons or deputy chairpersons, educators and parents' component. The respondents questions were structured, and all targeted respondents responded to the same questions.

4.3.1 Principals

The data were obtained from the fourteen (14) principals of Ximhungwe Circuit. The challenges and problems identified by principals in the area are as follows:

- Some SGBs are not aware that not all policies are drawn by them, e.g., learning area policies;
- Chairpersons sometimes think that they are above principals. They sometimes make the mistake of wanting to approve everything;

-
- Urgent issues that need SGBs are sometimes referred to SMTs due to their nature of their nature of urgency;
 - Sometimes, educators have problems with the SGBs when they are doing their work. The evidence is that in one school members of the SGB complained about educators moving out of school during lessons and leaving school windows open by educators after school, and these created animosity between the two bodies;
 - One respondent indicated that the parents' component usually disappears before its term ends and they always conduct by-elections, of which money and time is wasted. Furthermore, they usually do not attend workshops simply because most workshops are conducted in English;
 - Some chairpersons want to perform duties that are supposed to be performed by the SMTs and the principals, e.g., disciplining educators;
 - Principal is regarded as ex-officio member, hence during SGB meetings, it is said that he is sometimes not allowed to contribute anything;
 - Policies are drawn and implemented while SGB members take a back seat; and

-
-
- Very few respondents have indicated that they have no challenges or problems in their schools.

It is with great regret to those few principals who claimed to have no challenges and problems in their schools. They claim everything to them is functioning normal given the demography and the background of the targeted schools in the previous chapter. One is tempted to say that these schools are stuck with many challenges and problems to be catered for. It is the researcher's view point that a normal school, SGBs and SMTs should always embark on strategic planning that would always lead to School Development Plan (SDP), which is sometimes reviewed on quarterly or yearly basis. To simply say that the school has no challenge is an indication that there are serious problems in those schools that need an urgent intervention by the department. To mention but a few, organizations, institutions, structures, forums and individuals have challenges for as long they are in existence. The issue mentioned above reveals the type of leadership a schools have, they may not be visionary leaders and not leaders who can set pace for their schools.

4.3.2 Chairpersons

Only one respondent has indicated that there are no problems in her school, everything is functioning normal. The majority of respondents have cited poor attendance by the parents and SGB members disappearing before their term ends, and it is believed the cause could be that they are not paid. Some other problems include:

- Principals are not ready to work hand in glove with the SGB members, because, in many instances, they do not involve them on matters of governance;

-
- Parents component does not see a need for workshop or training by the department because they usually conduct their training in English;
 - Infrastructure and learners discipline are centres of focus in some of the schools; and
 - In some instances, some educators are not ready to be led by illiterates.

Above all, one respondent has clearly stated the following:

“We have licence for the motorbike, and the department is expecting us to drive a bus, which seems to be difficult for us, this create a situation where we become rubber stamp or (yes baas) type of SGB members which eventually lead into non-participation in meetings” (Nzama, 2007).

The respondents confirm the words by Khosa (2002: 102) in The role that the School Governing Body should play, who indicated that SGBs do not have skills and experience to handle the school’s governance matters because they are technical functions.

4. 3.3 Educators

Seventeen (17) educators were surveyed with regard to challenges and problems facing educators and the SGBs of the Ximhungwe Circuit; the educators responded as follows:

-
- Parents do not understand their roles in the SGBs thus the SMTs are performing a dual role;
 - SMTs do not consult in many cases, schools principals still perform tasks which were supposed to be executed by the SGBs. Furthermore, things are just purchased without proper procedures and one respondent confirmed this by saying policies are not followed in the schools, and that there is poor communication between the affected stakeholders;
 - The majority of respondents cited poor attendance on the side of parents; and
 - Illiteracy usually leads to poor interpretation of policies by the parents.

4.3.4 Parents

The majority of parents clearly stated that they see no problems in their institutions. The evident is that one respondent had the following to say:

“I have just joined this term and I see no problem in our tasks, may be I’m going to see problems in future to come” (Mgiba, 2007).

Very few respondents were citing poor attendance by the parents and some SGB members disappearing from attending meetings. Some are not committed because they don’t get paid. A small number of respondents indicated that poor attendance by the parents and the SGB members disappearing from attending meetings as problematic challenge. Others indicated that parents and other SGB

members are demotivated because they are not paid. These pose a serious challenge on effective performance of the SGBs of the schools.

4.4. CONCLUSION

This chapter dealt with the analysis, and the interpretation of the data collected from the respondents of the seventeen rural primary schools. The core of this Chapter was to investigate whether or not the SGBs of the rural primary schools are able to cope with their responsibilities, which really, translate into leadership failures or successes. It also dealt with the problems and challenges facing the SGB of the Ximhungwe Circuit.

Chapter five focuses on the conclusions drawn from the research findings and literature studies outlined in chapter two. Recommendations and suggestions for further studies are also presented in this chapter.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In the previous chapter, data analysis and research findings were presented and discussed. The implications of the research findings for leadership, governance and management were highlighted.

In this chapter, the summary of the research and conclusions drawn from the literature studies and from the result of the present investigation are presented. Recommendations for the circuits, districts, policy-makers, trainers, management and governance and for the future research are outlined.

5.2 Summary of the research

The purpose of the research was to investigate the leadership problems of the SGBs with regard to their leading roles in the rural primary schools of Ximhungwe Circuit under the jurisdictions of Bushbuckridge Region. The research was designed to investigate to what extent are School Governing Bodies of the rural primary schools of Ximhungwe Circuit are coping with their roles and responsibilities.

Chapter one: In this chapter, an exposition to the nature of the research problems was given. The aims and objectives, as well as motivation and the significance of the research have been explicitly outlined. The research design and the programme of the research were highlighted in this chapter.

Chapter two: In this chapter, the literature review formed the theoretical framework for the research. The concepts of leadership, governance, management, capacity building challenge were examined. The chapter also pointed out leadership in general, within and outside South Africa and also criticism by many writers as well as giving light to the status quo of the past and present SGBs of rural areas.

Chapter three: This chapter involves an exposition of the research design and the different types of methods and instruments used. A qualitative research design and explorative method have been employed for the research. The targeted population was the SGBs of the rural primary schools of Ximhungwe. A purposive sampling has been used. Interviews were employed to collect data from the 17 Primary Schools of Ximhungwe. Data was collected from the SGBs inclusive of principals, chairpersons of SGBs, parents' component and educators' component from each school. The believe was that the cases chosen have the relevant information for the research and they are representative to SGBs of the rural areas in the Limpopo province, hence the purposive sampling.

Chapter four: This chapter focused on the presentation, analysis and interpretation of data. The responses from one-to-one semi-structured interviews of the research were analyzed according to method outlined by Neuman (1997: 426 - 427). The analysis was done to all the 17 primary schools of Ximhungwe Circuit. 23 males and 34 females responded to the interviews. The views and roles of the respondents were presented and analysed. The focus of the data was collected was on leadership which was reflected on management capacity building and governance.

Chapter five: This chapter presents the conclusion drawn from the literature review and the results findings of the research. In this chapter, again the recommendations and suggestions for the further research are presented

5.3 RECOMMENDATIONS

Recommendations in the context of this research are done to different stakeholders of school governance in Limpopo Province. In this instance, recommendation is made to policy makers, trainers and education department, circuits and districts, school management and governance.

5.3.1 Policy makers, trainers and department

The ways policies are interpreted, drawn and implemented have been noted to have negative impact on the leadership of schools (SGBs). Policy planners and makers can influence leadership of the SGBs of rural areas if they can involve them on policy formulation and amendments. The view on the matter is that when formulating a policy, there must be a proper consultation with all stakeholders, including the local SGBs from schools, more especially because they are the people who are directly facing the challenges and problems at schools. Therefore, if they are involved, the gaps between the policy makers and the implementers will be bridged.

The policy planners and trainers should also consider the language usage on training manuals and workshops. Given the educational background of parents, it is obvious that the majority of them are comfortable when the workshop or training is conducted in their mother tongue. The Department of Education should consider giving SGBs salaries or stipends as a way of motivation.

5.3.2 Circuits and districts.

The fact that district has section on governance and circuit of the research area does not have one, circuit manager manages all sections. It is recommended that the department should consider having officials who will handle and coordinate governance matters in circuits. The circuit and district SGBs should be established as part of the recommendations so that they can end up having a

voice in national government and it would be representative of the SGBs of rural areas.

5.3.3 School management and school governance

The results of the research suggest that immediate action should be taken to address the leadership problems on managements and governance. The following should be considered:

- Continuous training of the SGBs and SMTs on matters of governance, throughout their term of office;
- When training SGBs, officials responsible should train them as if they are teaching learners from Grade R to Grade 12;
- Empower them by taking a lead in the facilitation of these governance matters through workshops;
- Monthly or quarterly monitoring of their performance;
- Encourage parents to attend ABET;
- Involve motivational speakers on Governance;
- Involve community members through education desk of Community Development Forums (CDFs, on matters of governance; and
- SMTs and principals should encourage transparency and conducive working conditions.

5.3.4 Further research

Because of the limitations the scope of the research, it is not possible to investigate all the leadership problems of all schools in Ximhungwe circuit and, therefore, the recommendations should be to repeat the research employing questionnaire as sampling method in the same rural primary schools. Another area of research can be to investigate the extent at which the Department of Education assisting the SGBs in the formulation of policies.

5.4 CONCLUSION

Though the SASA, 84 of 1996 has given the stakeholders (SGBs) the opportunity to participate and decide on matters pertaining to schools, previous studies and writers have revealed that there is a leadership problems encountered by the SGBs. The SGBs were accorded chance to take leading role but they seem to take a back seat. The observation is that there are numerous factors that really affect these SGB members, which impact negatively in the development of schools. Factors include inter alia, leadership background, level of their education, lack of capacity, inferiority complex, monopoly by the elite principals and educators and so on.

Khosa (2001: 102) pointed out that the skills and experience of the present SGBs cannot handle these technical functions, i.e., appointment of educators, managing school finances, developing policies and so on (See section 2.1 of Chapter two). Independent project Trust (2006: 3) emphasized the challenge on the issue of finance hence principals and SGBs were to be trained to understand legal implications of the acts (see Section 2.1 of Chapter two). This could be the reason why the 14 schools of the research area have not been allocated Section 21 functions.

Literature revealed that SGBs understanding on management and governance in schools is wanting. This created a scenario where SGBs go beyond their terrain

and management, visa versa. The SASA clearly stipulates that SGBs should play governance role and SMTs should play management role, which has been supported by many writers, policy makers and organisations (see section 2.2 of Chapter two).

In terms of capacity building challenge, the literature revealed that training of the SGBs did not yield any results. That is why most, if not all, sectors of government in South Africa concentrate on sourcing skills from outside. The striking factor is that this cannot be the case with the SGBs; one cannot source skills from abroad to beef up the present SGBs in schools given the procedure for the elections, except cop-opting skilled members from within the community.

Given the facts mentioned above, effective leadership is lacking in most of the schools. Literature revealed the types of leadership qualities, characteristics and approaches expected in structures like the SGBs. Very few members from the research area have shown some symptoms of the leadership revealed. The literature also revealed that the present leadership in the country has serious impact on governance of schools.

The results of the investigation are presented as part of the conclusion. The bigger picture that has been exposed by the interviews is that the majority of parents in the research area does not know its roles in the School Governing Body. Most aspects of the structured questions of the interviews revealed that much is still to be done to bring the SGBs on board. Statistics on educational level and leadership background of the SGBs of the rural areas of the Ximhungwe Circuits have serious implication on the leadership of these schools. Policies governing schools are not interpreted and drawn properly in accordance with the Acts, such as SASA and the PFMA. Seemingly, individuals or section of the SGBs are the only ones who are actively involved in the drawing up of policies. This has a serious bearing in the implementation of these policies.

The general lack of understanding of the concepts management and governance has been identified. The reason why the majority of principals works beyond its limits and the SGBs taking their back seat is simply lack of understanding of the said concepts. Training or workshop identified by all respondents was not adequate hence it did not yield any results to that effect, more especially the language usage that is beyond the understanding of the parents' component.

Findings revealed that since the inception of the SGB members, no monitoring has been taking place to ensure that what they have been workshopped about is implemented correctly. One is tempted to say that the findings by the previous researchers and writers remain the order of the day with regard to SGBs leadership. This is evident in the sense that principals still influence the decision of the SGBs; and governors and managers still work beyond their limits (principal chairing the meetings), parent participation is still low; and so on, hence the leadership problems.

Above all, the research has revealed that there are problems and challenges facing the SGBs with regard to their roles and responsibilities which seriously need a vigorous and urgent attention by the Department of Education. This is due to the fact that SGBs failures have negative impact on the socio-economic status of the country and even affect the global market. Therefore, School Governing Bodies should be familiarized with school governance policies and the application of such policies so as to ensure that there are no conflicts on management and governance, and also to avoid unnecessary disturbances of the teaching and learning, which are the core business in schools.

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APPENDIX A: INTERVIEW WITH THE PRINCIPAL

SECTION A: Profile of the Respondent.

1. Gender: (Please tick).

| | |
|--------|--|
| Male | |
| Female | |

2. Please, tick the category in which you belong.

| | |
|-----------|--|
| Married | |
| Unmarried | |
| Widow | |
| Widower | |
| Divorced | |

3. Number of dependents (Please tick).

| Years | Number |
|-------|--------|
| 0-6 | |
| 6-10 | |
| 11-15 | |
| 16-20 | |
| 21+ | |

3. Please, indicate your educational qualifications.

SECTION B: Involvement in the SGB.

1. What role are you playing in the school governance and professional management?

2. What is your understanding of the two concepts (school governance and professional management)?

3. In your experience or from observation, have powers to govern the school been devolved to SGB? Explain.

4. Do you think the difference between school governance and management is reflected in the way members of SGB and School Management Team (SMTs) operate in a school? Explain.

5. What challenges are schools experiencing when ensuring that school governors are governing and school managers are managing schools without stepping on each other's toes?

6. Suggest ways of overcoming the challenges you have identify in (5) above.

APPENDIX B: INTERVIEW WITH THE CHAIRPERSON

SECTION A: Profile of the Participant.

1. Gender: (Please tick)

| | |
|--------|--|
| Male | |
| Female | |

2. Please, tick the category in which you belong.

| | |
|-----------|--|
| Married | |
| Unmarried | |
| Widow | |
| Widower | |
| Divorce | |

3. Number of dependants (please tick).

| Years | Number |
|-------|--------|
| 0-5 | |
| 6-10 | |
| 11-15 | |
| 16-20 | |
| 21+ | |

4. Please, indicate your educational qualifications.

5. What role are you playing in the community structures, e.g., chairperson of CDF, pastor, secretary of community projects and so on?

SECTION B: Employment History.

1. Have you been employed? If yes, please indicate the reason(s) for leaving your previous employment. If no, please indicate the reason(s) why you were not employed.

SECTION C: Involvement in the SGB.

1. Have you been a member of the SGB before? If yes, for how long?

2. If the answer is yes in (1) above, how successful was the SGB?

3. Have you been trained? If yes, how long was your training? If no, how do you cope with your responsibilities?

4. What is your role in the SGB?

5. What is your understanding of the school governance and school management?

6. Do you think the SGB is achieving what is intended to achieve? Why?

7. Schools are either in Section 20 function or 21 functions. Has your school been allocated the Section 21 functions?

8. If your answer to (7) above is yes , tell us about the Section 21 status , if It is no, explain why it is not yet in Section 21.

9. What challenges are you experiencing with regard to leading SGB members?

10. Suggest ways of overcoming the challenges you have identified in (9) above.

APPENDIX: C INTERVIEW WITH THE EDUCATOR COMPONENT

SECTION A: Profile of participant

1. Gender (please tick)

| | |
|--------|--|
| Male | |
| Female | |

2. Please, tick the category in which you belong

| | |
|-----------|--|
| Married | |
| Unmarried | |
| Widow | |
| Widower | |
| Divorced | |

3. Number of dependents (please tick)

| Years | Number |
|-------|--------|
| 0-5 | |
| 6-10 | |
| 11-15 | |
| 16-20 | |
| 21+ | |

4. Please, indicate your educational qualifications.

SECTION B: Involvement in the SGB.

1. Does your school have policies? If 'yes', just mention few of them and also indicate how these policies were drawn.

2. If the answer is 'NO' to (1) above, indicate the challenges the school is facing with regard to policies being drawn.

3. What is your role in the SGB?

4. Have you received training? If 'Yes', give the nature of training and if 'NO', how do you cope with your responsibilities?

5. How do you ensure that school governance is run in such a way that it does not disturb the day-to day function of the school (school management)?

6. Do you think the SGB is achieving what is intended to achieve: Why?

7. What challenges are you experiencing with regard to school governance and school management?

8. Suggest ways of overcoming the challenges you have identified in(7) above

APPENDIX D: INTERVIEW WITH A PARENT COMPONENT

SECTION A: Profile for the participant.

1. Gender

| | |
|--------|--|
| Male | |
| Female | |

2. Please, indicate the category in which you belong.

| | |
|-----------|--|
| Married | |
| Unmarried | |
| Widow | |
| Widower | |
| Divorcee | |

3. Number of dependants (please tick)

| | |
|-------|--|
| Years | |
| 0-5 | |
| 6-10 | |
| 11-15 | |
| 16-20 | |
| 21+ | |

4. Please indicate your educational qualifications

What role are you playing in the community structures, e.g., chairperson of CDF, pastor, secretary of community projects?

SECTION B: Employment history.

1. Have you been employed? If yes, please indicate the reason (s) for leaving Your previous employment. If no, why are you not employed?

SECTION C: Involvement in the SGB.

1. What is your in the SGB?

2. Have you been trained? If yes, how long? If no, how do you cope with your Responsibility?

3. Do you think SGB is working in accordance with SASA? Explain.

4. What are the challenges faced by the SGB members?

5. Suggest ways of overcoming the challenges you have identified in (4) Above.

Appendix E: Application letter directed to the Circuit Manager

ENQ: TONGA T.D
CELL: 083 3723 456

P.O.BOX 126
HAZYVIEW
1242
16 APRIL 2007

The Circuit Manager
Ximhungwe Circuit
P/Bag x 7426
XIMHUNGWE
1281

Sir

REQUEST TO CONDUCT RESEARCH IN XIMHUNGWE
CIRCUIT: MYSELF.

1. The above matter bears reference.
2. I humbly request your office to permit me to conduct a research anytime from now in the aforementioned circuit within your jurisdiction.
3. The subject / topic: **Limpopo Province: A case of the primary schools of Ximhugwe Circuit.**
4. The target population is the seventeen primary schools and the cases to be interviewed will be SGB members of the schools.
5. Hopefully, the process will last for five days if properly managed.
6. I will again ensure that this process must not interrupt the normal teaching and learning of the affected schools.

Your support in this matter is always appreciated

Tonga T.D

Appendix E: Application letter directed to the principals

ENQ: Tonga T.D

P.O.BOX 126

ENQ: 083 3723 456

HAZYVIEW

1242

16 April 2006

The principal

Sir/Madam

RE: STUDY OF THE LEADERSHIP ROLE OF THE SGBs.

I, Trust Daniel Tonga, wish to request permission to interview educators and parents in your school about the topic above.

The aim of research is to obtain information on how the SGBs govern and manage their schools in accordance with the South African Schools Act, Act 84 of 1996. Hopefully, the research will assist all stakeholders in the Department of Education identify their problems in terms of their roles they should play in order to develop their schools.

Hope you will find this in order.

Yours Faithfully

Tonga T.D